

TITLE: Pocket Resumes

ESTIMATED TIME: 1.5 - 2 hours

LESSON OBJECTIVES:

- Students will work cooperatively to answer comprehension questions to demonstrate understanding of their “Pocket Resume”.
- Students will work cooperatively to complete a “Pocket Resume” with a fictional job candidate’s information.
- Students will transfer their personal information into their “Pocket Resume” to use when searching for a job.

Essential Vocabulary:

- personal Information
- educational Background
- employment History
- additional Skills
- references
- volunteer
- CPR/First Aid
- Resume (Pocket Resume)

Materials Needed:

- Topics Discussion: Jobs and Work PDF (Introduction)
- Pocket Resume Example
- Pocket Resume Worksheet Packet
- Job Application Checklist



WARM UP (10 minutes):

- Welcome students to class and tell them that they are going to be working with a partner to discuss their work histories.
- Pair students up to help them practice asking and answering questions about their jobs and work experience.
- Hand out half of the “Topics Discussion: Jobs and Work” handout to students A/B.
- Have students interview each other for 5-7 minutes. For efficiency, you may want to tell the students to ask/answer only specific questions on this worksheet (e.g. Student A: 1, 2, 3 + 8 Student B 1, 2, 3 + 7) or write questions on the board (either from the worksheet or your own questions); students ask/answer those questions.
- After students have practiced, ask for volunteers to talk about some of the questions (e.g. Is it difficult to find a job in Orange County?, What can you do if you have a low-paying job that you like?, How many of you like the job you have now? etc.)



INTRODUCTION (10 minutes):

- Ask students: “Who has applied for a job in the United States?” or “Has anyone applied for a job in the United States?”
- Allow students to respond to the questions and share their experiences. This is an opportunity for students to access their background knowledge and continue their connection to the main theme of employment.



PRESENTATION (10-15 minutes):

- Present the ‘Pocket Resume Example’ to students using an overhead projector or document reader (ELMO). Ask, "What is this?" (A “Pocket Resume”); "How can you use it?" (Use it for completing job applications); "What do you need to complete it?" Handout a copy of the ‘Pocket Resume Example’ to the students.
- Take some time to review each part of the “Pocket Resume” handout with the class and answer any questions that may come up.



GUIDED PRACTICE (10-15 minutes):

- Display the Pocket Resume Activity Packet on the projection screen and distribute to students. Have students reference section A and review the directions.
- As a whole-class activity, complete section A. Students will be telling sharing where different types of information belong in the pocket resume. Encourage discussion and negotiation. Students may have different opinions about where the information may go. Also, call attention to the areas that are not listed and introduce them to the concept of “N/A” and not leaving blank spaces on a form.
- As students tell you where to put the information, type it in or write it in using your ELMO. Clarify any questions students may have while doing the activity.



COMMUNICATIVE PRACTICE (15-20 minutes):

- Have students go to section B of the packet. For this activity, students will be completing a pocket resume based on information about a fictitious person. Students can work in small groups to complete the activity.
- When students are finished, ask for volunteers to come to the front of the class and summarize one of the sections of the guide. Encourage the student audience to discuss the answers. Debrief the answers to make sure students have completed the activity correctly.



APPLICATION (15-30 minutes):

Note: Prior to this activity, it is a good idea to take a few minutes to discuss the importance of keeping personal information secure. Never share one’s social security number and/or birthday with others readily.

- Now tell students it is time for them to complete their own “Pocket Resume”. Have students reference Section C of the packet and read the directions together with students.
- Encourage students work individually and use their smart phones to gather information such as a company address or phone number.
- When students are finished, have students take a picture of the pocket resume using their phones. Explain that now they have easy access to this information any time they need it. (At this point, it may be a good idea to talk about what other items it could be useful to take pictures of.)



APPLICATION (15-30 minutes):

*It may also be useful to talk about how to create albums in the photos app on smartphones. Albums allow you to sort pictures into different categories for easy access.



EVALUATION:

- As students are completing their Pocket Resume, check to see that all students understand the task. Ask comprehension questions to determine your students' readiness e.g., "What do you need to do next?"; "Where can you find the information you need?"; "What can you do if you don't have all the information?", etc.
- Collect and assess the 'Pocket Resume Worksheet Packet'.



