

<b>Unit 1 Title:</b> Getting a Job	
<b>Lesson Title:</b> The Resume	<b>Lesson:</b> 4 of 5
<b>Grade Level:</b> 11	
<b>Length of Lesson:</b> 55-70 minutes	
<b>Missouri Comprehensive School Counseling Big Idea:</b> CD.9: Applying Skills for College and Career Readiness and Success	
<b>Grade Level Expectations (GLEs):</b> CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Career Development	

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

Samples of resumes (strive to obtain actual resumes that are acceptable and nonacceptable to use as examples). Names omitted  
*Resume* worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will integrate career knowledge and self-knowledge into a resume.

**Lesson Formative Assessment (acceptable evidence)**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Students will complete resumes.

**Lesson Preparation**

**Essential Questions:**  
 How do people share their strengths and skills with others?

**Engagement (Hook):**  
 Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Ask students: “What makes the difference between a resume that is considered and one that is thrown away? We’re going to explore ways to develop resumes that attract a potential employer to the paper you.” Counselor hands out sample resumes.</li> <li>2. Have students get into groups of 3 or 4. Tell them to review the sample resumes as if they were employers and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics.</li> <li>3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students contribute ideas about criteria for ratings.</li> <li>2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected and develop a group list of positive and negative characteristics.</li> <li>3. Students, in groups, will make a checklist of positive resume characteristics.</li> </ol>

4. Instruct students to list activities they might include in a resume.	4. Students list activities.
5. Instruct students to complete the <i>Resume</i> worksheet using the list of activities.	5. Complete <i>Resume</i> worksheet.
6. Instruct students to develop a resume.	6. Students develop a resume.
7. Students assess resumes with a partner.	7. Partners review and make suggestions for revision about their resumes.
8. Instruct students to review and reflect on partner's comments, and review and refine their resumes as appropriate.	8. Students revise/refine resumes as needed after rethinking, based on partner's comments.

**Teacher Follow-Up Activities**

Have students type their resumes.  
 Teacher could arrange mock interviews with employers and have the students present their resumes to them.

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

# Resume Worksheet

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail Address \_\_\_\_\_

## Education, Certificates, Licenses, Awards

High School \_\_\_\_\_  
Address \_\_\_\_\_  
Date of Graduation \_\_\_\_\_

Other Education or Training Programs \_\_\_\_\_

Certificates \_\_\_\_\_  
Licenses \_\_\_\_\_  
Awards \_\_\_\_\_

## Employment History

Last Place of Employment \_\_\_\_\_  
Address \_\_\_\_\_  
Dates of Employment \_\_\_\_\_

Other Places of Employment \_\_\_\_\_  
Address \_\_\_\_\_  
Dates of Employment \_\_\_\_\_

Hobbies/Activities \_\_\_\_\_

## References

First Reference Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Next Reference Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

Name of Interviewer \_\_\_\_\_