



journey

Adult Basic Education



Lesson 10
Lesson Plan



RESUMES / COVER LETTERS / REFERENCES

Learning Objective

Students will demonstrate how to complete resumes, cover letters and references to support a job application.

Training Materials & Equipment

- A/V equipment for PowerPoint slides
- Index cards with interview questions
- Copy of bad resumes 1 and 2 and good resume 1 for each student
- Copy of chronological resume and functional resume for each student
- Copy of best practices for resume writing for each student
- Copy of cover letter samples 1 and 2 for each student
- Computer/laptop for each student
- Lesson 10 PowerPoint



Instructions

Resume writing is an important life skill in today's fast-changing workplace. While people in prior generations might have had one or two steady jobs in their lifetimes, today's workers can expect to have six to nine jobs before retiring. That is why knowing how to write and maintain a clear, effective and professional looking resume is key to achieving a successful career.



Resume Activity

Go over both resumes as a class. First, have students spend a few minutes writing down errors and needed improvements in Sally's bad resume. (NOTE: Four typos were intentionally added. Can students identify them?) As a class, list the problems on a dry-erase board or chart paper.

Next, go over Joe's good resume. Compare and contrast the two resumes, explaining why Joe's is better and writing these aspects and reasons on the board or chart paper. Students also can suggest improvements Joe could have made.

You may want to note that there is no single best way to structure a resume. Additional sections that could have been included in the samples are computer skills, honors and awards and school activities. Ultimately, the resume should be tailored to the specific job for which one is applying.



Here are some points to cover when reviewing the sample resumes.

Sally's Missteps

- She has an unprofessional, cutesy email address.
- The statement of objective and summary are unprofessional and not relevant to the workplace. Photography might be a skill for her, but she has not emphasized how she has used this skill professionally.
- Time availability should not be included on a resume.
- There are several typos (see highlights).
- She uses unprofessional wording (e.g., awesome, cool, cute, pics) and inappropriate clip art and exclamation points, which have no place in a resume.
- No date is listed for her high school diploma; there is no description of coursework that might be relevant to the workplace.
- Her work history is not in order (jobs should be listed in reverse chronological order), and she included a questionable volunteer experience (cupcake tester) under work experience.
- Her descriptions of past job duties fail to emphasize skills gained (e.g., flip burgers and fill condiment containers) and reflect negatively on her customer service skills (e.g., deal with annoying customer requests).
- She includes information that does not pertain to job skills (hobbies should be listed only if they are related to the job for which one is applying).

Sally Sad

45 Parents' House Lane, New Britain, CT 06114
(555) 5555-6789 SALLYBabyGURL@email.com

OBJECTIVE Awesome graduate of life seeking any fun position requiring a cool girl with a great sense of humor and style!

SUMMARY

- Mostly free, except every day between 2-4 p.m. (gym time)
- Good at holding a conversation about anything
- Great at updating Facebook and anything I can post pictures on

EDUCATION **Central Connecticut City High School**, New Britain, CT High School Diploma

WORK EXPERIENCE **High School Yearbook**, New Britain, CT
Photographer (September 2006-June 2007)

- Shot pics of my friends!
- Added cute details in Photoshop
- Went to weekly meetings

First Job Burgers, Wallingford, CT Grill Cook
(September 2007-Present)

- Flip burgers and fill condiment containers
- Deal with annoying customer requests
- Answer phone

Bakery Best, New Britain, CT
Volunteer Cupcake Tester (June 2006-August 2006)

- Liked chocolate best

HOBBIES Dancing, Photography, Social Media




Joe's Good Moves

- Based on his professionally stated objective, he listed skills that are relevant to his chosen career field.
- He had no spelling errors or inappropriate/unprofessional wording.
- He arranged his work history in reverse chronological order.
- He described past job duties in a way that emphasizes his skills and leadership qualities.



Once students have completed their analysis of the resumes, go over best practices for resume writing. Then log into OKCareerGuide.org and have students follow the instructions below to create their own resumes. Ask students to pair up and critique each other's draft resumes. **(Slide 2)**

- Click on **My Job Search Tools**  on the left hand menu and select **My Resumes**. Use the **best practices for resume writing** handouts.
- Look at the two types of resumes -- chronological and functional -- on the handouts. Functional resumes may be better for those with poor or no job experience so they can do more with skills they have.
- After reading Resume Help collect the information you will need to put into your resume.
- **(Slides 3-4)** Click on Create a New Resume.

+ Create a New Resume

- Fill in the basic info then add as many sections as you can.
- When finished save and preview in the different styles.
- Update your resume every year.

Cover Letter Activity



Pass out the sample cover letters 1 and 2. Log into OKCareerGuide.org. Ask students to pair up and critique each other's draft cover letters.

Instructions (Slide 5)

- Click on **My Job Search Tools** in the left menu and select My Cover Letter. View the sample cover letters and video.
- Click on **+ Create a New Cover Letter** and start a cover letter. Address it to one of the businesses you are researching. **(Slide 6)**

Extension Activities (Slides 7-8)

It is also good to have references. Click on **My References** and fill out information. You will need to have individuals' permission to use them as a reference as well as the following information:



- Full name_____
- Job title_____
- Street address, including city, state and ZIP code_____
- Phone number_____
- Email address_____

Summary

Over the course of the previous weeks, students have discussed decision-making, goal-setting, transferable skills, values and interests. All this information will help them build their ICAPs, which will be guides for their occupational and educational futures. The ICAP content is not permanent. They can amend or change it. As they continue through ABE classes, they will continue to add and modify their ICAPs. This document will be a resource to keep them on course and give them things to check off lists so they can be confident they are making progress.

All of the information researched today is going to be beneficial for students' educational growth and job searches. Although we cannot depend on the information to be 100% exact in all geographical areas, it is a good benchmark to go by when considering educational or occupational changes. Review the checklist so the students can see where they have been and where they are going next.

Develop Job Search Tools. 