Lesson Plan

You're the Boss

Created: 12/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will…

1. Identify qualities of a resume that are relevant to a specific job posting.
2. Compare and contrast two resumes to determine the level of quality.
3. Determine the qualities of a resume that best showcase an applicant.

TIME REQUIRED: 30-45 minutes

RESOURCES:

1. FFA.org
2. Video: "How To Write a Good Resume" https://www.youtube.com/watch?v=LEhyKO8Vjuw

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of "The Job Posting."
2. A copy of "You're the Boss."
3. A copy of two resume examples for Johnny Job and Susie Example.
4. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An activity before students create their own resume.
2. An activity after students have created their own resume.

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.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.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.
- 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.

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. *Interest Approach:*
   Students are constantly being evaluated within the classroom, sports teams, competitions, and through the job interview process. However, what happens when the tables are turned and students are given the opportunity to be the evaluator?
   a. Ask students to individually list out ten qualities that are necessary to gain a job at any company, no matter where they are applying. Once they are finished, discuss their answers as a large group.
   b. Next, give them a copy of the sample job post, attached. Have them read over and list out ten qualities that would be necessary to gain employment for this particular job. Once they are finished, discuss their answers as a large group.
   c. Show the video "How to Write a Good Resume." Afterwards, discuss the importance of writing a resume that is relevant for the job in which you are applying. Then, tell students that they will have the opportunity to "be the boss" today as they will choose who to hire between two potential applications for the job posting.

2. *Activity:*
   a. Students will assume the role of a hiring manager by reading the scenario at the top of the handout, "You're the Boss." Once they have read, students will circle the top five skills they will be seeking when reviewing the two applicants' resumes.
   b. Once students have read the scenario and selected their top five skills to seek, give them the two applicants' resumes to review.
   c. Students will review the resumes using the mini-rubric at the bottom of the hand out in order to make their final selection. Then, in partners, groups, or as a large group, discuss who they chose to hire and why.
      i. During these discussions it is important to reiterate that it is important for job applicants to indicate skills and experiences that are relative to the job in which they are applying.
   d. Students will now write a letter to their supervisor supporting their decision.

3. *Follow-up:* Students will answer the final three questions on the bottom of "You're the Boss."

Name _____

The Job Posting

Hands-On, Active job available…

Currently seeking an individual who is willing to work long hours in various climates in order care for and sell various landscape plants in a plant nursery setting. Daily tasks and duties may include, but are not limited to: watering, planting, staking, lifting, potting, mixing, cleaning and selling plants directly to customers. The applicant must be willing to adapt to any situation as plans can quickly change based on climate and customers. This job will be available during the summer months and there is potential for fall and winter employment, if interested. Must be able to understand labels, safety precautions and job schedules. Must have the ability to understand and carry out verbal directions and assignments received. Must be able to lift, push, pull and stand for long periods of time. Good work history required.

At least two years of experience in the horticulture/plant industry is requested.

Name _____

You're the Boss

Scenario:

You have been employed at the local plant nursery for the past two summers and this one will be your third. Your supervisor has given you the responsibility of hiring a new individual to help with all of the summer work ahead. Your supervisor has told you that it is important to hire someone who will be able to handle the work while maintaining exceptional quality. Also, if the new person does well under your guidance, your pay will be increased by $5/hour! You are involved in your local high school agriculture program and are an active FFA member. You're thinking that one of your fellow members will be right for the position, but are worried if some have the experience required. So, it's up to you…you're the boss!

Based on the scenario above, circle the top five skills you will be seeking as you review the applicants' resumes:

Hard-working	Goal-driven	Honesty
Computer Proficient	Organized	Integrity
Communication	Problem Solving	Animal Science
Analytical/Research	Creativity	Horticulture
Adaptability	Innovative	Ag Mechanics
Managing	Collaboration	Patience
Safety-minded	Reliable	Well-known

Selection process:

Outcomes	Johnny Y or N	Susie Y or N	Comments
Resume contains proper, professional formatting.			
Resume contains relevant past job experiences.			
Resume includes a list of related activities.			
Resume lists honors/awards/leadership positions.			
Resume is detailed and reflects applicant's skills.			
Resume lists adequate skills and experiences learned from previous jobs.			
The resume is easy to read.			

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

Name _____

You're the Boss, continued...

The Selection:
Based on your review, select who you are planning to hire and write a letter to your supervisor that supports your decision. Be sure to use factual information that is in line with the job post and the scenario in which you are involved:

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1. Many people who have a resume use the same one for any and every job application. Based on the activity, why is it important to slightly alter your own resume based on the job and job posting?

_____
_____
_____

2. What are some ways that you can strengthen your own resume to help you get your desired job?

_____
_____
_____

3. Name one way you will alter your own resume in order to increase your chances of being hired.

_____
_____
_____

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

Johnny Job

Jonny Job@email.com
6063 FFA Drive
Indianapolis, IN 46268
555-555-5555

Objective:
To gain experience in the animal science field to secure my plans of becoming a veterinarian.

Education:
Anywhere High School
Anywhere, IN
Graduation Date: May 2016

Work Experience:

- Vet Clinic — June 2014-present
  Groomer, Anywhere, IN
  - Groom animals to ensure cleanliness

- Hay Baler — June 2010-present
  Doe Residence, Anywhere, IN
  - Manage hay baling operations to ensure top quality

Leadership Experience:

- Captain of basketball tem — August 2015-present
  Future Teachers of America
  - Lead fellow teammates to improvement

Community Service:

- Volunteer — March 2012
  Soup Kitchen, Anywhere, IN

School and Extracurricular Involvement:

- Future Teachers of America — 2011-2015
- Anywhere FFA Chapter — 2011-2015

Classes/Coursework:

- Animal Science — August 2013-December 2013
  - Researched animal reproduction
- Animal Science II — August 2013-May 2014
  - Created and developed a year-long cow breeding program

Awards/Honors:

- Basketball-Most Valuable Player — 2013, 2014

Skills:

- Leading others
- Listening

Susie Example

susieexample@email.com
6060 FFA Drive
Indianapolis, IN 46268
555-555-5555

Objective:
To make a difference in the agricultural industry.

Education:
Anywhere High School
Anywhere, IN
Graduation Date: May 2016

Work Experience:

- Stocker — June 2014-present
  Tractor Supply, Anywhere, IN
  - Organize new shipments for stocking shelves

- Mower — June 2014-September 2014
  Bob's Lawn Service, Anywhere, IN
  - Managed the scheduling of weekly yard work for multiple customers

Leadership Experience:

- Vice President — August 2014-present
  Future Teachers of America
  - Organized activities for all meetings
- Anywhere FFA Chapter Secretary — May 2014-May 2015
  - Presented the minutes at every meeting

Community Service:

- Volunteer — March 2015
  Feed the Hungry, Anywhere, IN

School and Extracurricular Involvement:

- Future Teachers of America — 2011-2015
- Anywhere FFA Chapter — 2011, 2013-2015

Classes/Coursework:

- English — August 2013-December 2013
  - Wrote several research papers on current topics
- Agricultural Mechanics I — August 2013-May 2014
  - Applied skills learned during class to create a sling back chair

Awards/Honors:

- Greenhand Degree — 2012

Skills:

- Active listening
- Problem solving