TEACHER'S NAME: Phil Cackley

REEP LEVEL(s):   300/350

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Using a word processing program, write a simplified resume and basic cover letter

TECHNOLOGY OBJECTIVES: #5-6, #13
- Navigate and find information on a particular web site (read an on-line tutorial);
- Access a word processing program and open a new document;
- Enter and format text;
- Save document;
- Retrieve and print saved documents.

LANGUAGE OBJECTIVES:
- 300: 2. Express employment preferences, needs, and goals.
- 350: 2. describe past and present jobs,
        3. describe personal skills and qualities and state future job goals.

TECHNOLOGY INTEGRATION: computer lab, Internet, overhead projector, LCD projector

LANGUAGE SKILLS TARGETED IN THIS LESSON (**X** all that apply):

    _X_ Speaking   __ Listening   _X_ Reading   _X_ Writing

ESTIMATED TIME: 6+ hours over several days, including two or more sessions in a computer lab

RESOURCES AND MATERIALS NEEDED:
- Future 3, pp. 278-279;
- All-Star 3 (2nd edition), pp. 94-95 (resume), pp. 98-99 (cover letter);
- Link: ALMA on-line tutorial, "Preparing to Get a Job" (includes info on resumes), http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=12&act=1   ;
- Link: ALMA on-line tutorial, "Writing a Cover Letter", http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=7&act=1
- Student- or teacher-generated resumes
- File: Find Someone Who activity

Additional resources:
- Venture's 3 p.104
- Venture's 3 Workbook p. 95
- Venture's 3 Collaborative Activities – Teacher's Toolkit/CD Rom page 66.

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LESSON PLAN AND TEACHER'S NOTES

[Pre-requisite: This lesson plan assumes that the classroom teacher has previously introduced work-related topics and has covered an objective on completing job applications, including describing present and past jobs, skills, etc.]

Motivation/Background Building:

In the classroom: Do a brief conversation activity to warm students up and introduce some key vocabulary. The teacher asks students to complete the "Find Someone Who" activity (attached). Give students 10 minutes to complete the questions (or less, if students work quickly). Then process the responses with the whole class by asking: How many students have jobs now? Had jobs in their countries? How many students have gone on interviews in the U.S.? Have filled out job applications here? How many students have a resume or curriculum vitae (C.V.)?

Use the discussion to focus on the differences between a job application and a resume. Elicit from students what they know about resumes and when they can be used in the job search.

Explain to the class that, having talked about jobs, job skills, and applications in the previous class(es), we are now going to focus on resumes (or C.V.s) and cover letters, both of which are essential in looking for any job in the U.S., from baby-sitter or busboy to office manager or lawyer.

Presentation 1 (resume):

Lead the class in a short discussion about the parts of the resume. On an overhead projector, show an example of a simplified resume, such as the one on p. 94 in All-Star 3 or on p. 278 in Future 3.   Point out the important sections – including the heading with personal ID information, job objective, work history, education, and personal skills.

In the computer lab:

If access to a computer lab is available, have students complete an on-line tutorial about resumes,
http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=12&act=1
(www.tv411.org → writing → "Preparing to Get a Job")

Introduce the lesson by previewing some important vocabulary, including "most recent," "least recent" and "gap." Using an LCD projector, demonstrate how students should respond to the questions by checking appropriate sentences to include in different sections of a resume. Point out that students should pay attention to the "feedback" section on the lower right-hand part of the screen.

Management: For a multi-level class, consider having cross-ability pairs of students (high-reader, low-reader) work through the tutorial together.

While students work, the teacher should circulate and be prepared to answer questions about vocabulary. When all students are done, lead a discussion about important points – reverse chronological order, clear organization of information, and using strong verbs. The teacher could project a PowerPoint slide on the screen and list out key points covered in the discussion.

Management: This tutorial may not take all students an entire hour; have a different computer activity planned to fill out lab time either before or following the discussion; or go on to a non-computer activity.

In the classroom:

If access to a lab is difficult or limited, or as a follow-up exercise, direct students' attention to a resume in a textbook, such as All-Star 3, p. 94. Ask students to work with a partner to read and answer the questions at the bottom of the page. Lead a discussion reviewing answers and expanding on other parts of a simplified resume that could be included, such as education and personal skills (e.g., speak two languages).

Practice 1 (resume): **In the classroom:**

Ask students to write their own resume in their notebooks. They could use the template in All-Star 3, p. 95; or a teacher-created template showing the basic sections (heading, objective, work history, personal skills).

