**Employability**

**Core Area: Resume, Cover Letter and References**

**Topic Objectives:** Upon completion of this lesson students will demonstrated that they understand how to complete a resume, cover letter and a reference page.

**Time Frame: 345** minutes

**Materials/Equipment:**

Computer, projector

Doc camera

Computer access for students

 Google classroom, module, or other online platform – optional.

**References:**

**Shiawassee RESD Employability Lessons and Mock Interview Manual.**

* Resume Reference Page
* Cover Letter Reference Page

**Teaching Procedure:**

1. **Interest Approach:**
	1. Introduction (30 min)
		1. Pass out the “Finding Your Career Graphic Organizer”. Have students answer the questions on the right (5 min.). Have some students share out what they wrote (10 min.) After they have shared, have volunteers read the definitions in the circles; next, have students respond to how these are connected to achieving a career. (10 min.)
		2. Have students go over the unit agenda (remember to edit this before passing it out to students, every class will have different due dates). Connect for students how these documents are related and there importance to finding a career. Briefly discuss the expectations of each document and the timeline for completion. (5 min.)
2. **Teaching Steps:**
	1. Activity – The Sum of Parts (20 Minutes)
		1. Pass out “The Sum of parts worksheet. Have students (in their own words) give a description of the given term.
		2. For the column labeled details, have students share with their elbow partner and consult scholarly sources online to find the finer details of the term as well! TIP: Tell students to provide an example to help them remember the specifics.
		3. (Optional) have students share out their findings.
	2. Presentation – Prior Knowledge Resume Quiz (30 minutes)
		1. Use PowerPoint “Prior Knowledge Resume Quiz” to access students’ knowledge before having them make their own resume. Have them raise hands for the answer they think is correct; after each one, discus why that is the correct answer.
	3. Activity – Resume Worksheet (50 - 60 minutes).
		1. TIP: It is helpful to tell students the day before that they will beginning their resumes. This will allow them time to brainstorm before starting this assignment. Suggest that they talk with a parent or guardian the night before about what they should highlight on their resume. Please remind them that unpaid work experience or volunteer work still counts as work experience. This is also a good time to pass out the rubric for grading the resume.
		2. Before passing out resume worksheet use a projector or document camera to go over some of the example resumes provided (cover letter/ resume group activity) . You can also pull from other resources such as a former student’s resume or your own. Make sure to point out that listing your experiences in a professional manner will help to secure one an interview or potential job.
		3. Before passing out the resume work sheet, project the Reference template (I usually choose classic). Use a projector or Document camera to go over the template provided. You can also pull from other resources such as a former student’s references or your own. Make sure to point out that listing the person’s title or company where they work help to let the potential employer know that this is a valid reference. It is also helpful at this time to stress to students that their resume, references and cover letter should all be formatted the same or have the same heading (this makes it easier for an employer to determine which documents go with each other if they are separated). (10 minutes)
		4. Pass out resume worksheet, (references are also on this document). Allow students to brainstorm and get their personal ideas on paper before typing there resume. Provide individual help as needed. Allow student to take this home. Please remind them that they will need to use it as a reference as they make their resume.
		5. Tip: Allow student to take this home. Suggest having parents help when students don’t know an address. Students may ask for access to their phones at this time to view phone numbers and addresses (that is your choice; every districts policy will be different).
	4. Activity – typing resume and references. (50 min)
		1. Allow students time to type resume and cover letter.
		2. Remind students to use worksheets and templates to help organize their ideas.
		3. Tip: You may load all templates to google classroom or other online platform to save time and for the students to use as references.
	5. Activity - Cover letter (40 min)
		1. Start by talking about how a cover letter helps to introduce a potential employer to you. Mention that your cover letter should give more details than what is in your resume. You may use a document camera to go over one of the provided templates with students. Pass out cover letter rubric.
		2. After you have gone over the rubric, tells students that they should address their cover letter for a real job. Recommend that they do an online search, read the paper, or go directly to a company’s site of whom they would like to work for and use that information to fill out their cover letter. They should use a job that they can get with their current skill level to help make this more realistic.
		3. Pass out and have students complete the cover letter guided notes worksheet.
		4. Allow students time to work on their cover letter.
	6. Activity – cover letter and group activity (45 min)
		1. Split students into groups of 3-4. Pass out cover letter and resume activity. Have students pretend that their group is working together to hire a customer service representative for the bank that you own. Students read through the three potential job candidates’ cover letters and resumes, and discuss which candidate they want to hire and why. After reading the three cover letters, each group will need to hire one of the candidates and explain why they hired them as well as why they did not hire the other candidates. Have students fill in this worksheet to help them organize their thoughts for “share out” with the class. (30 min)
		2. Reminder to students: Keep in mind the job that is being applied for and what you are looking for as that company.
		3. Reminder to students: Use examples of sentences from the cover letters and resumes to justify your answers!
		4. Have students share their answers with the class (10-15 min)
3. **Review –**
	1. Activity – Peer editing
		1. Students should participate in a peer editing process, and be given time to edit documents before the final draft is submitted. More than one peer may edit a student’s documents. A peer editing form is provided, if you do not have one you already use for your classroom. TIP: assign points to getting documents edited by a peer to help motivate students to participate. (60 min)
4. **Evaluation:**
	1. Score Resume
	2. Score Cover Letter
	3. Score References
	4. Unit assessment (if this unit will be taught as a standalone unit, this may be given when the unit is complete; if mock interviews are done at the end of this unit you may wait to give the unit assessment at that time so students have something to do while they wait their turn)
	5. If this unit can be aligned so that mock interviews are done at the conclusion, this would give the student another evaluation and opportunity for feedback on the documents they created. It is also nice to give students a chance for a rewrite before the mock interview and after.