

**Unit # 1 Title:** Red Hot Resumes!!

**Lesson Title:** Cool Stuff I've Done! **Lesson 2 of 3**

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance Standard:**  
 AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation (GLE):**  
 AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

**American School Counselor Association National Standard (ASCA):**  
 Academic Development  
 B: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

**Materials (include activity sheets and/ or supporting resources)**

Poster sized Resume (laminated)  
 Sample resume transparency.  
 Sticky notes – one color for each group.  
 Pages for each resume category: for each small group 8-8 ½ x 11 pages: “Objectives” “Education” “Awards” “Organizations” “Work History” “Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussion of issues and ideas.
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Collaboration

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE’s.**

**Assessment can be question answer, performance activity, etc.**

Assessment for this lesson will be through observation of student contributions to discussions. The counselor will monitor the ease and fluency with which individuals contribute ideas and interact with others during the lesson.

**Lesson Preparation**

**Essential Questions:**

- What types of life experiences have you had?
- How can they be classified on a resume?

**Engagement (Hook):**

Hang laminated poster-sized resume on the wall of the classroom. Point out the vocabulary words students learned during lesson number 1.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Show the students the large resume poster on the classroom wall. Have students call out vocabulary words on the poster that they recognize from lesson 1. Highlight words on resume poster.</li> <li>2. Divide students into groups of 5 and have them move with their group to an area of the room. Give each group “sticky notes” of the same color (e.g. group 1 = red, group 2 = blue).</li> <li>3. Say, “On the sticky notes write the activities or life experiences you have had, and a character or work trait each demonstrates.”</li> </ol> <p>You may need to give an example or two to</p>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will call out words they recognize from the vocabulary word list in lesson 1 and define them.</li> <li>2. Students will take a pencil to the group with them.</li> <li>3. Students write experiences they have had and the character or work trait that goes with it. Write only one experience or activity on the sticky note at a time.</li> </ol>
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<p>stimulate discussion, but do not give more than one or two samples. (Examples: raking leaves for a neighbor shows the character or work trait of volunteerism, thoughtfulness; Student Council class representative shows the character or work trait of team player, leadership).</p> <p>4. After 5 minutes, stop the individual writing and begin small group discussion.</p> <p>5. Have one group at a time place their sticky notes on the most appropriate category page. (Example: raking leaves placed on “Volunteer/Community Service”; Student Council Rep on “Organizations” or “Extra Curricular Activities”).</p> <p>6. Discuss placement of activities in respective categories.</p>	<p>4. Students will explain their experience and place the sticky note on a “category page”.</p> <p>5. Students will place “sticky notes” in appropriate category.</p> <p>6. Students will review the placement of sticky notes they created and add new ones (make changes as needed).</p>
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**Teacher Follow-Up Activities**

The teacher will review the information shared during the lesson.

**Counselor reflection notes (completed after the lesson)**

## Resume Template

**Objective:** I am seeking a position that will allow me to use my problem-solving and computer skills.

**Education:**

**Awards:**

**Organizations:**

**Work History:**

**Volunteer/Community Service:**

**Other Skills:**

**References:**

# Objective Sheet

# Education Sheet

# Awards Sheet

# Organizations Sheet

# Work History Sheet

# Volunteer/Community Service Sheet

# Other Skills Sheet

# References Sheet