

# Using the RealCare® Program for Career Exploration



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4, 7, 10, 12



## Lesson Structure

Each lesson begins with an overview, lesson objectives, and a *Lesson-at-a-Glance* table, which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

## Lesson Sections

The overview is following by the actual lesson, which will contain some of the sections described below. Most lessons are designed to be completed within 45 minutes.

- **FOCUS**

Every lesson begins with a FOCUS activity intended to capture students' attention. This may be in the form of a small or large class discussion, game, review of previous lesson information, or demonstration. During this activity, students are introduced to the topic of the lesson.

- **LEARN**

The LEARN activity in each lesson varies in its presentation mode. It may be a PowerPoint® presentation, group activity, or demonstration.

- **SUMMARIZE**

The majority of lessons end with a SUMMARIZE activity intended to briefly review the lesson's key messages or main points; or, if it is the last lesson in the unit, the SUMMARIZE activity will serve as the unit formative assessment. Participant scores on these short assessments will help you determine what concepts or skills may need reinforcement or review.

# Lesson – Exploration of Childbirth-Related Careers



## Lesson Overview

*In this lesson, participants will be introduced to various childbirth and pregnancy-related careers. Participants will research and explore healthcare career pathways in related occupations.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the healthcare field related to pregnancy and childbirth
- Consider if any of the occupations covered in class are appropriate for them

## Lesson at a Glance

| Activity | Materials   | Preparation   | Approximate class time |
|----------|---|---|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• <i>Career Exploration Brainstorming Web</i> handout</li></ul>   | 1. Print/photocopy <i>Career Exploration Brainstorming Web</i> handout (one for each group)   | 10 minutes             |
| LEARN    | <ul style="list-style-type: none"><li>• List of pregnancy and childbirth-related careers from brainstorming activity</li><li>• <i>Career Exploration Research Summary</i> handout</li></ul> | 1. Have the list of careers available from the brainstorming activity as well as the list in this lesson.<br>2. Print/photocopy the <i>Career Exploration Research Summary</i> handout – one for each participant | 30-90 minutes          |
| REVIEW   | <ul style="list-style-type: none"><li>• Questions for panel - optional</li></ul>  | 1. Contact 3-5 local childbirth or pregnancy-related professionals  | 45 minutes             |

|  |  |   |  |
|--|--|---|--|
|  |  | inviting them to participate in the panel discussion.<br>2. Set up the room with panel seating in the front with audience facing the panel. |  |
|--|--|---|--|

**Instructor Note:** It is recommended to teach this lesson after students have completed Pregnancy Profile simulation experience.

## Lesson – Exploration of Childbirth-Related Careers

### FOCUS: Brainstorming Activity

**10 minutes**

**Purpose:**

There are many occupations that relate to childbirth and pregnancy. Participants may be unaware of the many career opportunities that exist. This activity will get participants to begin thinking about careers surrounding childbirth and pregnancy.

**Materials:**

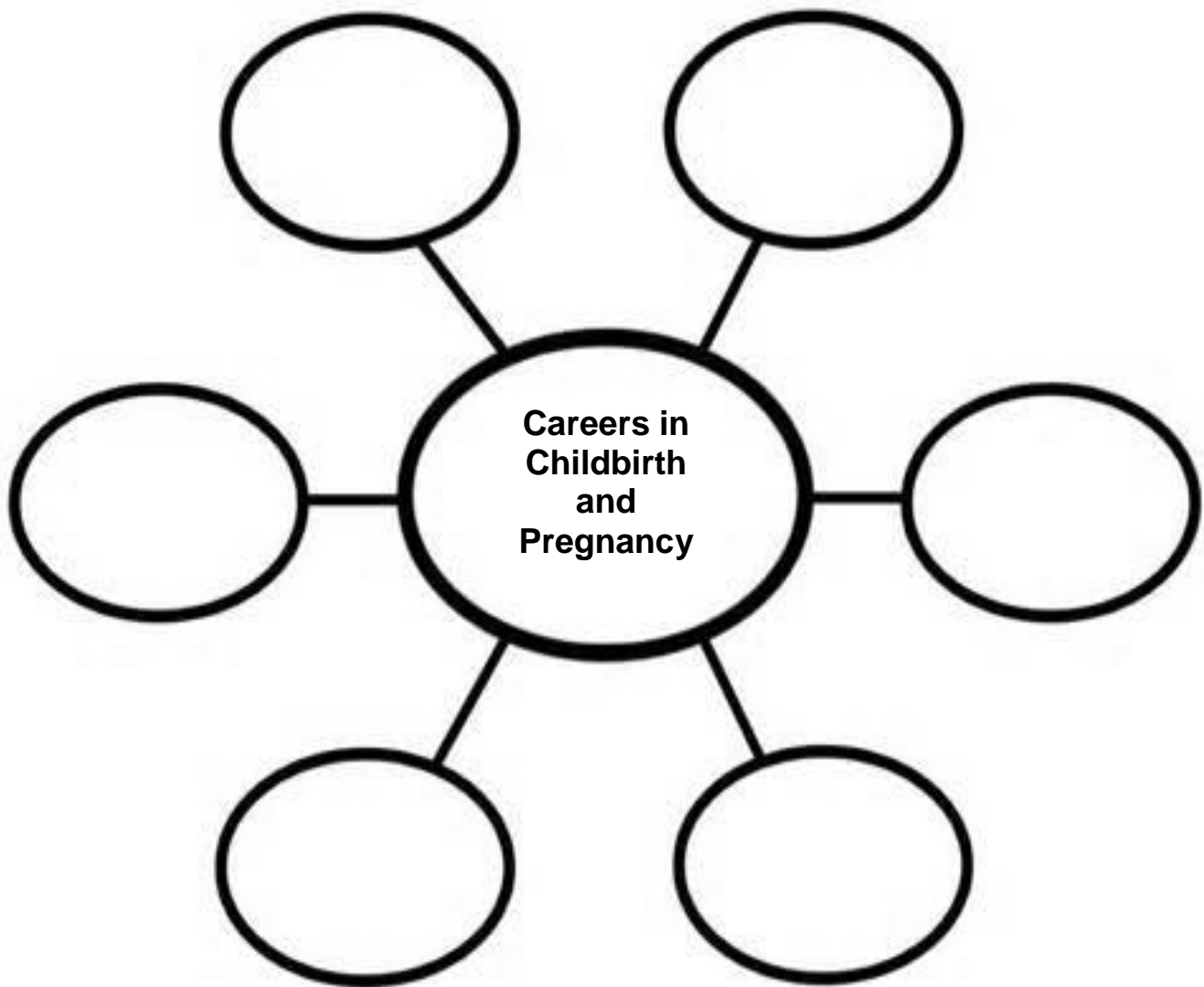
- *Career Exploration Brainstorming Web* handout

