

<p>Unit # 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p>Lesson Title: How Does Who I Am Relate to Employability? (Part 2) Lesson: 2 of 2</p> <p>Grade Level: 6</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance Standard: CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success</p> <p>Grade Level Expectation (GLE): CD.9.B.06.a.i: Develop a resume of work experiences for home and school.</p> <p>American School Counselor Association National Standard (ASCA): Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Activity Sheet: “It’s All About Me!” OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “It’s All About Me” Activity Sheet. Most computer word processing software contains a resume template.</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	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. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 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
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will participate in question and answer sessions.
 Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences AND the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.

Lesson Preparation

Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?

Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?

Procedures

Instructor Procedures:	Student Involvement:
1. Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process.	1. Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job.
2. Pose the engagement questions for this lesson to the class and provide information concerning job-seeking skills and how the resume fits into that process.	2. Students will contribute information/ideas to discussion, respond to the questions and will ask clarifying questions.
3. Continue with, "A resume is a short story of	3. Students will complete Activity Sheet.

<p>our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “It’s All about Me” Activity Sheet.</p> <p>4. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the resume reflect who the student is and his or her capabilities? How is the information in the resume presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>5. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>4. Students will engage in a critical self-evaluation of their responses on the “It’s All About Me” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>5. OPTIONAL: Students will complete their resumes using computer software.</p>
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Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __ (Area Code _____) _____

Wellness and Self-Care: (You must be healthy and fit to be your most successful self): How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting the rest you need for learning and working each day, eating foods that contribute to your energy, well-being and success..)

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of "Wellness"? Great Good Poor

At Home: How do you help at home? (Help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

At School: How do you help at school? (Tutoring other students, classroom jobs, etc.)

How would school people rate your work?	Great	Good	Poor
Do you finish your jobs?	Always	Sometimes	Once in a While

Social Responsibility—Service to Others: How do you help in the community? (E.g., Helping someone in your neighborhood, working on a church or scout project, or participating in a community project—such as a walkathon, community clean-up project, food drive)

How would people in the community rate your work?	Great	Good	Poor
Do you finish your jobs?	Always	Sometimes	Once in a While