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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Practicum in Hospitality Services |
| **Lesson/Unit Title** | Show Yourself Off: Write a Résumé! |
| **TEKS Student Expectations** | **130.261. (c) Knowledge and Skills**  (9) The student understands roles within teams, work units, departments, organizations, and the larger environment of the hospitality services industry. The student is expected to:  (A) produce a professional portfolio to include information such as; and  (B) present the portfolio to interested stakeholders. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create personal resume to use when searching for a job differentiate between chronological and functional resume |
| **Rationale** | Including a resume with a job application is impressive and can make a job application stand out. If hiring personnel were handed a stack of job applications and only a few included resumes, those applications with the resumes would be reviewed as possible job candidates.  Several hiring managers of Practicum students only look at the job applications that have resumes attached. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Chronological resume:** The most common resume. It lists and highlights your work experience, education, and personal information  **Employment record:** Jobs, duties, dates, companies and addresses of one’s present and/or previous work experiences  **Functional resume:** Allows you to focus on your skills when you do not have previous work experience to highlight  **Reference:** A person to whom one refers for testimony as to another’s character, abilities, etc.  **Resume:** A summary of personal, educational, and professional qualifications and experience |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Materials:**   * Markers * Paper/pen for note taking (for students) * Poster boards or butcher paper and tape * White paper   **PowerPoint:**   * Show Yourself Off: Write a Resume!   **YouTube:**   * Free Resume Templates in Microsoft Word   Uploaded by TechLinkOnline on Jun 2, 2010  You can create your resume in Microsoft Word with free resume templates. There are many of resume templates to choose from. <http://youtu.be/zOgunk36lzw> * Resume Writing Tips: How to Make Your Resume Shine   Uploaded by eHow on Nov 2, 2008  To make your resume shine, keep it simple, include all the right information and give pertinent work history. Create a stellar resume by combining the right elements with the help of a management executive in this free video about writing job resumes<http://youtu.be/zndvv3BbSqU>   **Graphic Organizers:**   * Basic Information for a Resume   **Handouts:**   * Chronological Resume Template (for rough draft) * Functional Resume Template (for rough draft) * Rubric for Resume * Show Yourself Off: Write a Resume! PowerPoint Notes |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Post six poster boards or six sheets of butcher paper on a wall in the classroom.  As class begins, divide students into six groups and assign each group to one of the poster locations. Allows students five minutes to brainstorm and write down their accomplishments/hobbies/activities/honors/awards on the paper.  Allow groups to share the contents of their lists.  Lists will be referenced throughout the lesson. |
| **Direct Instruction \*** | **Note to Teacher:** A well written resume is one essential element of a professional portfolio. This Resume lesson can be used in all Cosmetology courses as students are introduced to the concept of a Professional Portfolio and its contents, as well as a refresher for students updating and completing their Cosmetology professional portfolio in Cosmetology II.  Introduce lesson objectives, terms, and definitions.  Begin the lesson by showing students samples of completed resume. Samples may be located on websites listed in reference section.  Introduce Show Yourself Off: Write a Resume! PowerPoint. Students will take notes using Show Yourself Off: Write a Resume! PowerPoint Notes.  Have students examine and compare examples of functional and chronological resumes using handouts Chronological Resume Template and Functional Resume Template. Provide an in-depth explanation of each resume component.  Using the graphic organizer Basic Information for a Resume, students will complete their information. This information will be used to complete their resume during the Guided Practice activity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing peer tutoring * allow extra time for completion of assignment |
| **Guided Practice \*** | Students will have a choice of preparing a chronological or functional resume.  Students will complete a resume using the templates Chronological Resume Template and Functional Resume Template. Explain to them that this is the rough draft of their resume. This rough draft will be used later as a guide for their typed resume. They will incorporate the information they wrote on the Basic Information for a Resume handout and the lists from Anticipatory Set.  Model the use of “action” words in describing their accomplishments (from previous poster activity). Example: Instead of just saying “soccer team captain,” state as “elected soccer team captain.” Refer to examples on slide presentation.  Actively monitor what the students are writing and allow for questions.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing frequent teacher/student * encouraging students to remain on task * providing frequent feedback on progress of work |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide students with a Rubric for Resume that will be used to assess their completed professional resume.  Computer lab:  Allow time for students to type their resumes using a word processing software such as Microsoft Word®. Have students proofread and edit each other’s resumes prior to submitting for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extended time for typing resume * extending possible tutoring time before or after school * allowing time at home if a computer is available * providing a list of “action” words to be used in highlighting student accomplishments |
| **Lesson Closure** | Have students completing the following statements on their notebook paper: A resume is important because \_\_\_\_\_\_\_\_\_\_\_\_\_. It’s important to continually update your resume because \_\_\_\_\_\_\_\_\_\_\_.  Have students write the word RESUME vertically on their notebook paper. Using the letter, they are to write a pointer or tip about preparing a resume. For example:   * Remember to always check for grammatical or spelling errors before you print your resume * E * S * U * M * E   Students will turn in their notebook paper for a grade. |
| **Summative/End of Lesson Assessment \*** | Submitted professional resumes will be assessed with Rubric for Resume.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing assistance in typing final resume draft * allowing extra time for turning in resume |
| **References/Resources/**  **Teacher Preparation** | Some examples are:   * Microsoft Office Download free templates for resume, spreadsheets, documents, calendars, certificates, labels, business cards, and more for Microsoft Office products.<http://www.Office.microsoft.com/en-us/templates/> * Resume Templates You will find over 250 free resume templates along with tips for writing your resume and the job interview process. http://www.Resumetemplates.org |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall definitions * Allow students to use translator websites, such as [www.spanshdict.com](http://www.spanshdict.com) for help in looking for key and action words to use in their resumes |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Have students locate two articles from the internet regarding the importance of a resume and compare the content of the articles. |
| **Quotes** | Boxing was the only career where I wouldn’t have to start out at the bottom. I had a good resume. **-Sugar Ray Leonard**  If you call failures experiments, you can put them in your resume and claim them as achievements. **-Mason Cooley** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**  At the end of each class, have the students write in their journals their thoughts on the following:   * The best type of resume for me would be chronological/functional (choose one) because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A resume is important to have because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * Have students write an essay on the accomplishment they are most proud of. Students may include honors, hobbies, and achievements that can then be incorporated into their resumes. * RAFT:   + Role: Hair salon   + Audience: Applicant   + Format: Want Ad for hairstylist   + Topic: Job Description/Employee Characteristics |
| **Communication**  **90 Second Speech Topics** | My Achievements…  Why You Should Hire Me! |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Include a cover letter and thank you letter as part of the assignment. These additional components may be integrated into their portfolio for CTSO competitions. |
| **Family/Community Connection** | **Speakers:**   * Business person from the community to speak on the importance of attaching a resume to a job application * What he/she looks for when hiring candidates for a job. |
| **CTSO connection(s)** | SkillsUSA<http://www.skillsusa.org/>  Job Interview Divided into three phases: completion of employment applications; preliminary interviews with receptionist; and, in-depth interviews. Contestants are evaluated on their understanding of employment procedures faced in applying for positions in the occupational areas for which they are training. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.   * Have students visit a retirement home and interview the residents. Ask them about their previous work experiences and practices that helped them achieve job success. Ask the residents about the change in work ethics and what they would look for in a job candidate.   Students provide resume writing session for other students/parent group/community group. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)