**Facilitation Steps:**

1. The Bureau of Labor Statistics says that healthcare employment growth is predicted to skyrocket through 2020. Healthcare and social assistance should see the most gain with 5.6 million jobs. Participants need to be aware of the many opportunities available to choose from in healthcare. Some of these careers relate to childbirth and pregnancy.
2. Divide the class into 5 groups. Make a photocopy for each group of the *Career Exploration Brainstorming Web* handout. After welcoming participants to the class, explain the purpose of the activity, distribute it, and give participants 5 minutes to complete it.
3. After 5 minutes, call the groups back together. Ask each group to share one of the careers they identified as relating to pregnancy and childbirth in their brainstorming session. Write these on a master list on a white board or similar item. Continue calling upon each group until all careers that were brainstormed are written down on the master list.

## Career Exploration Brainstorming Web

Directions: With your group, brainstorm as many careers relating to childbirth and pregnancy as you can in 5 minutes. Write each career identified in a circle. Draw additional circles as needed.



## Lesson – Exploration of Childbirth-Related Careers

### LEARN: Research Project

**30-90 minutes**

#### **Purpose:**

The purpose of this activity is to have participants take a closer look at childbirth and pregnancy related career options. Participants will research one career of interest identified from the original brainstorming session. Information learned from the research will be shared with the group via a brief presentation.

#### **Materials:**

- List of pregnancy and childbirth related careers from the brainstorming session
- Library and Internet resources
- *Career Exploration Research Summary* handout

#### **Facilitation Steps:**

1. Review the list of childbirth and pregnancy-related careers from the Focus activity. Have students choose one of the careers to explore further. Depending on how many participants are in your class, you can decide whether or not to allow multiple students to research the same career.
2. Give students the *Career Exploration Research Summary* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

[www.bls.gov](http://www.bls.gov)  
<http://www.bls.gov/ooh/>  
[www.careerinfonet.org](http://www.careerinfonet.org)

[www.careervoyages.gov](http://www.careervoyages.gov)  
<http://careerplanning.about.com/od/occupations/a/car>  
<http://www.myplan.com/careers/index.php>  
[eer\\_briefs.htm](http://www.myplan.com/careers/index.php#career_briefs.htm)

3. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short 5 minute presentation about this career including the information on the summary sheet.
4. Have each student present their chosen childbirth or pregnancy-related career to the group.
5. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary* handout

20 points – Prepared for the presentation

20 points – The presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned 5 minutes presentation

# Career Exploration Research Summary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Identify and research one career relating to childbirth or pregnancy. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the Internet.

Career name: \_\_\_\_\_

Degree or licenses required: \_\_\_\_\_

Length of time to complete training or earn degrees: \_\_\_\_\_

Average starting salary: \_\_\_\_\_

Job outlook: \_\_\_\_\_

Short job description:

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Skills a person should have to be successful in this career:

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Sources used for this project:

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# List of Childbirth and Pregnancy-Related Careers

This is a list of potential careers relating to childbirth and pregnancy. Add any additional careers that participants may have brainstormed during the Focus Activity that are not on the list.

- Childbirth educator
- Labor doula
- Postpartum doula
- Lactation consultant
- Obstetrician
- Gynecologist
- Midwife
- Prenatal fitness instructor
- Labor and delivery nurse
- Ultrasound technician / sonographer
- Counselor, psychologist or psychiatrist at a pregnancy center or clinic
- Pediatrician
- Dietitian for expectant mothers
- Prenatal/Parenting educator

## Lesson – Exploration of Childbirth-Related Careers

### REVIEW: Career Panel Discussion

**45-60 minutes**

**Purpose:**

To hear from real professionals who work in childbirth and pregnancy-related careers.

**Materials:**

- Panel of local professionals who work in a variety of related careers (3-5)

**Facilitation Steps:**

1. Contact local childbirth or pregnancy-related professionals from a variety of settings such as hospital, clinic, social service organizations or associations and invite them to attend a panel discussion in your class.
2. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.
3. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.



# Lesson – Careers in Substance Abuse Prevention during Pregnancy



## Lesson Overview

*In this lesson, students will be introduced to various careers relating to substance abuse prevention. It will specifically focus on education of pregnant or teens at risk for becoming pregnant. Four occupations relating to the prevention of Fetal Alcohol Syndrome and drug addiction during pregnancy will be explored.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to substance abuse prevention and education during pregnancy
- Consider if any of the occupations covered in class are appropriate for them

## Lesson at a Glance

| Activity | Materials   | Preparation  | Approximate class time |
|----------|---|--|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• <i>Substance Abuse Counselor Skills and Abilities</i> list</li></ul>                                | 1. None  | 10 minutes             |
| LEARN    | <ul style="list-style-type: none"><li>• <i>Job Description Project</i> instructions</li><li>• <i>Job Postings</i> handout</li></ul>         | 1. Print/photocopy the <i>Job Description Project</i> instructions and <i>Job Postings</i> handout – one for each  | 30-90 minutes          |
| REVIEW   | <ul style="list-style-type: none"><li>• <i>Careers Review Quiz</i> and <i>Answer Key</i></li><li>• Questions for panel - optional</li></ul> | <ol style="list-style-type: none"><li>1. Print/photocopy the <i>Careers Review Quiz</i> – one for each</li><li>2. Contact 4 local professionals inviting them to participate in the panel discussion.</li><li>3. Set up the room with panel seating in the front with audience facing the panel.</li></ol> | 10 minutes             |

**Instructor Note:** It is recommended to teach this lesson after students have completed the lessons on Understanding Prenatal Alcohol Exposure and Prenatal Drug Exposure.



