



Lesson Plan

Submitting a Resume

Updated: 04/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Explore careers in the agricultural industry.
2. Identify various methods used to submit resumes and to follow up with potential employers.
3. Interact with peers to review and submit resumes to potential employers.

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: *How to Follow-up After Submitting a Resume*: <https://www.youtube.com/watch?v=LaHARCAK72M>
4. Website: AgCareers.com: <https://www.agcareers.com/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Submitting a Resume" worksheet for each student.
2. Internet access to play the video in real-time or embed it in a PowerPoint ahead of time.
3. Computer and internet access for each student to use.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity after students have a final draft of their resume.
2. An activity that allows for career exploration and may lead to applying for a job.
3. An activity that allows for peer review and feedback.

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-C.Vision: Visualize the future and how to get there.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Career Technical Core

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

NASDCTEC

- AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.

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).

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.9-10.1 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.

Common Core- Science & Technical Subjects

- 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.9.10.6 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.

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.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.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. Introduction:

Read the following scenario to students: *You were recently at state FFA convention and you had the opportunity to attend a workshop with members from other schools. The workshop was about how to work collaboratively and utilize resources with other chapters to maximize impact. You happened to be sitting by someone from a neighboring chapter named Amy and you began brainstorming ideas for ways that your chapters can work together. You decided that you would host a dodgeball tournament with the neighboring chapter. After the workshop, you collected Amy's phone number and email address. When you returned home from convention, you and Amy worked together to create a dodgeball tournament for your two chapters. A lot of members from both of the chapters were interested. You created a sign-up sheet for members to participate and Amy did the same at her chapter. You worked together to secure the final details of the event. The dodgeball tournament took place one month after the state FFA convention and there was a total of 55 members who participated from both chapters. The event was a great success and has established a good relationship.*

- Have the students answer the following questions on a piece of paper:
 - Why was the event a success?
 - What was the importance of collecting Amy's contact information?
 - What steps should you take to nurture the relationship between the two chapters?
- With a partner, have students share their answers. Then, come back as a class and discuss.
- Share with students: *When applying for a job, one of the most important aspects is to gather correct contact information and follow-up after you submit your resume.*

Show the following video about how to follow-up after submitting a resume:

<https://www.youtube.com/watch?v=LaHARCAK72M>

2. Activity:

Students should identify a job that they would like to apply for.

- Hand out the "Submitting a Resume" worksheet to students. Using the information provided from AgCareers.com, students should answer the questions on the worksheet.
- Once students have answered the questions on the worksheet, have the students find a partner and review each other's answers. Students should pay particular attention to the email portion.
- Upon completion of review, students should make corrections based on their peer's feedback.
- Explain that there are many different ways to submit a resume.
 - Email and online submissions are most common. If an application is submitted online, it's especially important to find additional contact information from the company's website and send a personal email to the company's human resources director or other persons who may handle an application for that position. Follow the instructions provided and make sure your resume is submitted in PDF format, unless specified otherwise.
 - For email, the subject line should contain the title of the position along with your initials or name. The body of the message should properly address the person you are sending it to, the position you

are applying for, one sentence on why you are qualified, and your contact information. When you attach your resume, make sure it is in PDF format and that the document has a proper name such as "John Doe Resume", not "Document 4."

- iii. Snail mail: Send the requested documents in a manila or resume folder. The papers should not be folded. Address the envelope properly, using the contact information provided.

3. Follow-up:

On a notecard, have students write down one thing they learned today that would help them when applying for a job.

- 4. Leveling up:** Work with your advisory group, local alumni, or general business professionals in the community to establish individuals who would receive resumes from students and provide feedback. Allowing students to apply the skills above with employers would be a great way to actualize the thoughts of submitting a resume.

NAME: _____

Submitting a Resume

DIRECTIONS:

1. Visit the AgCareers.com website at <https://www.agcareers.com/>.
2. At the top of the page, type in the job title/key words, location, and/or industry type that best fits your career interests and then click on the search icon (magnifying glass to the right).
3. Once information comes up in the "Career Profile," select your choice to find out more information.
4. Based on the information that has been provided, answer the questions below.

CAREER INFORMATION:

1. Job Title:
2. Location:
3. Company:
4. Industry Sector:
5. Job Type:
6. Salary:
7. In 1-2 sentences, explain why you chose this career.

APPLICATION INSTRUCTIONS:

Part 1:

8. Is there a name for a person to contact regarding application information? If yes, write that person's name here.
9. Do you submit the application online?
10. Do you submit the application via email?
11. What is the email address for the person you should submit the resume to?
12. If you are to submit the resume online, what is the name of a person from the company who you could follow up with?
13. If you are unsure as to the answers between 8-12, what would you do now if you really wanted to apply for this job?

Aligned to the following standards: CS.05.; FFA.PL-A.Action; FFA.PL-C.Vision; FFA.CS-M.Communication; AG5; AGC09.01; CCSS.ELA-Literacy.RI.9-10.4; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.SL.9-10.; CCSS.ELA-Literacy.WHST.9.10.4; CCSS.ELA-Literacy.WHST.9.10.6; CCSS.MP6; CRP.04.; CRP.10.

Part 2:

14. In the space provided below, draft and email to the employer who you want to submit a resume to.



To (email address):

Subject:

Message body:

15. In the space provided below, draft an email to follow-up with the employer approximately two weeks after you submit your resume.



To (email address):

Subject:

Message body:

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