



FFA Resume Generator Lesson Plan

Details Give It Flare!

Created: 10/2016 by the National FFA Organization

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify ways to improve their resumes to make them more attractive to employers.
2. Review their own resumes to determine where more detail can be applied.
3. Evaluate and provide feedback on peers' resumes.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. Each student will need a completed resume from the FFA Resume Generator, <https://resumegenerator.ffa.org/>.

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of each student's completed resume
2. A copy of the "Details Give It Flare!" worksheet for each student
3. A "Resume Evaluation Rubric" for each student
4. Various colors of pens, markers or colored pencils
5. Multiple sticky notes

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity after students have completed the initial content of a resume.
2. An activity that allows for peer review and feedback.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFAPG-I. Professional Growth: Ability to assume responsibility for attaining and improving upon the skills needed for career success.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core - Math Practices

- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication

- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Productivity and Accountability

LESSON PLAN:

1. Introduction:

Hello class, I am going to give you a short worksheet to complete. Circle the option that sounds best to you in each pair. You will have five minutes to complete the worksheet, and we will discuss it when you are finished.

Answers to worksheet:

- a. Managed at the last farm I worked for.
- b. Managed 27 people for two years at Peters Family Farms.**

- a. Worked as an outdoor activities coordinator at Camp Waldron during the summer of 2015.
- b. Worked at a summer camp.

- a. Milk cows at home.
- b. Milked 500 head of cattle at Walter Family Farms.**

- a. Provided child care for three children ages 2 to 10 during the summer of 2015.
- b. Baby-sat kids.

- a. Researched different ways to grow plants.
- b. Researched four different methods to grow plants indoors so families that live in the city can have fresh, homegrown produce year-round.**

Go over the worksheet with students once they are finished. Explain that the more details a resume has the more intriguing it seems.

Now, using the worksheet as a guide, let's see if there are any spots within your resume where details can be added to make it more attractive to a future employer.

2. Activity:

- a. Take out your resumes and look for ways that you can be more descriptive. When you find areas where more description can be added, take a colored pen and write a way that you can make it more descriptive.
 - 1. Give students about 10 minutes to do this.
 - 2. Use the corresponding worksheet "Adding My Own Flare" while working through this.
- b. Give your new edited resume to another student in class.
- c. Look over your peer's resume and determine if there are other areas where details can be added.
- d. When finished with the initial review, take the resume evaluation rubric and evaluate the resume.
- e. Once the evaluation is finished, return the resume to the original owner.
- f. When you have your own evaluated resume back, look at the evaluation and proposed edits and change your original resume to reflect those edits.

3. Follow Up:

On a sticky note, have students share three new things they learned today that will "help their resumes be more detailed and stand out to employers." Discuss their thoughts and then have them post their notes on the doorway as they leave.

4. Leveling Up:

Have students work with younger FFA members to help them develop more descriptive resumes.

Name: _____

Details Give It Flare!

Directions: Choose the option in each pair that sounds more descriptive. Circle or highlight the parts of the statement that make it more descriptive. In the lines below each pair, describe which statement stood out more to you and why.

- 1.
- a. Managed at the last farm I worked for.
 - b. Managed 27 people for two years at Peters Family Farms.

- 2.
- a. Worked as an outdoor activities coordinator at Camp Waldron during the summer of 2015.
 - b. Worked at a summer camp.

- 3.
- a. Milk cows at home.
 - b. Milked 500 head of cattle at Walter Family Farms.

- 4.
- a. Provided child care for three children ages 2 to 10 during the summer of 2015.
 - b. Baby-sat kids.

- 5.
- a. Researched different ways to grow plants.
 - b. Researched four different methods to grow plants indoors so families that live in the city can have fresh, homegrown produce year-round.

Aligned to the following standards:
FFA.PG-I; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6;
CRP.04

Name: _____

Adding My Own Flare

Directions: Utilize the following worksheet to assist you in adding details to your resume.

1. Find a place in your resume that references a number. Write two ways that you can improve this part of your resume. Once you have written two versions, pick the one that you prefer, and put it into your resume.

1. _____

2. _____

2. Locate a place in your resume that references a skill. Write two ways that you can improve this part of your resume. Once you have written two versions, pick the one that you prefer, and put it into your resume.

1. _____

2. _____

3. Look at the part of your resume that references work experience. Write two ways that you can improve this part of your resume. Once you have written two versions, pick the one that you prefer, and put it into your resume.

1. _____

2. _____

Aligned to the following standards:
FFA.PG-1; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6;
CRP.04

Resume Evaluation Rubric

Criteria	4	3	2	1	Total
Format/Layout	The resume is 1-2 pages long, has consistent spacing alignment, draws attention to the content and is attractive to the reader.	The resume is 1-2 pages long but has 1-3 errors in spacing alignment and is slightly distracting to read but still looks appropriate.	The resume is 1-2 pages long but has 4-5 errors, inconsistencies in alignment spacing, is distracting and not appealing overall.	The resume is shorter or longer than 1-2 pages, has more than 5 inconsistencies in terms of spacing and alignment and is not attractive to the reader.	
Style	The fonts are easy to read and consistent. Font sizes appropriately vary for headings and text (italic, bold, underline).	The fonts are mostly easy to read and have 1-2 inconsistencies. Font sizes aren't perfect but okay for headings and text (italic, bold, underline).	The fonts are difficult to read and have 3-5 inconsistencies. Font sizes are different in too many places throughout and become distracting.	The fonts are extremely difficult to read and have more than 5 inconsistencies. Font sizes are different all throughout and are very distracting.	
Content	Short, "Tweet-like phrases" that allow the reader to understand past experiences and accomplishments.	Short, "Tweet-like phrases;" however, the reader is slightly unclear about past experiences and accomplishments.	Phrases are slightly too long or short and leave the reader slightly confused about past experiences and accomplishments.	Phrases are too long or too short and leave the reader very confused about past experiences and accomplishments.	
Grammar	There is accurate grammar and vocabulary, and action words are used in the proper present and past tense.	There are 1-3 errors in grammar and vocabulary. Action words are usually used in the proper present and past tense.	There are 4-5 errors in grammar and vocabulary. Action words are not used in the proper tense and become confusing.	There are more than 5 errors in grammar and vocabulary. Action words are not in the proper present and past tense.	
Mechanics	There are no errors in spelling, punctuation or capitalization.	There are 1-3 errors in spelling, punctuation or capitalization.	There are 4-5 errors in spelling, punctuation or capitalization.	There are more than 5 errors in spelling, punctuation or capitalization.	
Grand Total					

Three positive comments about the resume:

Three comments about how the resume can be improved:

Aligned to the following standards:
FFA.PG-I; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6;