



Lesson Plan

Resume Basics

Updated: 03/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify and define all components of a resume.
2. Understand the importance and use of a resume.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Resume Preparation" worksheet for each student.
2. Copies of the "Resume Component Matching Game" for each small group of students.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to any lesson or unit on career preparation.
2. An introductory activity before students use the Resume Generator.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- PG-1. 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.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibility and dynamically.

Common Core- Speaking and Listening

- 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:* Have students share a time when someone made a bad first impression on them or when they gave someone a bad first impression. Have students brainstorm situations where a person only gets one chance to impress someone. Discuss how employers usually get their first impression of an employee. Eventually students will arrive at the answer of resume. Discuss what a resume is and the importance of a resume.
 - a. Through discussion get students to the point that they understand a resume is a self-marketing tool whose purpose is to effectively communicate your assets in writing. They need to understand that employers usually determine if someone is worth contacting based on their resume alone, and that the typical amount of time spent looking at a resume is 30 seconds.
2. *Activities:*
 - a. Divide students into small groups and provide each group with the "Resume Components Matching Game." Have students try to match the headings of each resume component with its description. After each group has matched the components with their descriptions have students decide what order the components should be in on a resume.
 - i. Review with students the basics of what a resume should contain, and explain that they will be using the FFA Resume Generator created by the National FFA Organization to create their resume. *The FFA Resume Generator will walk students through the process of creating a complete resume, but this process will go faster if students have gathered some information ahead of time.*
 - b. Each student needs a copy of the worksheet "Resume Preparation." Have students complete this worksheet (either in class, if they are able, or at home) before the day the students access the FFA Resume Generator. This will allow the students to get more done during a class period if they will be working on their resumes during class time.
3. *Follow-up:* Review the importance of a resume. When students have gathered some basic information for their resume, schedule a time for the students to have computer and internet access so they can begin to complete their resume using the FFA Resume Generator.
4. *Leveling up:* Have students take the information they've documented, go to the FFA Resume Generator and enter. It will take an average of 20 minutes for students to enter their information and export a resume. For more advanced students, have them export their resume in Word and then add to the format using examples of "quality-formatted" lessons online.

NAME: _____

Resume Components Matching Game

DIRECTIONS:

Cut the resume component headings and their matching definitions into separate strips and mix them together. Students should match the heading with the definition.

Resume Heading	Definition/Purpose
Contact Information	This section should include identifying information like, name, address, email address and phone number.
Objective	A one line description of the desired job or position. This section is optional, and depends on the purpose of the resume.
Education	Includes the name of each school attended, the major and degree received, and the graduation date or projected graduation date, or dates of attendance if no degree was completed.
Work Experience	Paid and unpaid or volunteer work will be listed here. This section emphasizes duties, responsibilities, skills, abilities and accomplishments appropriate to the purpose of the resume.
Activities/Volunteer Experience/Extracurricular Activities	This section is a list of organizations, clubs, sports, committees, and community service in which a person has participated. This area should also list leadership positions held.
Achievements/Honors	This section will include items like the honor roll or Dean's list, a team's most valuable player, scholarships earned and awards received.
Skills and Certifications	This section is a list of abilities like speaking a foreign language, computer skills, office skills, lab techniques or other transferable abilities not mentioned elsewhere in the resume. Special certifications can also be listed here.
References	This is typically a separate sheet of paper that lists the names, titles and contact information of people who know about your work related abilities.

NAME: _____

Resume Preparation

DIRECTIONS:

Complete this worksheet to gather the information needed to begin the process of creating a resume.

1. While thinking of your previous work experience, complete this table.

Where did I work?	What was my job?	Was it paid or unpaid work experience?	What month and year did I start working here?	What month and year did I stop working here?

2. Think of at least three people who know your work abilities and who could serve as a reference for you. Your references should not be family members. Ask them if they will serve as a reference for you and get the following information.

Reference Name	Mailing Address	Phone Number	Email Address	Where they Work	Their Job Title

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