



Resume and Cover Letter

Grade Level: Foundational **Lesson Plan Timeframe:** 3-4 days **Topic:** Careers **State:** ID
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<p>Overview & Purpose</p> <p>Students will identify the makeup of a good resume and cover letter. They will develop their own résumé and cover letter.</p>	<p>FCCLA National Program(s)</p> <p>Career Connection STAR Events</p>
<p>Programs of Study</p> <p>All FCS courses</p>	

<p>Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)</p>	<p>Students will list the components of a resume. Students will identify the components of a cover letter. Students will develop their own cover letter. Students will be able to create a complete resume representing their skills, experience, and educational background.</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> • Paper • Pencil • Computer • Copies of Cover Letter Tips and Suggestions, Cover Letter Guide, Sample Cover Letter #1 and Sample Cover Letter #2, Sample Letter of Introduction. • Copies of handouts: Resume Worksheet, Creating the Effective Resume, Resume Tips and Suggestions, and Action Verbs to Strengthen Your Resume. • Sample Resume
<p>Introduction of Subject Anticipatory set (Give and/or demonstrate necessary information)</p>	<p>Discuss the importance of the cover letter/letter of introduction. It is usually the first piece of an application that is read. As the commercial says, "You never get a second chance to make a first impression."</p>

<p>Activity 1 (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> • Hand out copies of the Cover Letter Guide. Walk students through the important parts of a business letter including heading, inside address, salutation, and the complimentary closing. • Hand out copies of Cover Letter Tips and Suggestions... Highlight the important items mentioned. Many students believe that “minor” errors can’t hurt them when it comes to applying for a job, scholarship, or college. Give students a few minutes to read and critique the sample letter. Ask them to suggest how it could be improved. • Stress that punctuation and grammar are vital components of a letter. A business manager or college admissions representative may need to see nothing more than one misspelled word to decide that the applicant is not worth a second look. • Assist students in determining where to “send” their letter. They should make the letter as real as possible by picking a business of interest. A student interested in becoming an engineer should address it to an employer that may hire engineers. The phone book or local chamber of commerce directory will be of assistance to them.
<p>Activity 2 (Describe the independent activity to reinforce this lesson)</p>	<p>Students will create a draft cover letter directed to a business in a field of their interest.</p>
<p>Activity 3 (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> • Instruct students to complete the Resume Worksheet. (Note: You may want to assign this during the previous class so that students can gather the necessary information.) • Ask students if they know what a resume is and how one is used. If some students know what a resume is, follow-up by seeing what they think should and should not include on a good resume. • Hand out Creating the Effective Resume and Resume Tips and Suggestions to students. Walk students through these guides, making sure that all of the important points are highlighted. • At this point, students should be able to start transferring information from their worksheet into a resume. Stress that content is more important than format. Formatting can come later. • Hand out the Action Verbs to Strengthen Your Resume and Transferable Skills as students begin describing their work experiences in their resume. This is typically the most difficult part of the resume. People tend to think that a job title tells it all. Ask them why they think action words are good for a resume. It would be helpful for you to suggest descriptions utilizing strong action verbs reflecting your job as a teacher. Possibilities include: <ul style="list-style-type: none"> ➤ <u>Developed</u> and <u>taught</u> activity based cooperative learning units. ➤ <u>Participated</u> in team teaching lessons with other faculty. ➤ <u>Evaluated</u> school progress toward meeting the Learning Results. • Point out that students have developed many skills from coursework, extracurricular activities and their total life experiences that can be applicable when completing a resume. Refer to the list of Internet sites on the handout. <p>ASSIGNMENT: Students will create a draft copy of a resume aimed at a career of interest.</p>
<p>Assessment</p>	<p>Evaluate final cover letter and resume</p>
<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>Rather than the teacher simply correcting the rough draft, it may prove useful to have students engage in a peer review session. This will give students an opportunity to see other writing styles, both good and bad.</p>
<p>Source (If Applicable : cite any published or copyrighted materials used in this lesson plan)</p>	<p>National Spotlight Project Forms from http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-5.pdf</p>

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