## Lesson – Careers in Substance Abuse Prevention During Pregnancy

# FOCUS: Substance Abuse Counselor Skills and Abilities

**10 minutes**

### Purpose:

The unpredictable and tragic effects of prenatal drug and alcohol exposure can be reduced through drug and alcohol addiction intervention, physician supervision for all pregnant women, and school and community education for young people, pregnant women, and fathers. The people working in occupations that provide these services play an important role. This lesson will help your students understand the vital role these professionals play before, during and after pregnancy to ensure a healthy future for both the infant and the mother.

### Materials:

- *Substance Abuse Counselor Skills and Abilities* list

### Facilitation Steps:

1. Share the information below with the class.

**Instructor information:** A woman's use of alcohol during pregnancy can affect her child physically and mentally throughout his or her life, and can lead to behavioral and/or learning problems that may become especially evident when the child attends school. The effects of prenatal alcohol exposure

may be disabling and have lifelong implications for individuals, families, and society. Any form of FASD is 100 percent preventable. Research is clear that completely abstaining from alcohol use during pregnancy prevents all FASD conditions.

Drug use at any time during pregnancy can affect the fetus. The greater the amount and the longer the exposure, the greater the risks to the fetus. The risks are much higher for babies whose mothers use a combination of drugs during pregnancy. When alcohol and tobacco use are combined with drugs, a baby can experience significantly greater physical, cognitive, and behavioral effects.

2. Ask students the following question: What skills and abilities should an effective substance abuse counselor have?
3. Write these on a master list on a white board or similar item. Continue calling upon students until everyone has had a chance to contribute to the list.
4. Share a list of skills and abilities for substance abuse counselors from a career or occupational website such as O\*NET OnLine (see attached): <http://www.onetonline.org/link/summary/21-1011.00>

# Substance Abuse Counselor Skills and Abilities

## Skills

**Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

**Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

**Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Speaking** — Talking to others to convey information effectively.

**Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

**Service Orientation** — Actively looking for ways to help people.

**Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

**Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

**Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.

**Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

## Abilities

**Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Speech Clarity** — The ability to speak clearly so others can understand you.

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Written Comprehension** — The ability to read and understand information and ideas presented in writing.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

**Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

**Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).



# Lesson – Careers in Substance Abuse Prevention During Pregnancy

## LEARN: Job Description Project

30-90 minutes

### Purpose:

The purpose of this activity is to have participants take a closer look at 4 careers that deal with the education and prevention of substance abuse – before, during and after a pregnancy: obstetrician, substance abuse counselor, social worker, and health educator

### Materials:

- Library and Internet resources
- *Job Description Project* instructions
- *Job Postings* handout

### Facilitation Steps:

1. Give students the *Job Description Project* instructions. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

[www.bls.gov](http://www.bls.gov)

<http://www.bls.gov/ooh/>

[www.careerinfonet.org](http://www.careerinfonet.org)

[www.careervoyages.gov](http://www.careervoyages.gov)

[http://careerplanning.about.com/od/occupations/a/career\\_briefs.htm](http://careerplanning.about.com/od/occupations/a/career_briefs.htm)

<http://www.myplan.com/careers/index.php>

<http://www.onetonline.org/find/career?c=10&g=Go>

2. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a job posting for each of the 4 positions listed in the instructions. You may give the students the *Job Postings* handout for this task.
3. The suggested grading rubric for the Job Description Project is 25 points for each of the completed job postings if all information is complete. Deduct points if information is missed in required sections.



# Job Description Project

Scenario: You are the Director of Human Resources for a new healthcare facility that focuses specifically on pregnancy. Your task is to hire 4 new employees that will work with your patients during all phases (before, during and after) of pregnancy. You will be completing job postings for each of the 4 positions – obstetrician, substance abuse counselor, social worker, and health educator. For each job posting, you must include the following information:

- Job title
- Degree, certification or licenses required
- Summary of the general nature and level of the job
- List of duties or tasks performed critical to success
- Job location where the work will be performed (environment)
- Equipment to be used in the performance of the job (if any)
- Starting salary range (per year or per hour)

You may photocopy and use the *Job Postings* handout. Prepare 4 different job postings, one for each position that you need to hire.



# Job Postings

|  |  |
|--|--|
| <b>Job Title</b>                                   |  |
| <b>Degree, certification or licenses required</b>  |  |
| <b>Summary and level of the job</b>                |  |
| <b>List of duties or tasks</b>                     |  |
| <b>Job location and work environment</b>           |  |
| <b>Equipment to be used – if anything specific</b> |  |
| <b>Starting salary (per year or per hour)</b>      |  |



## Lesson – Careers in Substance Abuse Prevention During Pregnancy

### REVIEW: What have you learned...?

**5-10 minutes**

**Purpose:**

To review what they have learned about career opportunities relating to substance abuse prevention during pregnancy.

**Materials:**

- *Careers Review Quiz* and *Answer Key*

**Facilitation Steps:**

1. Give each student the *Careers Review Quiz*. Give them 5-10 minutes to complete it.
2. Grade it using the *Answer Key* provided or have students orally answer questions as a group discussion.

**Extension Activity:** Contact a local social worker, substance abuse counselor, health educator and obstetrician inviting them to attend a panel discussion in your class.

The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.

Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.



# Careers Review Quiz

1. Which medical profession deals with pregnancy, childbirth, and the postpartum period?
  - a. Podiatrist
  - b. Gynecologist
  - c. Obstetrician
  - d. Optometrist
2. Which occupation provides services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy.
  - a. Nurse
  - b. Social worker
  - c. Health educator
  - d. Ultrasound technician
3. What are typical job duties that a health educator would perform? (choose all that apply)
  - a. School or community presentations on health topics
  - b. Take your blood pressure and temperature
  - c. Develop programs and materials to share with the public
  - d. Schedule medical procedures at a local clinic
4. What kind of licenses or degrees do you need to be a private practice substance abuse counselor? (choose all that apply)
  - a. High school diploma
  - b. Master's degree
  - c. A minimum of 2000 hours of supervised clinical experience
  - d. State-recognized exam

5. Indicate one way each of the following professionals can help women who are pregnant prevent alcohol and drug abuse during pregnancy.

