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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Practicum in Culinary Arts |
| **Lesson/Unit Title** | Show Yourself Off: Write a RÉSUMÉ! |
| **TEKS Student Expectations** | 130.257. (c) Knowledge and Skills  (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:  (A) complete a professional career portfolio to include items such as an updated resume, documentation of technical skill competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, participation in student and professional organizations, abstract of key points of the practicum, and practicum supervisor evaluations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create personal resumes to use when searching for a job * Differentiate between chronological and functional resumes * Add an updated resume to their career portfolio |
| **Rationale** | **Script:**  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 résumé:** 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 résumé:** 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.  **Résumé:** A brief summary of personal, educational, and professional qualifications and experience |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint™ presentation * Computers with Internet access (be sure to follow school district guidelines)   **Materials:**   * Copy of your personal résumé (optional) note: remove address and phone number * Markers * Paper/pen for note taking (for students) * Poster boards or butcher paper and tape * White paper * Copies of handouts (All Lesson Attachments­–coming soon) * Class set of sample résumé (samples of completed resumes may be located on websites listed in reference section) |
| **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. Provide markers.  Using <http://www.online-stopwatch.com/> allow 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 RÉSUMÉ lesson can be used in all Education and Training 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 Education and Training PROFESSIONAL PORTFOLIO in Practicum in Education and Training.  Introduce lesson objectives, terms, and definitions.  Begin the lesson by showing students your personal résumé (optional) and/or distributing sample résumé. Discuss the importance and value of a résumé in career development.  Introduce **Show Yourself Off: Write a Résumé!** PowerPoint™ (All Lesson Attachments–coming soon). Students will take notes using **Show Yourself Off: Write a Résumé! PowerPoint™ Notes** (All Lesson Attachments–coming soon).  Have students examine and compare examples of functional and chronological resumes using handouts **Chronological Résumé Template** and **Functional Résumé Template** (All Lesson Attachments–coming soon). Provide an in-depth explanation of each résumé component.  Distribute **Basic Information for a Résumé** (All Lesson Attachments–coming soon). Instruct students to complete the document with their personal information. This information will be used to complete their résumé 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 résumé.  Students will complete a draft résumé using either the **Chronological Résumé Template** (All Lesson Attachments–coming soon) \* or the **Functional Résumé Template** (All Lesson Attachments–coming soon). This rough draft will be used later as a guide for their final typed résumé. Students should incorporate the information from their **Basic Information for A Résumé** handout (All Lesson Attachments–coming soon) and the list created during the Anticipatory Set.  Model the use of “action” words in describing their accomplishments. 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. Students may require access to their cell phones or internet to look up phone numbers and addresses.  *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 Résumé** (All Lesson Attachments–coming soon) that will be used to assess their completed professional résumé . Review all components of rubric so that students understand how their final resume will be assessed.  Computer lab:   Allow time for students to type their résumé s using a word processing software such as Microsoft Word™.  If students have access to Microsoft Word™, please have them follow the instructions below:   * Open Microsoft Office Word * Click on the Office Button * Click on NEW * Click on Templates * Click on Résumés * Click on Basic Students can then follow the prompts and create, save and print their professional résumé s. Remind students to save their work. Encourage students to save their Résumé on a USB drive if they have one. Allow students to proofread and edit each other’s résumé 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 résumé * 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** | Review lesson objectives, terms and definitions. Ask questions regarding the role and value of a résumé in career development.  Have students completing the following statements on their notebook paper: A résumé is important because \_\_\_\_\_\_\_\_\_\_\_\_\_. It’s important to continually update your résumé because \_\_\_\_\_\_\_\_\_\_\_.  Have students write the word RÉSUMÉ vertically on their notebook paper. Using the letter, they are to write a pointer or tip about preparing a résumé. For example:   * Remember to always check for grammatical or spelling errors before you print your resume * E * S * U * M * E   Students will submit this assignment for a daily grade. |
| **Summative/End of Lesson Assessment \*** | Submitted professional résumé will be assessed with **Rubric for Résumé** (All Lesson Attachments–coming soon).  *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 résumé draft * Allowing extra time for turning in résumé |
| **References/Resources/**  **Teacher Preparation** | **Websites:**  There are several websites that provide examples of résumé.   * Microsoft Office Download free templates for résumé, spreadsheets, documents, calendars, certificates, labels, business cards, and more for Microsoft Office products.<http://www.Office.microsoft.com/en-us/templates/> * Online stopwatch Feature allows you to set a stopwatch on your computer screen.<http://www.online-stopwatch.com> * Resume Templates You will find over 250 free résumé templates along with tips for writing your résumé 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, 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 résumé and compare and contrast the content of the articles on a Venn Diagram. |
| **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** |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** | **Technology:**  **PowerPoint™ (Attachments–coming soon):**   * Show Yourself Off: Write A Résumé!   **Infographic:**   * The Anatomy of an Outstanding Résumé  View these helpful tips to improve your résumé so that you are able to win potential employers over in a matter of seconds.<http://dailyinfographic.com/outstanding-resume-infographic>   **YouTube™:**   * Free Résumé Templates in Microsoft Word  Uploaded by TechLinkOnline on Jun 2, 2010 You can create your resume in Microsoft Word with free résumé templates. There are many of résumé templates to choose from. <http://youtu.be/zOgunk36lzw> * Résumé Writing Tips : How to Make Your Résumé Shine  Uploaded by eHow on Nov 2, 2008 To make your résumé shine, keep it simple, include all the right information and give pertinent work history. Create a stellar résumé by combining the right elements with the help of a management executive in this free video about writing job résumés<http://youtu.be/zndvv3BbSqU> |
| **Graphic Organizers/Handout** | **Graphic Organizers (Attachments–coming soon):**   * Basic Information for a Résumé   **Handouts (Attachments–coming soon):**   * Chronological Résumé Template (for rough draft) * Functional Résumé Template (for rough draft) * Rubric for Résumé * Show Yourself Off: Write a Résumé! PowerPoint™ Notes |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entry:**  At the end of each class, have the students write in their journals their thoughts on the following:   * The best type of résumé for me would be chronological/functional (choose one) because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A resume is important to have because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategies:**  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 résumé s.   * RAFT:   + Role: Employer-School District   + Audience: Applicant   + Format: Want Ad for Teacher   + 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 résumé to a job application * What he/she looks for when hiring candidates for a job. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**   * STAR Events   Job Interview An individual event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.   * SkillsUSA<http://www.skillsusatx.org/>   Championship Contest: Employment Application Process Tests the contestant’s readiness in applying for employment and their understanding of the process. The contest is available to students who are classified under the provisions of Public Law 105-17, Individuals with Disabilities Education Act, 1997. The competition includes completing an application and interviewing with the judges. Their résumé and portfolio are used during their interviews.  All Championship contests require contestants to submit a résumé. The quality of a résumé s can be compared and used to break a tie, thus determining a winner. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see<http://www.servicelearningtexas.org>   * 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 résumé writing session for other students/parent group/community group. |
| **Lesson Notes** | **Attachments (coming soon):**   * Show Yourself Off Write a RÉSUMÉ! Notes * Show Yourself Off Presentation Notes * Rubric for Résumé * Functional Résumé Template * Chronological Résumé Template * Basic Information for a Résumé * Show Yourself Off Write a Résumé PPT |

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)