



Lesson Plan

Resume References and Thank You Letter

Created: 5/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Understand the importance of references.
2. Develop a thank you letter for follow up to an interview.
3. Create the reference page portion of their resume.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. *Wait, How Do I Write This Email?* By: Danny Rubin http://www.amazon.com/Wait-Write-This-Email-Game-Changing/dp/0996349901/ref=sr_1_1?s=books&ie=UTF8&qid=1463148328&sr=1-1&keywords=wait+how+do+i+write+this+email
3. Video: *Sending The Perfect Resume By Email*, <https://www.youtube.com/watch?v=notbDDxI2BI>.

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Reference Please" worksheet for each student.
2. A copy of the "THANKS" worksheet for each student.
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS A:

1. Tool for FFA officers and members.
2. Supplement to an agribusiness course.
3. Supplement to an agriscience course.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

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

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.PG-L.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-Literacy.RI.9-10.2:Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 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. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.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 flexibly and dynamically.
- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Information, Communications, and Technology Literacy
- Leadership and Responsibility
- Social and Cross-Cultural Skills
- Initiative and Self-Direction
- Productivity and Accountability

LESSON PLAN:

1. Introduction:

In this day and age, many students and young professionals are turning to email as a quick way to send their cover letters, resumes and thank you letters to their potential employers. This lesson will help to ensure that sending by email is done professionally and properly.

Bellwork Questions/Pre-Lesson Questions:

To introduce the students to the lesson for the day ask these two questions:

- 1) Why is it important to write a "thank you" letter to send to your interviewer following the interview?
- 2) What do you think is a good number of references to have listed on your resume?

2. Activity: Each student needs a copy of the handout "Reference Please?."

- a. First show the video *Sending The Perfect Resume by Email*. The direct URL is <https://www.youtube.com/watch?v=notbDDxI2BI>. Students should pay attention to the video and not be writing on the handouts yet.
- b. Once the video is over, pass out the next worksheet "THANKS!" They may do this individually or with a partner.
- c. Once they are done with that handout, ask for a few volunteers to discuss their answer.
- d. After students have finished the "THANKS!" worksheet also ask for a few volunteers to discuss their answers.

3. Follow-up: To reflect on the lesson have students do the following exit ticket to reflect on the lesson.

- a. Have students share with their seat partner 3 things they learned from the lesson and 1 way they will implement this in seeking jobs.

4. Leveling Up: Have students critique their seat partner's (table partner's) letter and then identify what they would do differently to improve.

NAME: _____

Reference Please?

DIRECTIONS:

Watch the video *Sending The Perfect Resume by Email*. Use the information from the video to help you with the following activity.

(From the book, *Wait, How Do I Write This Email?* By Danny Rubin)

Subject Line: Need your help as a reference

Hi _____,

[Check in on the other person with a question about his/her life; for instance, "How is everything going at Acme Corporation? Getting up for another busy season?"]

I am in the job market and want to have references ready in case I need them. Could I list you as a reference? It would be a big help.

If so, give me your best phone number and email address. Also, do I have your job title correct?

[List the person's job title and company]

NOTE: Never assume you know the person's job title and company. Always double check contact details.

Please let me know and thanks so much,

-Your first name

Email signature

In the box below, practice writing to a potential reference asking them to serve as reference for you. Be sure to follow the same format, but tailor it to your specific information.

Aligned to the following standards:
FFA.PL-A; FFA.CS-M; FFA.CS-N; FFA.PG-L; AG5; CCSS.R19-10.2;
CCSS.W.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.2; CCSS.WHST.9.10.6; CCSS.WHST.9.10.4;
CCSS.WHST.9.10.2; CRP.04; CRP.06; CRP.11

NAME: _____

THANKS!

DIRECTIONS:

Reference the example below taken from *Wait, How Do I Write This Email?* By Danny Rubin. Study the format and then practice writing your own thank you letter in the space provided. (This is an example thank you to someone for a referral that led to a new job.)

Subject line: Got the job, thanks for all your help

Hi _____,

Thank you so much for [referring my name/passing my name] for the [job title] position at [name of company]. This week, I found out I landed the job!

NOTE: The above sentence is one example where I allow an exclamation mark in an email. Good news deserves an exclamation.

I am excited to start at [name of company] and forever grateful you helped to make it happen. If I can return the favor in any way, please ask.

Have a great day,

-Your first name

Email signature

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CCSS.W.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.2; CCSS.WHST.9.10.6; CCSS.WHST.9.10.4;
CCSS.WHST.9.10.2; CRP.04; CRP.06; CRP.11