Social worker: \_\_\_\_\_  
\_\_\_\_\_

Health educator: \_\_\_\_\_  
\_\_\_\_\_

Obstetrician: \_\_\_\_\_  
\_\_\_\_\_

Substance abuse counselor: \_\_\_\_\_  
\_\_\_\_\_



# Careers Review Quiz Answer Key

1. Which medical profession deals with pregnancy, childbirth, and the postpartum period?
  - a. Podiatrist
  - b. Gynecologist
  - c. **Obstetrician**
  - d. Optometrist
2. Which occupation provides services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy.
  - a. Nurse
  - b. **Social worker**
  - c. Health educator
  - d. Ultrasound technician
3. What are typical job duties that a health educator would perform? (choose all that apply)
  - a. **School or community presentations on health topics**
  - b. Take your blood pressure and temperature
  - c. **Develop programs and materials to share with the public**
  - d. Schedule medical procedures at a local clinic
4. What kind of licenses or degrees do you need to be a private practice substance abuse counselor? (choose all that apply)
  - a. **High school diploma**
  - b. **Master's degree**
  - c. **A minimum of 2000 hours of supervised clinical experience**
  - d. **State-recognized exam**

5. Indicate one way each of the following professionals can help women who are pregnant prevent alcohol and drug abuse during pregnancy. **Answers will vary.**

Social worker: \_\_\_\_\_

\_\_\_\_\_

Health educator: \_\_\_\_\_

\_\_\_\_\_

Obstetrician: \_\_\_\_\_

\_\_\_\_\_

Substance abuse counselor: \_\_\_\_\_

\_\_\_\_\_



# Lesson – Exploration of Careers Related to Infants in Education and Human Services



## Lesson Overview

*In this lesson, participants will be introduced to various careers relating to education, childcare and human services. Participants will research and explore career pathways in related occupations that involve working with infants.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the education and human services fields related to careers from the following career clusters:
  - Education and Training
  - Human Services
- Consider if any of the occupations covered in class are appropriate for them

## Lesson at a Glance

| Activity | Materials   | Preparation  | Approximate class time |
|----------|---|--|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• <i>Career Exploration Brainstorming Web</i> handout</li></ul>   | 1. Print/photocopy <i>Career Exploration Brainstorming Web</i> handout (one for each group)  | 10 minutes             |
| LEARN    | <ul style="list-style-type: none"><li>• List of Education &amp; Training / Human Services-related careers from brainstorming activity</li><li>• <i>Career Exploration Graphic Organizer</i> handout</li></ul> | 1. Have the list of careers available from the brainstorming activity as well as the list in this lesson.<br>2. Print/photocopy the <i>Career Exploration Graphic Organizer</i> handout – one for each | 30-90 minutes          |
| REVIEW   | <ul style="list-style-type: none"><li>• Questions for panel - optional</li></ul>  | 1. Contact 3-5 local education and human services professionals inviting them to participate in the panel discussion.  | 45 minutes             |

|  |  |  |  |
|--|--|--|--|
|  |  | 2. Set up the room with panel seating in the front with audience facing the panel. |  |
|--|--|--|--|

**Instructor Note:** It is recommended to teach this lesson after students have completed RealCare Baby simulation experience.



## Lesson – Exploration of Education/Training and Human Services Careers Involving Infants

### FOCUS: Brainstorming Activity

10 minutes

#### Purpose:

There are many occupations that involve working with infants in education/training and human services. Participants may be unaware of the many career opportunities that exist. This activity will get participants to begin thinking about careers surrounding education/training and human services.

#### Materials:

- *Career Exploration Brainstorming Web* handout

#### Facilitation Steps:

1. If your students enjoy the thought of working with infants in a career capacity, they need to be aware of the many opportunities available to choose from in the Education and Training or Human Services career clusters. Define the Education & Training Cluster as “Planning, managing and providing education and training services and related learning support services.” Define Human Services Cluster as “Careers that relate to families and human needs such as counseling, mental health services, family and community services, personal care, and consumer services.”
2. Divide the class into 5 groups. Make a photocopy for each group of the *Career Exploration Brainstorming Web* handout. After welcoming participants to the class, explain the purpose of the activity, distribute it, and give participants 5 minutes to complete it.
3. After 5 minutes, call the groups back together. Ask each group to share one of the careers they identified as relating to infants in education/training and human services in their brainstorming session. Write these on a master list on a white board or similar item. Continue calling upon each group until all careers that were brainstormed are written down on the master list.

Extension Activity – If your students are interested in learning if they are a good match for working in the childcare field, find a career skills inventory or survey on the internet. One specific to childcare careers is:

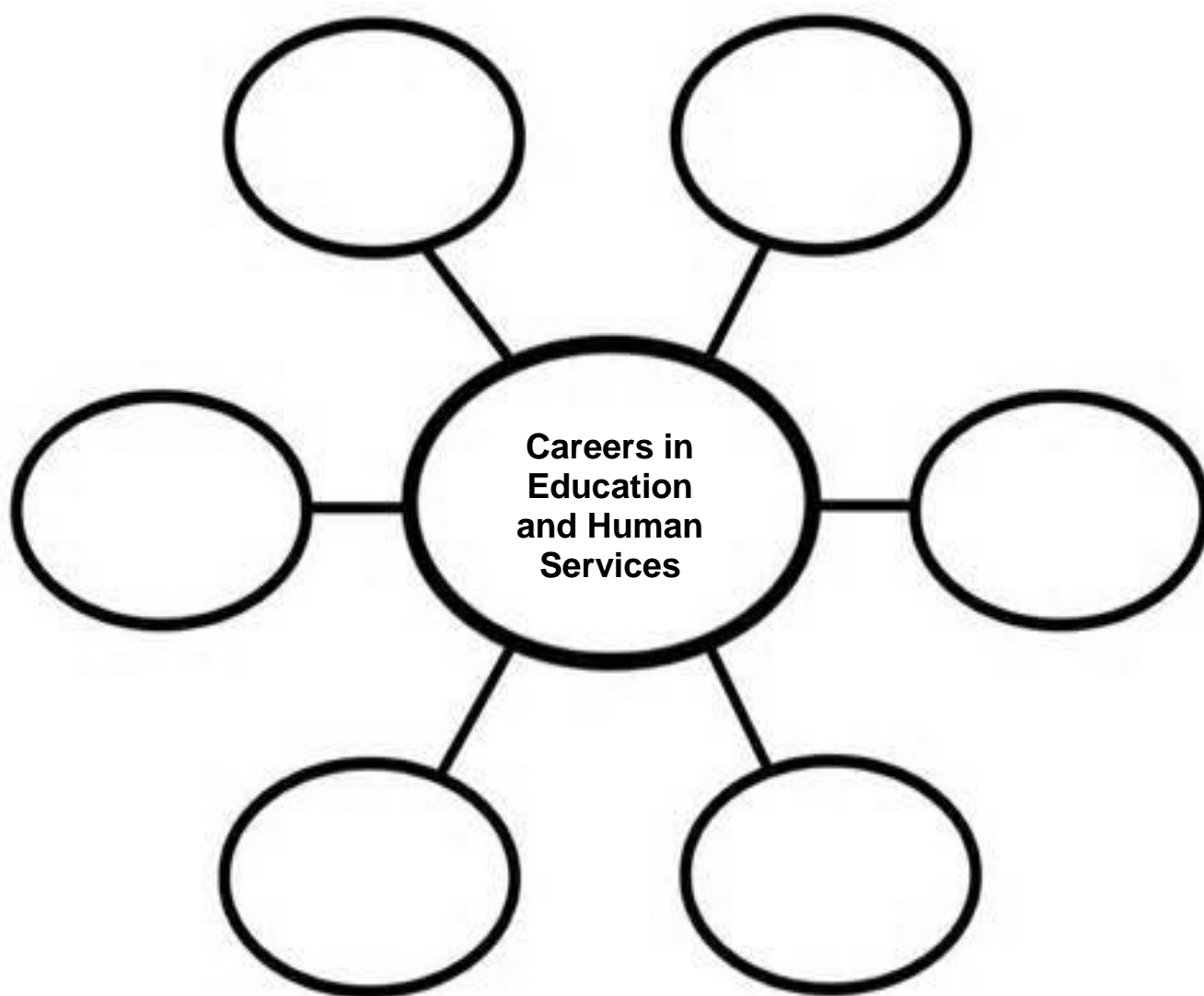
[http://www.gotoquiz.com/should\\_you\\_work\\_in\\_child\\_care](http://www.gotoquiz.com/should_you_work_in_child_care)

