Thursday, June 23rd, 2016

Work Readiness
Resume Lesson 2

Standards

CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Common Core State Standards

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 State Standards

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Common Core State Standards

W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Common Core State Standards

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Common Core State Standards

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Common Core State Standards

CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Common Core State Standards

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Common Core State Standards

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Common Core State Standards

CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Common Core State Standards

CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Common Core State Standards

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Common Core State Standards

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Common Core State Standards

L.9-10.2.c Spell correctly. Common Core State Standards

Objective

Students should have a more polished or finalized résumé and understand how to view their résumé through an employer's eyes.

Materials

- Résumé Worksheet
- Generic Job Announcement handout
- If appropriate, a career pathway specific job announcement works best for career pathway students
- Hiring Criteria Evaluation
- Chart Paper/Butcher Paper
- Markers

Procedures

Overview: The résumé is one of the most important documents any person can prepare when seeking a job. However, understanding what is effective on a résumé is somewhat difficult, especially when attempting to guess what an employer is looking for. The purpose of this session is to intentionally look through the employer's eyes, considering what the employer looks for when hiring. By viewing their own experience and skills from a different perspective, this workshop helps participants to sharpen their experience, education, and skill set. It also gives the students a chance to work in groups- collaboration, teamwork, and presentation skills.

1) Résumé Game Instructions   **Suggested time: 45 minutes**

- Begin this activity by dividing participants into groups of 3 to 5 people and provide a *Job Announcement Handout* to each participant. This sample job announcement could be the generic handout attached, or a more pathway-specific announcement that the facilitator provides. Let students read over the job announcement and the specifications for the job.

- Choose one group to act as the *Hiring Committee* and provide them with the *Hiring Criteria handout.* Explain that they will receive further direction while the other groups are working.

- Introduce role play: explain that the *Hiring Committee* will offer to hire one group of students to work for the company.
- Explain to the small groups of applicants that within each group there is a wide array of talent, skill, knowledge, and experience. Each group's job will be to compile the most relevant skills from each member to create a group résumé to be presented in front of the H*iring Committee.*

- Next, provide flipchart or butcher paper to every group (including the *Hiring Committee*) and show them the résumé worksheet and headers (this is the same template from Résumé Lesson Day 1). Have each group complete the résumé on the provided flipchart/butcher paper. Point out that these are the types of things each group should include in their résumé: Education, Professional Skills, Project Experience, Volunteer Experience, Leadership, Community Service, Internships and/or Jobs, Education, Awards, and Accomplishments.
- Have each group choose a recorder to write a group résumé. Choose a group presenter(s) to share the completed résumé with the entire class.
- Point out that each group will present their 2-minute résumé to class and committee.

2) Hiring Committee Instructions   **Simultaneous**

- While the other groups are creating their résumés, the instructor will work with the hiring committee to explain that their responsibility during this period is to think about the criteria in which they will evaluate the group résumés.
- The *Hiring Committee* should reference the Hiring Criteria Evaluation Form for this portion of the activity.
- The *Hiring Committee* should take notes during group presentations so they can reference them while making their hiring decision.
- Each group will present their group résumé in front of the class and the *Hiring Committee's* job is to recommend which group should get the job based on the criteria they defined. The *Hiring Committee* is to ask clarifying questions as needed. For example, if the group highlights leadership or hard-working, the *Hiring Committee* should ask for examples or clarification.
- Finally, explain that once each group has presented, the *Hiring Committee* will have 5-minutes to deliberate privately on which group will get the job. Be sure to note that they will have to explain their decision.
- The winning group can receive a prize for their hard-work if the instructor would like.

Homework

Accommodations & Modifications
1. Have students work in small groups or pairs to complete the résumé template
2. For students with higher needs, tell students what a résumé is. Discuss why a résumé is important when looking for a job. Tell students you will be creating a résumé for a fictional person in hopes of helping that person get a job. Work in a larger group orally reading the template and having the group complete it together. Record answers on chart paper/whiteboard. Take time to discuss what each item means and define terms where necessary.