EXTENSION:

- Hand out the "Job Application Checklist" and go over it with the students. Have them take it home and begin putting their personal information together in one area to have it available when they need it. *Make sure to tell them to store it in a safe space and not somewhere where it can be easily stolen or lost.
- Introduce students to 'Linked In', a social media site for professionals. Discuss how the site is used and how it can be beneficial for finding employment and making useful connections.
- Create a lesson around professional etiquette when using references. Activities could include:
 - How to ask someone to be a reference
 - Asking someone to write a letter of recommendation
 - The importance of saying thank you to references and how to do it

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Restate information and answer questions from varied/multiple sources. • Participate in conversations and discussions.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Fill out authentic paper and online forms (“Pocket Resume”). • Prepare a resume.
DIGITAL PREP: <ul style="list-style-type: none"> • Complete an online form in a high-tech classroom.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> • https://www.allthingstopics.com/uploads/2/3/2/9/23290220/discuss2_jobs.pdf • https://www.smartsheet.com/free-google-docs-templates-google-timeline-templates • https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/whoami.pdf • https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/lessonplans_graphicorg_pdfs_timeline_0.pdf

ADAPTATIONS:
Warm-Up: Multi-level: Pair cross-ability students (higher-level students answer questions; lower level students ask questions. Write 3 - 5 simple questions on the board such as “Are you currently working?” If so, “Where do you work?”, “What do you do?”. If not, “Have you had a job before?” If yes, “Where what did you do? Where did you work?” No tech: Technology is not required for the warm-up. High Tech: The teacher can display images of people working, applying for jobs, etc. using an internet-connected computer and electronic board display or use an image projector to show photos, illustrations, etc.
Introduction: Multi-level: Teacher elicits information from lower-level students about what they know about getting a job in the United States. Higher-level students can make a list of ideas on the board. No tech: Students talk about their experiences applying for a job in the USA.

ADAPTATIONS:

High Tech: N/A

Communicative Practice:

Multi-level: Students can work in cross-ability groups or more advanced students can work in groups while lower-level students continue the lesson while you give more support.

No Tech: No technology is needed for this lesson.

High Tech: The teacher can create an online template for students to use if they have access to computers and a reliable internet connection. A good option would be to create a Google Doc.

Application:

Multi-level: Students will be working individually; however, higher-level students may be able to respond to questions about the form, which information to use in each space, etc.

No tech: This part of the lesson doesn't require technology.

High Tech: If you created an online template for this information, the students can transfer the information to the online form. They can save it on a USB drive (thumb drive) to have handy for computer-based job applications or if it's in a Google Document, you can share it with them via Google Drive.

TEACHER TIPS:

*Teacher tip: In a multi-level class, do "cross-ability" pair work. Other methods of pairing students include pairing adjacent students (e.g. students sitting side by side, students sitting in front of/behind in a row, pair students born on the same day of the month (e.g. 1st, 4th, 12th, 30th, etc.). You can use playing cards, colorful markers or other items to pair students (Daiso, The 99 Cents Only Store, the Dollar Store, Goodwill, the Salvation Army Stores are good sources for these things). Randomly distribute question/answer cards (e.g. Q: "What is a supervisor?" A "A supervisor is a person who guides the activities of other people.") NOTE: Be sure to distribute an equal number questions and their corresponding answers. Combine pairs to create groups of 4. For a group of 5 or 6, ask students to number off (1, 2, 3, 4, 5, 6, 1, 2, 3, etc.). Students work with other students who have the same number (1s, 2s, 3s, etc.)

*Teacher tip: Allow students to contribute anything relevant, get students back on topic if they get sidetracked. If students don't contribute anything, ask a student (who has a job) how they got their job. That should help others contribute. In a multi-level class, encourage more capable students to contribute by asking, "How about you, Lisa; how did you get your job?" or "David, do you know someone who got a job in the US?" "How did he/she/they get their job?"

*Teacher tip: Comprehension check: Try not to just ask, "Do you understand?" (Students will answer yes even when they DON'T understand.) Instead, ask comprehension questions such as, "What is a "Pocket Resume"? (Something you can have with you when you apply for a job; a mini resume, a form with the information you need to apply for a job, etc.); How can you use a "Pocket Resume"? (similar answers); Do you need a computer or the internet to complete a "Pocket Resume"? (no, etc.).

TEACHER TIPS:

*Teacher tip: A good way to assess comprehension is to use the same information. Use the sample handout for new ideas.

*Teacher tip: Never insist that a student share their personal information!

*Teacher tip: If you plan for your students to enter their authentic information, your online template must be stored on a secure website.