Example of a general career interest inventory:

<http://www.iseek.org/careers/clusterSurvey>

## Career Exploration Brainstorming Web

Directions: With your group, brainstorm as many careers working with infants, relating to education/training and human services as you can in 5 minutes. Write each career identified in a circle. Draw additional circles as needed.



# Lesson – Exploration of Education/Training and Human Services Careers Involving Infants

## LEARN: Compare and Contrast Careers Project

30-90 minutes

### Purpose:

The purpose of this activity is to have participants take a closer look at education/training and human services related career options working with infants in some capacity. Participants will research and compare/contrast two careers of interest. Information learned from the research will be shared with the class via a brief presentation.

### Materials:

- List of Education & Training and Human Services related careers working with infants (from the brainstorming session)
- Library and Internet resources
- *Career Exploration Graphic Organizer* handout

### Facilitation Steps:

1. Review the list of infant-related careers in Education/Training or Human Services from the Focus activity. Have students choose two of the careers to explore further. Depending on how many participants are in your class, you can decide whether or not to allow multiple students to comparing and contrasting the careers.
2. Give students the *Career Exploration Graphic Organizer* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

[www.bls.gov](http://www.bls.gov)  
<http://www.bls.gov/ooh/>  
[www.careerinfonet.org](http://www.careerinfonet.org)

[www.careervoyages.gov](http://www.careervoyages.gov)  
<http://careerplanning.about.com/od/occupations/a/car>  
<http://www.myplan.com/careers/index.php>  
[eer\\_briefs.htm](http://www.onetonline.org/find/career?c=10&g=Go)  
<http://www.onetonline.org/find/career?c=10&g=Go>

3. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short 5 minute presentation about these careers including the information on the graphic organizer.
4. Have each student present their infant-related careers to the group.
5. Here is a suggested grading rubric for the class presentation:

50 points – Completed all information on the *Career Exploration Graphic Organizer* handout

10 points – Prepared for the presentation

10 points – The presentation content was clear, concise and gave a good understanding of the chosen careers

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned 5 minutes presentation

# Career Exploration Graphic Organizer

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Compare and contrast two careers working with infants in the education/training or human services clusters. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the Internet.

|   | Career #1 - | Career #2 - |
|---|-------------|-------------|
| Degree or licenses required   |             |             |
| Length of time to complete training or earn degrees                       |             |             |
| Average starting salary per year  |             |             |
| Average hourly wage   |             |             |
| Job outlook   |             |             |
| 5 skills needed for this job  |             |             |
| Describe the job setting  |             |             |
| What are the primary job duties?  |             |             |
| Do you work alone or with people?   |             |             |
| What needs or wants does this occupation fill?                            |             |             |
| What is one thing an employer would expect from someone in this position? |             |             |
| What kinds of people will be successful in this career?                   |             |             |



# List of Education/Training and Human Services Careers Working with Infants

This is a list of potential careers relating to working with infants in the Education & Training or Human Services Career Clusters. Add any additional careers that participants may have brainstormed during the Focus Activity that are not on the list.

- Childcare / Daycare worker
- Administrator/Directors of Center-Based Programs
- Assistant Childcare Director
- Child Life Specialist
- Nanny
- Home-Based Childcare Services
- Early Childhood Teacher and Assistant
- Head Start, WIC or Other Infant-Based Programs Assistant
- Early Childhood Program Officer
- Social Worker
- Parent Educator
- Counselor or Family Specialist
- Infant Massage Therapist
- Professional Development Coordinator
- Early Childhood Program Regulator
- Topic Specialists in Associations, Agencies or Non-profits
- Early Childhood Consultant
- Early Childhood Researcher
- Autism Specialist
- Adoption Coordinator
- Early Intervention Specialist



## Lesson – Exploration of Education/Training and Human Services Careers Involving Infants

### REVIEW: Career Panel Discussion

45-60 minutes

#### Purpose:

To hear from real professionals who work in Education & Training or Human Resources infant-related careers.

#### Materials:

- Panel of local professionals who work in a variety of related careers (3-5)

#### Facilitation Steps:

1. Contact local childcare professional from a variety of settings such as home-based care and center-based daycare inviting them to attend a panel discussion in your class. Make sure to have a teacher and a director on your panel to give different perspectives.
2. Invite several professionals who work within the Human Services sector such as a social worker, program regulator or officer, or adoption coordinator.
3. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.
4. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.

