Resume Generator Lesson Plan

Building a Relevant Resume

Created: 08/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will…

1. Identify ways to improve their resumes to make them more attractive to employers.
2. Review their own resumes to determine where simplification can occur.
3. Evaluate and provide feedback on their peers' resumes.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. Each student will need a completed resume from the FFA Resume Generator, https://resumegenerator.ffa.org/.

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of each student's completed resume
2. A copy of the "Do You Really Need It?" worksheet for each student
3. A "Resume Evaluation Rubric" for each student
4. Various colors of pens, markers or colored pencils
5. Sticky notes

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity after students have completed the initial content of a resume.
2. An activity that allows for peer review and feedback.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- PG-I. Professional Growth: Ability to assume responsibility for attaining and improving upon the skills needed for career success.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core - Math Practices

- CCSS.MP6: Attend to precision.

Name: _____

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Productivity and Accountability

LESSON PLAN:

1. *Introduction:*
   In order to deliver this information, please find a student volunteer and have them interview you. Have the student read the questions below while you respond with the corresponding answer.

   Hello class, I am going to give you a short worksheet to complete after we review some questions that surround completing resumes. You will have 15 minutes to complete the worksheet, and we will discuss it when you are finished.

   There are so many questions that surround resumes. What should I include? How much information is too little? How much information is too much? Why do we need so much information included? My resume is too long; what can I leave off?

   Hopefully today's exercises can simplify some of the questions that surround completing a resume. Let us go through each of these questions and answer them. Can I have a volunteer to help me with this exercise?

   Q (Student Volunteer): What should I include?
   A (Teacher): Include all information that is relevant to the position to which you are applying. If you have accomplishments that are not relevant it is okay to include them, just do not put the focus on them.

   Q (Student Volunteer): How much information is too little?
   A (Teacher): Resumes should be at least one page. If you do not think that you have experience then make sure that you are including all volunteer experiences. Sometimes relevant classwork is even worth sharing.

   Q (Student Volunteer): How much information is too much?
   A (Teacher): According to the human resources personnel at the National FFA Organization, no amount of information is too much as long as it is relevant and organized properly. Make sure that the information you are sharing is relevant to the position you are applying.

   Q (Student Volunteer): Why do we need so much information included?
   A (Teacher): In today's society, most applicants are applying via the internet for the jobs that they want. This means that they are applying for jobs through applicant servers that field answers to applications and information. This allows applicants to be overlooked and skipped for the position. Resumes with ample information allow you to highlight your talents in ways that applicant servers do not allow you to do with simple questions.

   Q (Student Volunteer): My resume is too long; what can I leave off?
   A (Teacher): Any information that is not relevant to the position for which you are applying. The human resources personnel at the National FFA Organization have also indicated that there is no such thing as having a standard resume that one can use for all positions they apply for, but rather, a resume with good bones (one that can be easily modified to fit multiple positions) is needed so that can be personalized for each position.

   Go over the worksheet with your students once they are finished.

   Now, using the worksheet as a guide, let us see if there are any spots within your resume where improvements can be made to make your resume attractive to a future employer.

2. *Activity:*
   a. Have students take out their resumes and look for ways they can implement the answers provided in the lecture to improve their resumes. When they find areas where items can be changed, they should take a colored pen and write how it can be improved.

Name: _____

1. Give students about 10 minutes to do this.

b. Have students give their newly edited resumes to another student in class.
c. Students should look over their peers' resumes and determine if there are other areas where details can be added.
d. When students are finished with the initial review, have them take the "Resume Evaluation Rubric" and evaluate the resume.
e. Once the evaluation is finished, students should return the resume to the original owner.
f. When students have their own evaluated resumes back, have them look at the evaluation and proposed edits and change their original resumes to reflect those edits.

3. *Follow Up:* On a sticky note, have students share three new things they learned that will help their resumes stand out to employers. Discuss their thoughts, and then have them post their notes on the doorway as they leave.

4. *Leveling Up:* Have students work with younger FFA members to help them develop their resumes so they can be personalized for each job for which they apply.

Aligned to the following standards:
FFA.PG-I; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6; CRP.04

Name: _____

Do You Really Need It?

DIRECTIONS:

Pretend that you are applying for your dream job. Categorize the items on your resume into the categories below to see what items you have too much of and determine what items can be removed.

What is your dream job? What does someone in the job do?

_____

_____

Items on resume that are relevant to this position and why:

Items on resume that are not relevant to this position and why:

Items on resume that are repeated:

Items that I have done that are relevant to the position but not on resume:

Name: _____

Resume Evaluation Rubric

Criteria	4	3	2	1	Total
Format/Layout	The resume is 1–2 pages long, has consistent spacing alignment, draws attention to the content and is attractive to the reader.	The resume is 1–2 pages long but has 1–3 errors in spacing alignment and is slightly distracting to read but still looks appropriate.	The resume is 1–2 pages long but has 4–5 errors, inconsistencies in alignment spacing and is distracting and not appealing overall.	The resume is shorter or longer than 1–2 pages, has more than 5 inconsistencies in terms of spacing and alignment and is not attractive to the reader.	
Style	The fonts are easy to read and consistent. Font sizes appropriately vary for headings and text (italic, bold, underline).	The fonts are mostly easy to read and have 1–2 inconsistencies. Font sizes aren't perfect but OK for headings and text (italic, bold, underline).	The fonts are difficult to read and have 3–5 inconsistencies. Font sizes are different in too many places throughout and become distracting.	The fonts are extremely difficult to read and have more than 5 inconsistencies. Font sizes are different all throughout and are very distracting.	
Content	Short, tweet-like phrases that allow the reader to understand past experiences and accomplishments.	Short, tweet-like phrases; however, the reader is slightly unclear about past experiences and accomplishments.	Phrases are slightly too long or too short and leave the reader slightly confused about past experiences and accomplishments.	Phrases are too long or too short and leave the reader very confused about past experiences and accomplishments.	
Grammar	The grammar and vocabulary are accurate, and action words are used in the proper present and past tenses.	There are 1–3 errors in grammar and vocabulary. Action words are almost always used in the proper present and past tenses.	There are 4–5 errors in grammar and vocabulary. Action words are not used in the proper tense and become confusing.	There are more than 5 errors in grammar and vocabulary. Action words are not in the proper present and past tenses.	
Mechanics	There are no errors in spelling, punctuation or capitalization.	There are 1–3 errors in spelling, punctuation or capitalization.	There are 4–5 errors in spelling, punctuation or capitalization.	There are more than 5 errors in spelling, punctuation or capitalization.	
Grand Total					

Three positive comments about the resume:

Three comments about how the resume can be improved:

Aligned to the following standards:
FFA.PG-I; CS.05; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.SL.9-10.1; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP6; CRP.04