

		B7-L2	
Career Portfolio		Core Competency: B7	Level 2, Intermediate
Construct a resume			
Time to complete: 240 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Construct or update a chronological resume. 2. Construct a resume using another format; i.e., functional, targeted, or other. 3. Understand the differences between a standard, written resume, and a high tech resume. 4. Understand the use of electronic and Internet resumes. 5. Construct a high tech version of his/her resume. 		
Cross Competencies	G41 Apply critical thinking skills G55 Apply the problem solving process to complex problems H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
State Standards	Career and Vocational/Technical Education: Content Standards 1 and 5 Workplace Competencies: Content Standards 1, 2 and 6		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • B7L2ACT1 Resume Scenarios • B7L2R1 Rubric-Resume and Cover Letter • B7L2HO1 Resume Styles • B7L2HO2 High Tech Resume 	<ul style="list-style-type: none"> • MSO Online template • Resume and Cover Letter Rubric 	<ul style="list-style-type: none"> • MCIS • Career.org • <i>The Job Hunting Handbook</i>, 4th Edition, Dahlstrom & Co. • JMG's Pocket Resume 	

MCA	Portfolio Project	Guest Speakers	Program of Work
	Resume	guest speaker from the local Job Service Workforce Center to come and speak about resumes	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
Interviews			Employment Prep, grade 12

Suggested Instructional Approach		Notes
Introduction	<p>A resume can be a ticket into the job market. It gives a prospective employer an idea of what to talk over in an interview and it will refresh his memory of the applicant after the interview, when he is deciding whether or not to hire the applicant.</p> <p>Students have been working on a chronological resume; now is the time to look at other resume formats, i.e., targeted, functional, high tech or other alternative formats. The exercises in this unit will review the basic parts of the resume and provide a worksheet for students to use if they wish to develop a targeted resume.</p> <p>While many of your students may not need a high tech resume at this point in their lives, all students should have a basic understanding of some of the terms associated with electronic resumes and their use, and an introduction to on-line employment sites.</p> <p>Because the format and use of high tech resumes changes very rapidly, it is suggested that specialists obtain up-to-date information for students who have a real need for or would like to use this type of resume.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • Arrange for internet access • If students need to develop a chronological resume you may choose to use the forms from B7L1 • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

<p><u>Activity</u></p> <ul style="list-style-type: none"> • Print out <u>B7L2ACT1 Resume Scenarios</u>. Cut the cards out and distribute to pairs or teams of students. • Directions: <ul style="list-style-type: none"> ○ Read the scenario card you are given. ○ Decide what information the employer needs in a resume from a prospective employee ○ What part of a traditional resume would provide the employer with this information? • Have groups share their scenarios and answers with the whole group. • Discuss how a chronological resume may not fulfill the needs of every job situation. <ol style="list-style-type: none"> 1. Distribute <u>B7L2HO1 Resume Styles</u>. Read through the document with students. 2. After reviewing the different styles of resumes, go back to the scenarios from the introduction. Have students determine which resume would work best for each of the scenarios. 3. After completion discuss students' responses. 4. Explain to students that the chronological resume they developed is the base for developing other types of resumes. 5. Students should review their Chronological Resumes and update the document. If students did not develop a resume previously, they should do so now. (You may want to use the documents from B7L1) 6. Review student's chronological resumes. 7. Discuss how technology is changing the world of work, and finding work 8. Ask students if they are aware of sites on the web which help in the job hunt (Monster.com for example) 9. Discuss the idea of a high tech resume. 10. Distribute <u>B7L2HO2 High Tech Resume</u>. Read through the information with students. <p><u>Technology Option: Instead of a high tech resume you may choose to have students make a video resume.</u></p> <ol style="list-style-type: none"> 11. Have the students complete the resume style of their choice, using the resume creating site or tool of your choice. If you use Montana Career Information System(MCIS) you can go to the "tools for users" tab and have walk your students through the Tutorial—Creating Resumes. 12. Remind students that these resumes should be stored in their Job or Career Portfolios, both in hard copy and electronically. 	
Assessment	The completed resumes will be the assessment

Supplemental Activities	<ul style="list-style-type: none"> • Contact local employers to come to the school on a designated date to review resumes and provide feedback to students. Guidelines should be provided to the employers so that all resumes are evaluated consistently. Students could revise resumes after the employer critique. • Invite a guest speaker from the local Job Service Workforce Center to come and speak about resumes and the use of employment resources, such as America’s Job Bank, which was developed by the U.S. Department of Labor and the states’ public employment service agencies. • Visit your local job service and have student complete resumes • Contact your local telephone cooperative (example Nemont in NE Montana). Ask if they provide an educational experience or “career day” for seniors. This experience is a full day for the students, as they learn more about their local telephone cooperative, as well as participate in a professional interview with employees that hire in their departments. Students prepare their cover letter and resume in advance, so they will be “Judged” by their interview and feedback will be provided when they tour and complete their career day. 	
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