# Lesson – Career Exploration in Shaken Baby Syndrome Prevention, Education and Treatment



## Lesson Overview

*In this lesson, participants will be introduced to various careers relating to the prevention, education and treatment of Shaken Baby Syndrome, also known as Abusive Head Trauma.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to the prevention, education and treatment of Shaken Baby Syndrome or Abusive Head Trauma
- Consider if any of the occupations covered in class are appropriate for them

## Lesson at a Glance

| Activity | Materials   | Preparation   | Approximate class time |
|----------|---|---|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• <i>Career Exploration K-W-L</i> handout</li></ul>   | 1. Print/photocopy <i>Career Exploration K-W-L</i> handout (one for each group)   | 10 minutes             |
| LEARN    | <ul style="list-style-type: none"><li>• List of Careers Touched By SBS/AHT</li><li>• <i>Career Exploration Research Summary</i> handout</li></ul> | 1. Have the list of careers available from the brainstorming activity as well as the list in this lesson.<br>2. Print/photocopy the <i>Career Exploration Research Summary</i> handout – one for each | 30-90 minutes          |
| REVIEW   | <ul style="list-style-type: none"><li>• <i>Career Exploration K-W-L</i> handout</li><li>• Questions for panel - optional</li></ul>                | 1. Have the <i>Career Exploration K-W-L</i> handouts available  | 45 minutes             |

|  |  |  |  |
|--|--|--|--|
|  |  | 2. Contact 3-5 local SBS/AHT professionals inviting them to participate in the panel discussion.<br>3. Set up the room with panel seating in the front with audience facing the panel. |  |
|--|--|--|--|

**Instructor Note:** It is recommended to teach this lesson after students have completed the lesson on Understanding Shaken Baby Syndrome.

# Lesson – Career Exploration in Shaken Baby Syndrome Prevention, Education and Treatment

## FOCUS: K-W-L Activity

**10 minutes**

### Purpose:

There are many occupations that involve working with infants and families impacted by Shaken Baby Syndrome, otherwise known as Abusive Head Trauma. This lesson will help your students with a passion for child abuse prevention, SBS education and training or interest in becoming a healthcare professional involved in the diagnosis and treatment of SBS/AHT. Students may be unaware of the many career opportunities that are available to them.

### Materials:

- *Career Exploration K-W-L* handout

### Facilitation Steps:

1. Begin by defining Shaken Baby Syndrome/Abusive Head Trauma as a term used to describe the range of signs and symptoms resulting from violent shaking, or shaking and

impacting the head of an infant or very small child. Students should have a working knowledge of SBS/AHT from prior lessons. Explain that in this lesson they will explore many occupational choices that are touched by SBS and AHT in some capacity.

2. Divide the class into pairs of 2 to work together. Make a photocopy for each pair of the *Career Exploration K-W-L* handout. Explain the purpose of the activity, distribute it, and give pairs of students 5 minutes to complete it.
3. After 5 minutes, call the class back together. Ask each pair to share one thing they already know about careers involving SBs and one thing they'd like to learn about potential careers. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the K and W class chart.

# Career Exploration K-W-L

Directions: With your partner, complete the “K” and “W” columns, saving the “L” column for later in the lesson. In the “K” column, identify what you already know about careers that involve dealing with Shaken Baby Syndrome/Abusive Head Trauma in some capacity. In the “W” column, write down what you would like to learn about potential careers involving SBS/AHT.

| K | W | L |
|---|---|---|
|   |   |   |



# Lesson – Career Exploration in Shaken Baby Syndrome Prevention, Education and Treatment

## LEARN: Research Project

**30-90 minutes**

### Purpose:

The purpose of this activity is to have participants take a closer look career opportunities working to prevent, treat, diagnose or educate about Shaken Baby Syndrome or Abusive Head Trauma in some capacity. Participants will research one career and prepare a class presentation.

### Materials:

- List of SBS/AHT-related careers from the brainstorming session
- Library and Internet resources
- *Career Exploration Research Summary* handout

### Facilitation Steps:

1. Conduct a 5 minute class brainstorming session and have students identify any type of career they can think of that may deal with SBS/AHT in some capacity. Write these on a master list on a white board or similar item. Continue calling upon each volunteer until all careers that were brainstormed are written down on the master list.
2. Review the List of Careers Touched by SBS/AHT included in this lesson and add any additional ones from the brainstorming activity that are not on this list. Have each student choose one of the careers to explore further. Depending on how many participants are in your class, you can decide whether or not to allow multiple students to research the same career.
3. Give students the *Career Exploration Research Summary* handout. Tell them that they can use

the Internet or other sources in the library for their research. Here are a few helpful websites:

[www.bls.gov](http://www.bls.gov)  
<http://www.bls.gov/ooh/>  
[www.careerinfonet.org](http://www.careerinfonet.org)  
[www.careervoyages.gov](http://www.careervoyages.gov)  
[http://careerplanning.about.com/od/occupations/a/career\\_briefs.htm](http://careerplanning.about.com/od/occupations/a/career_briefs.htm)  
<http://www.myplan.com/careers/index.php>  
<http://www.onetonline.org/find/career?c=10&g=Go>

4. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short 5 minute presentation about this career including the information on the summary sheet.
5. Have each student present their chosen SBS/AHT-related career to the group.
6. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary* handout

20 points – Prepared for the presentation

20 points – The presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned 5 minutes presentation



# Career Exploration Research Summary

Identify and research one career relating to SBS/AHT. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the Internet.

**Career name:** \_\_\_\_\_

**Degree or licenses required:** \_\_\_\_\_

**Length of time to complete training or earn degrees:** \_\_\_\_\_

**Average starting salary:** \_\_\_\_\_

**Job outlook:** \_\_\_\_\_

**Short job description:**

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**Skills a person should have to be successful in this career:**

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**How does this job involve Shaken Baby Syndrome/Abusive Head Trauma:**

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# List of in Careers Touched By SBS/AHT

This is a list of potential careers working with SBS/AHT in prevention, education, treatment or even law enforcement. This list is not exhaustive! Make sure students brainstorm and add additional careers to the list below.

