



Lesson Plan

Make It Shine

Created: 08/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify qualities of a good quality and poor quality resume.
2. Review their own resumes to determine the level of quality.
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/>
3. Video: "5 Tips When Crafting Student Resumes" <https://www.youtube.com/watch?v=NqQt6R1v8YY>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Nancy Notsure" resume and the "Resume Evaluation Rubric" for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.
3. Various colors of pens, markers or colored pencils
4. 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

- PG-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. Interest Approach:

Read the following scenario to students-*Your friend, "Nancy Notsure," is in desperate need of a job since she cannot get a car until she has earned her own money. Since she knows that you've been learning about resume development in your ag class, Nancy has asked you to review her resume as she is getting ready to apply to several job openings in the local area. She wants to "make her resume shine" so that it stands out above all others that will be submitted.*

- a. Each student needs a copy of the handout "Nancy Notsure-Resume." Allow students to go through the mock resume and circle or highlight any problems they see with the resume.
- b. Once students have had time to review the mock resume, discuss the issues they found (Refer to "Nancy Notsure-Key to determine if they have found all mistakes) in addition to their overall thoughts whether or not Nancy's resume is ready to submit to an employer.

2. Activity:

- a. Show the video "5 Tips When Crafting Student Resumes." The direct url is <https://www.youtube.com/watch?v=NqQt6R1v8YY>.
- b. After watching the video, have students take another look at "Nancy Notsure's" resume and determine if they can add any additional feedback based on the video.
 - i. Now that they have had time to critique the work of a fictitious person, they will transition their skills in order to evaluate their own resume along with two other classmates' resumes.
- c. Utilizing the knowledge they've gained from watching the video, give students the "Resume Evaluation-Rubric" along with one colored writing utensil (each student should have a different color) and have them evaluate their own personal resume using circles, highlights, and/or comments while scoring their work on the rubric. Once they are finished with their review, have them sign their name at the bottom right hand corner of their resume.
- d. Next, have students choose two other individuals (with different colored writing utensils than their own) to evaluate their resume using circles, highlights, and/or comments for any mistakes on the resume while scoring the work on the same rubric the original student started. When they are finished with their review have them sign their name at the bottom right hand corner of the reviewees resume.
- e. Repeat "d"
 - i. To enhance accountability, share with students that any mistakes missed on a classmate's resume will result in point deduction(s) on their own papers.
- f. Return the resume and scoring rubric to the original student so that they can use the information to update their information "to make their resume shine."

3. Follow-up: On a sticky note, have students share three new things they learned today that will "help their resumes shine." Discuss their thoughts and then have them post their notes on the doorway as they leave.

Nancy Notsure
5346 Anywhere drive
Happytown, IN 32456
nancylovescats@mailing.com
555-2345



Objective

To get a challenging job where I can make a bunch of money so that I can get a car.

Education

StoneCreek Elementary
StoneCreek M.S.
StoneCreek H.S.

Work Experience

Babysitting, neighbor's house

- Took care of kids while parents were away
- Made sure that kids had fun activities to do
- D

Community Service

Volunteer

Food Bank, Happytown, IN

- Packed meals for those in need
- Assisted in delivering food to schools

School and Extracurricular Involvement

- Basketball team
- Cheerleading

2013-now

2013-now

FFA Activities

- Chapter member

Classes/Coursework

- Horticultural Science
 - Perform propagation of houseplants
 - Present demonstrations on horticulture practices.

Last Year

Awards/Honors

- Outstanding Freshman
- A/B Honor Roll

2013
2013, 2014

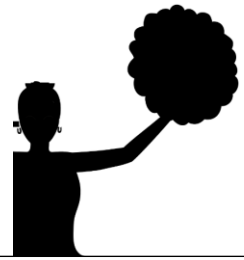
Skills

- Detail-oriented
- Learner
- Creative thinking

NANCY NOTSURE-KEY

Nancy Notsure
5346 Anywhere drive
Happytown, IN 32456
nancylovescats@mailing.com
555-2345

The font is too large for the contact information. Additionally, Nancy should consider creating a more professional e-mail address.
The phone number should include an area code



No photos or images should be included as they appear unprofessional.

Objective

To get a challenging job where I can make a bunch of money so that I can get a car.

Education

StoneCreek Element
StoneCreek M.S.
StoneCreek H.S.

It is not necessary to list elementary and middle schools. Also, Nancy needs to a city and state, along with a graduation date.

While the objective is true, it shows no value to the employer if they hire Nancy. The employer will want to see that their work and the employee's qualities and goals are in alignment.

Work Experience

Babysitting, neighbor's house

- Took care of kids while parents were away
- Made sure that kids had fun activities to do
- D

Sally needs to use a better job title, such as, "Child care provider." Also, she needs to list the city and state where she was employed. Additionally, it is important for all action sentences to be professional and that they are all complete (3 total would be better to show for all involvements so that employers get a great idea of experience and skills.

Community Service

Volunteer

Food Bank, Happytown, IN

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- Basketball team
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FFA Activities

- Chapter member

2013-now
All dates need to be aligned the same and formatted in the same way: Month and year and/or year-year.

2013-now

Classes/Coursework

- Horticultural Science
 - Perform propagation of houseplants
 - Present demonstrations on horticulture practices.

Last Year

Awards/Honors

- Outstanding Freshman
- A/B Honor Roll

2013
2013, 2014

Skills

- Detail-oriented
- Learner
- Creative thinking

**All text should be the same color and black is recommended.

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 a 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, and 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 almost 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					

3 positive comments about the resume:

3 comments about how this resume can improve:

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;