

Resume Writing Workshop Lesson Plan

Objectives

At the end of the lesson, students will be able to:

- (1) Use resume-related vocabulary and concepts in conversation with each other;
- (2) Identify what is included in an effective resume;
- (3) Create a resume.

Workshop Duration: 2 hours; Recommended Level: 3+

Pre-Work: (1) Students complete resume writing worksheet with prompts and give to Leo/Rebecca prior to the workshop. Note: If they already have a resume, students should provide to Leo/Rebecca; (2) Students create an email address (and remember their passwords to access it).

Preparation/Materials Needed: Student Guide with Sample Resume, Flipchart, Samples of Job Descriptions

Flow	Time	Presenter	Content/ Key Points to Cover	Teaching Approaches/ Student Guide and Other Materials
1	10 min.		<p>Welcome/Review Workshop Objectives and Agenda</p> <p>Activity #1: Introduction to Resumes: Q&A/Refresher</p> <p>Key points to cover after students complete activity in Student Guide: A resume is a summary of your skills, education and experience. It is usually one page. It is a tool to market you to an employer. A resume that is well-written can help you get an interview for a job.</p> <p>A resume may also help you if you apply to college or for scholarships.</p>	<p>Welcome: Ask students to turn to page 2 of their Student Guide.</p> <ol style="list-style-type: none"> 1. Say: Welcome to the Resume Writing Workshop. 2. Do: Review the objectives and agenda. Have students introduce themselves. <p>Activity #1: Ask Students to turn to page 3 of their Student Guide.</p> <ol style="list-style-type: none"> 1. Write: Ask students to write the answers to the following questions in their Student Guide: What is a resume? When do you need a resume? Why is a resume important? 2. Read: Ask students to read their responses. 3. Read: Ask students to read the statement in their Student Guide on page 4: A resume is ... 4. Say: Today we are going to spend time creating a resume using the information on the worksheet that you completed before coming to this class. A resume is one of the most important pieces of writing you will create.

2	15 min		<p>Activity #2: Warm Up Vocabulary-Resume-related vocabulary and definitions</p> <p>Key points to cover during the Interactive Q&A:</p> <ol style="list-style-type: none"> 1. <u>Experience</u>: Knowledge and skills you have learned from doing a job 2. <u>Skills</u>: the ability to do an activity or job well. 3. <u>Reference</u>: A person who knows you well and can speak well of you when you are trying to get a job. 4. <u>Job Posting or Job Description</u>: An explanation of a job that an employer wants to fill. See samples. 5. <u>Qualifications</u>: Requirements for a job. See examples on sample job descriptions. Note other terms you may see on a job description (e.g., requirements, duties, responsibilities) 	<p>Activity #2: Interactive Q&A Ask Students to turn to page 5 of their Student Guide.</p> <ol style="list-style-type: none"> 1. Ask and Discuss*: <ul style="list-style-type: none"> • What is experience? • What are skills? What are some examples of skills? • What are references? What are some examples of references? • What is a job posting or description? • What are qualifications? <p>*Note: Students may need to use their translators.</p> <ol style="list-style-type: none"> 2. Show: Samples of Job Descriptions or Postings 3. Pre-Made Flipchart: Post the definitions.
3	10 min.		<p>Activity #3: Discovering the common parts of a resume</p> <p>Key points to cover after students write in their Student Guide:</p> <ol style="list-style-type: none"> 1. <u>The common parts or sections of a resume are:</u> <ul style="list-style-type: none"> ▪ The Heading/Personal Information ▪ Experience <ul style="list-style-type: none"> ○ Work ○ Volunteer ▪ Skills ▪ Languages ▪ Education ▪ Activities (optional – not shown on sample resume) ▪ References 2. <u>Information that is included in each section includes:</u> <ul style="list-style-type: none"> ▪ The Heading/Personal Information <ul style="list-style-type: none"> ▪ Your contact information goes at the top of the resume including name, address, telephone and email. ▪ Avoid nicknames ▪ Use a permanent address ▪ Make sure your email address sounds professional 	<p>Activity #3: Ask students to turn to page 6-7 of Student Guide. Work in Pairs.</p> <ol style="list-style-type: none"> 1. Write: Ask the class to look at the sample resume on page 7 and write down the names of the sections of a resume on page 6. Review the lists they come up with and review the list of the common sections of a resume (listed under key points to cover). Note: The order of resume sections can change, e.g., if someone doesn't have a lot of work experience, the education section may be featured first. Not all sections apply to everyone. 2. Write: Ask the students to write down an example of information that is included in each section. Discuss: Review their answers and add comments, as needed (See the key points to cover).