- Childcare / Daycare worker
- Administrator/Directors of Center-Based Programs
- Nanny
- Home-Based Childcare Services
- Early Childhood Teacher and Assistant
- Social Worker
- Parent Educator
- Counselor or Family Specialist
- Child Abuse Prevention Specialist
- Topic Specialists in Associations, Agencies or Non-profits
- Pediatrician
- Public Health Nurse
- Health Department Worker
- Community-Based Organizations Employee
- Prenatal Educator
- Nurse
- Police Officer
- Physician



## Lesson – Career Exploration in Shaken Baby Syndrome Prevention, Education and Treatment

### REVIEW: What have you learned...?

5-10 minutes

#### Purpose:

To review what they have learned about career opportunities relating to SBS/AHT.

#### Materials:

- *Career Exploration K-W-L* handout

#### Facilitation Steps:

1. Have students pair up with the person they worked with at the beginning of the lesson to complete the K-W sections of the handout.
2. Have students complete the “L” column on the handout, identifying things they have learned about SBS/AHT-related occupations. Give students 5 minutes to complete this task.
3. After 5 minutes, call the class back together. Ask each pair to share one thing they learned about careers involving SBS/AHT. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the “L” class chart.

**Extension Activity:** Contact local professionals from a variety of settings such as child abuse preventive services, parenting education, healthcare workers and law enforcement inviting them to attend a panel discussion in your class.

The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.

Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.

# Lesson – Writing an Effective Resume and Cover Letter



## Lesson Overview

*In this lesson, participants will learn the purpose of and basic rules for writing an effective resume and cover letter.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Analyze sample resumes and cover letters, identifying those which are effective and those which are not
- Identify the basic parts of a resume and create their own resume
- Define the standard format of an effective cover letter and create their own cover letter

## Lesson at a Glance

| Activity | Materials  | Preparation  | Approximate class time  |
|----------|--|--|---|
| FOCUS    | <ul style="list-style-type: none"><li>• Paper</li></ul>  | <ol style="list-style-type: none"><li>1. Paper for the group recorder</li></ol>  | 15 minutes  |
| LEARN    | <ul style="list-style-type: none"><li>• Resume samples</li><li>• <i>Resume Building Questionnaire</i> handout</li><li>• Cover letter samples</li><li>• <i>Cover Letter Graphic Organizer</i> handout</li></ul> | <ol style="list-style-type: none"><li>1. Have several resume samples for students to review.</li><li>2. Print/photocopy the <i>Resume Building Questionnaire</i> – one per student</li><li>3. Have several cover letter samples for students to review.</li><li>4. Print/photocopy the <i>Cover Letter Graphic Organizer</i> – one per student</li></ol> | <div>30-90 minutes<br/>(Part 1)</div> <div>30-90 minutes<br/>(Part 2)</div> |

|        |   |  |               |
|--------|---|--|---------------|
| REVIEW | <ul style="list-style-type: none"> <li>• Questions for panel – optional</li> <li>• Sample job applications</li> </ul> | <ol style="list-style-type: none"> <li>1. Contact local human resources professionals inviting them to participate in the panel discussion.</li> <li>2. Contact local businesses who are hiring to participate in a job fair</li> <li>3. Acquire job applications for local positions</li> </ol> | 45-60 minutes |
|--------|---|--|---------------|

## Lesson – Writing an Effective Resume and Cover Letter

### FOCUS: Brainstorming Activity

**15 minutes**

**Purpose:**

Resumes are necessary as students begin to search for their first jobs in high school and into the future. A well-written resume can mean the difference between getting an interview and being overlooked. This activity will get students thinking about resumes and the purpose behind them.

**Materials:**

- Paper for small group recorder

**Facilitation Steps:**

1. Break students into small groups of 3 or 4. Have each group brainstorm answers to the following questions. Choose one student from each group to be the recorder and write down the answers.
  - a. What is the purpose of a resume?
  - b. How long should a resume be?
  - c. What information should be on a resume?
2. Ask each group's recorder to share the answers with the rest of the class for each of the questions. Give students the following information to think about.
  - a. The purpose of a resume is to inform the reader of the resume information about you in order to accomplish a goal – getting a job, getting into college, getting a scholarship etc. People may have several different reasons to use a resume.
  - b. A general rule is to keep a resume 1-2 pages long.
  - c. Information on a typical resume would include:
    - Contact information
    - Education
    - Work experience
    - Volunteer experience
    - Special skills – technical, communication, leadership etc.
    - Objective



# Lesson – Writing an Effective Resume and Cover Letter

## LEARN: Writing a Resume

30-90 minutes

### Purpose:

The purpose of this activity is to have participants learn about the key parts to a resume and draft their own resume.

### Materials:

- *Resume Building Questionnaire*

### Facilitation Steps:

1. Give students the following resume writing tips to consider:
  - Resumes should be written in active voice
  - Keep it short and succinct – 1 or 2 pages
  - Objective – customized for the job / purpose
  - Work experience – most recent listed first in chronological order going backward
  - Relevant skills for the position you are seeking
  - Use work-oriented action words
  - Keep it truthful and accurate – no exaggeration!
  - Be ready to provide references if asked
  - Resumes should be typed
  - Print them on high quality paper
2. Find sample resumes online and share with the class. Compare the resumes with the list of information and tips you have shared. Identify what parts of each resume are effective and which you believe could be improved.
3. Give each student the *Resume Building Questionnaire*. Explain that students should fill this form out as completely as possible as it will provide a majority of the content that they will use in their resume draft.
4. Have students create a first draft of their resume using the information from the *Resume Building Questionnaire*. If possible, find a free resume writing template for students to use. MS Word and Publishes have templates that could be used. There are also many websites if you do a keyword search on “free resume template.” You can also search for resume samples on Google images if you put in ‘resume.’ If you do not wish to use a template for your students, simply supply your students with a resume sample in a layout you like and they can create their resume in a similar fashion.
5. Have students peer edit the first draft of the resume that they create. Have students check for
  - Spelling, grammar and punctuation
  - Required information
  - Completeness
  - Writing tense
6. Students will do a final revision and turn in the completed resume to the instructor. You can choose to grade them at that time per your own rubric. Or you can get volunteers from the business community to look at them and write comments including whether they would interview the student based on the resume, along with any tips for making it even better.

# Resume Building Questionnaire

## Personal Information

Name (Last, First, Middle Initial): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

## Education

### College -

Name of Institution: \_\_\_\_\_

Location (City and State): \_\_\_\_\_

Dates of Attendance: \_\_\_\_\_

Degree / Certificate: \_\_\_\_\_

Major/Area of Study: \_\_\_\_\_

GPA: \_\_\_\_\_ Year Earned: \_\_\_\_\_

### High School -

Name of Institution: \_\_\_\_\_

Location (City and State): \_\_\_\_\_

Dates of Attendance: \_\_\_\_\_

Degree / Certificate: \_\_\_\_\_

Major/Area of Study: \_\_\_\_\_

GPA: \_\_\_\_\_ Year Earned: \_\_\_\_\_



## Work Experience

### **Current Job or Last Position Held –**

Employer/Company: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Address (City/State): \_\_\_\_\_

Dates of Employment (Month/Year): \_\_\_\_\_

Supervisor or Manager: \_\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Starting Salary: \_\_\_\_\_ Ending Salary: \_\_\_\_\_

### **Previous Position Held -**

Employer/Company: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Address (City/State): \_\_\_\_\_

Dates of Employment (Month/Year): \_\_\_\_\_

Supervisor or Manager: \_\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Starting Salary: \_\_\_\_\_ Ending Salary: \_\_\_\_\_



**Previous Position Held -**

Employer/Company: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Address (City/State): \_\_\_\_\_

Dates of Employment (Month/Year): \_\_\_\_\_

Supervisor or Manager: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Starting Salary: \_\_\_\_\_ Ending Salary: \_\_\_\_\_

**Previous Position Held -**

Employer/Company: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Address (City/State): \_\_\_\_\_

Dates of Employment (Month/Year): \_\_\_\_\_

Supervisor or Manager: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Starting Salary: \_\_\_\_\_ Ending Salary: \_\_\_\_\_



## Student Activities, Organizations and Awards

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_

Name of Activity, Club or Organization: \_\_\_\_\_

Dates of Involvement: \_\_\_\_\_

Your Involvement, Position or Award: \_\_\_\_\_

\_\_\_\_\_



**Skills**

Technical Skills: (List All That Apply and Degree of Proficiency)

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Communication Skills:

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Leadership Skills:

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Other Relevant Skills to the Position:

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**Objective**

What do you wish to accomplish with your resume? What qualifications or attributes set you apart from other candidates?

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# Lesson – Writing an Effective Resume and Cover Letter

## LEARN: Writing a Cover Letter

30-90 minutes

### Purpose:

The purpose of this activity is to have participants learn about standard format to writing a cover letter and write an effective one for a specific job listing.

### Materials:

- *Cover Letter Graphic Organizer*

### Facilitation Steps:

#### 1. Introduce cover letters

Tell students that the purpose of a cover letter is to introduce the reader to the writer. It allows the person applying for a position to personalize the resume, allowing the person applying to provide more detail about him or herself and any relevant experience. Cover letters can give you a ‘voice’ and make your resume more memorable to the reader.

Review the standard parts of a cover letter with students:

- Heading
- Date
- Salutation
- Body Paragraphs
- Closing
- Signature

This should be written like a standard business letter and follow the above flow including each of these parts.

#### 2. Divide students into small groups of 3 or 4 students. Give each group a sample cover letter. Sample cover letters can be found in many places online, or you can write some samples of your own. Have each group critique the cover letter, analyzing the following aspects:

- Does it include each of the 6 main parts?
- How is the grammar, punctuation and spelling?
- Does the content relate to the job they are applying for?
- Would you interview this candidate based on their cover letter?
- What could they have done better?
- Rate the effectiveness from 1 to 5 with 5 being the most effective and 1 being least

#### 3. Give each student *the Cover Letter Graphic Organizer* to help with the initial draft.

#### 4. Have each student look for a potential job that they would like to apply for. They should print out the job listing and bring it to the next class. Or you can provide a variety of job listings for student to choose from. Students will use this job listing to write a cover letter. For this exercise, it can be a professional or skilled occupation that they may not be qualified for at the moment as high school students. We want to use this as an exercise to draft a cover letter that is appropriate for the position being sought. For example, if they choose to apply for a Pediatrician position, they will need to craft a cover letter that includes some content about their ‘current experience as a pediatrician or experience as a resident.’ Instructors may also choose to have students only write cover letters for positions that they are qualified for as high school students such as food service, retail, childcare providers or other such positions.

5. Have students peer edit the first draft of the cover letter that they create. Have students check for
  - Spelling, grammar and punctuation
  - Required information
  - Completeness
6. Have students revise their cover letter and turn in the final draft to the instructor.
7. There are dozens of resume and cover letter rubrics online to choose from or create your own.

# Cover Letter Graphic Organizer

When writing a cover letter, each should include a heading, date, intended recipient, salutation, body, closing and signatures

|   |                   |
|---|-------------------|
| <b>Heading (About you)</b><br>Name<br>Street Address<br>City, State, ZIP<br>Phone Number<br>Email Address   | Skip 1 line       |
| <b>Date</b>   | Skip 2 lines      |
| <b>Intended Recipient</b><br>Recipient's Name (if known)<br>Job Title or Department<br>Company Name<br>Street Address<br>City, State, ZIP   | Skip 1 line       |
| <b>Salutation</b><br>Dear Name: (use a colon, not a comma)  | Skip 1 line       |
| <b>Body</b><br>Introductory Paragraph (Why you are writing)<br><br><br><br><br><br><br><br><br><br>Body of Letter (Show your knowledge of the organization and highlight your ability to do the job. Mention 2 or 3 important or unique qualifications that make you a good fit.) | Skip 1 line       |
| <b>Closing</b><br>Express appreciation and write an action statement that you expect to have happen.  | Skip 1 line       |
| <b>Sincerely,</b>   | Skip 1 line       |
| <b>Signature</b><br>Your Name (typed with handwritten signature above)  | Skip 3 or 4 lines |

## Lesson – Writing an Effective Resume and Cover Letter

### REVIEW: Extension Activities

45-60 minutes

#### Purpose:

To apply resume and cover letter writing to real life.

#### Materials:

- Job applications
- Panel questions

#### Facilitation Steps:

1. Invite local human resource professionals to class to discuss their experiences with reading resumes and cover letters, writing job listings and interviewing.
2. Hold a job fair in your class inviting local businesses who are hiring to send representatives who can accept and review resumes and do interviews if possible.
3. Some jobs require that a job application, rather than resume, be filled out. Acquire job applications for some location positions and share this with students. Show how a well-constructed resume can make completing applications much easier!