		<ul style="list-style-type: none"> ▪ Experience <ul style="list-style-type: none"> ▪ Work Experience: Full-Time, Part-Time, Internships ▪ Volunteer Experience: Community activities ▪ Include company or volunteer organization name, job title, address and dates of employment ▪ Include brief summary of duties and accomplishments ▪ Skills <ul style="list-style-type: none"> ▪ Special skills or talents you have that are not included elsewhere on the resume. Examples: <ul style="list-style-type: none"> ✓ Microsoft Office Suite ✓ Planning ✓ Communication ✓ Team player ▪ Languages <ul style="list-style-type: none"> ✓ e.g., Fluent in Spanish; Bilingual in English and Chinese ▪ Education <ul style="list-style-type: none"> ▪ Schools attended <ul style="list-style-type: none"> ✓ Dates ✓ Honors Received ✓ Can list classes related to job you are seeking ▪ Activities (optional) <ul style="list-style-type: none"> ▪ May include activities such as clubs, coaching a sports team, membership in PTA, etc. with dates ▪ References <ul style="list-style-type: none"> ▪ References available upon request ▪ Use a separate sheet to list name, address and contact information for two to three references. ▪ Be sure to ask references for permission first. Confirm that they will support you in a positive way. <p>3. <u>Information that is not included in a resume includes:</u></p> <ul style="list-style-type: none"> ▪ Age or Date of Birth ▪ Height, weight, hair color ▪ Marital Status ▪ Social Security number ▪ Photo ▪ Nicknames 	<p>3. Ask Students to turn to page 8 of the Student Guide.</p> <p>Do: Have students complete the exercise.</p> <p>Discuss: What kind of information is not included in a resume?</p>
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4	10 min.		<p>Activity #4: Tips for Success with Vocabulary Review (bolded words)</p> <p>Do:</p> <ul style="list-style-type: none"> • Use action verbs* • Be brief and concise • Be accurate and honest • Keep the resume to one page <p>Don't:</p> <ul style="list-style-type: none"> • Use pronouns, e.g., I • Lie or include false information • Make any typos or errors • Use personal information like marital status or social security number 	<p>Activity #4: Interactive Q&A to review vocabulary; Action Verbs</p> <ol style="list-style-type: none"> 1. Ask students to turn to page 9 of Student Guide. 2. Discuss: Review each of the “Do’s” and “Don’ts.” 3. Ask (during discussion): <ul style="list-style-type: none"> • What are action verbs*? • *See Student Guide p. 10 for examples of action verbs • What does it mean to be brief and concise? • What does it mean to be accurate? <ol style="list-style-type: none"> • What are pronouns? Examples? • What is an example of a lie or false information? • What is a typo? • What is personal information
5	30 min.		<p>Activity #5: Creating Your Own Resume</p> <ol style="list-style-type: none"> 1. The Heading/Personal Information 2. Experience <ul style="list-style-type: none"> ○ Work ○ Volunteer 3. Skills 4. Languages 5. Education 6. Activities (optional) 7. References 	<p>Activity #5: Complete each section of the resume with the class.</p> <ol style="list-style-type: none"> 1. Write: Ask students to complete each section of the resume using the information from their pre-work and the worksheet/template on page 11 that matches what they will see when go to the computer lab. 2. Say: The information completed on page 11 will be typed in the computer lab. 3. Do: Walk around to answer questions and assist students to be sure all information is complete and accurate. Note: Most time will be spent fleshing out details under Experience and Skills. 4. Do: When complete, have students type the document in the computer lab.
6	45 Min.		<p>Activity #6: Using the computer lab and Resume Template set up for each student.</p>	<p>Activity #6: Pair students with Digital Literacy tutors in the lab. <u>Note:</u> A second session will be scheduled to complete resumes if more time is needed by students.</p>