Allow plenty of time for students to write their resumes. Teacher should circulate and give as much individual support as possible. Consider asking stronger students who finish early to work with students who need more time.

In the computer lab:

As a preliminary step to having students type their resumes, do a mini-lesson aimed at ensuring that students have at least a basic understanding of a word processing program, such as Microsoft Word. Using an LCD projector, demonstrate opening a new document and entering text. Focus students' attention on using the shift key to capitalize, using the Backspace or Delete keys to make corrections, and using the tab key to indent lines. Use the projector to make sure students are aware of how to print and save a document to a flash drive or other external storage means.

If it seems necessary and appropriate, have the class (or students who need more detailed instruction on Microsoft Word) do an on-line tutorial, such as http://www.gcflearnfree.org/word2003 (www.gcflearnfree.org → Computers → Microsoft Office → Office 2003 → Word 2003)

Management: The on-line Word tutorial is very detailed and could take an hour or more of lab time.

After determining that students have some familiarity with word processing, direct students to take their hand-written rough draft resumes and type a one-page resume. Emphasize that the resumes will not be perfect, but serve as a start. The teacher should be prepared to be active in helping students who may not have strong word processing skills. The final step should be a print-out that will be turned in to the teacher. Students should be encouraged to save the file in some form, such as on a flash drive or by e-mailing it to themselves. The file could then be used in future lessons.

Management: Students with stronger word processing skills who finish early could be referred to other tutorials on the www.tv411.org site.

Presentation 2 (cover letter):

In the classroom: Lead the class in a short discussion about the purpose of a cover letter. On an overhead projector, show an example of a basic cover letter, such as the one found on p. 99 of All-Star 3 or on p. 279 of Future 3. Point out that the letter restates information in the resume and serves to briefly introduce your resume to a manager.

Ask students to work with a partner to read and answer the questions at the bottom of p. 98 in All-Star 3. Lead a whole-class discussion reviewing answers.

In the computer lab:

If access to a computer lab is available, or as additional instruction, have students complete an on-line tutorial about cover letters:
http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=7&act=1
(www.tv411.org → Writing → Writing a Cover Letter)

Using an LCD projector, demonstrate how students should respond to the questions by checking appropriate sentences to the questions about a cover letter. Point out that students should pay attention to the "feedback" section on the lower right-hand part of the screen.

While students work, teacher should circulate and be prepared to answer questions about vocabulary. When all students are done, lead a discussion about important points – short, three-paragraph format, etc.

Management: This tutorial may not take an entire hour; have a different computer activity planned to fill out lab time following the discussion; or go on to a non-computer activity.

Practice 2 (cover letter): **In the classroom:**

Return students' resumes to them and ask students to write their own cover letter in their notebooks. They could use the cover letter in All-Star 3, p. 99, as a model (or another textbook); or a teacher-created model. Students could use teacher-provided job information to address the letter, or use the job ads on p. 93 of All-Star 3.

Again, allow plenty of time for students to write their cover letters. Teacher should circulate and encourage students to refer to experience and skills described in their resumes.

In the computer lab:

Ask students to take their hand-written rough draft cover letters and use a word processing program (such as Microsoft Word) to type them. If it seems necessary and appropriate, repeat the word processing mini-lesson from Practice 1 (resume), above.

Again, emphasize that the cover letters will not be perfect, but serve as a start. The teacher should be prepared to be active in helping students who may not have strong word processing skills. The final step should be a print-out that will be turned in to the teacher. Students should be encouraged to save the file in some form, such as on a flash drive or by e-mailing it to themselves. The file could then be used in future lessons.

Application and Evaluation:
The typed resumes and cover letters would serve as an application of the lesson objective. The teacher can evaluate the hard copies for completeness and evidence of understanding basic information covered in the practice. The teacher should then return the resumes and cover letters to the students so they can engage in a communicative small group activity.

Put students in cross-ability groups of 4 or 5 and tell them they will do a "read-around." In this exercise, each student needs to read out loud their cover letter and briefly explain their resume. Other students in the group will give informal feedback. The teacher can briefly demonstrate with her own example. Teacher circulates among groups to make sure students are on-task and are giving reasonable feedback.

Extension Activities for the Classroom and Beyond:
Students who are in an active job search can be encouraged to further revise resumes and cover letters on their own and to take a resume with them the next time they apply for a job.

Alternately, the teacher could organized a field trip to the local government employment assistance center (such as the Arlington Employment Center, http://www.arlingtonva.us/departments/HumanServices/EconomicIndependence/EmploymentCenter/HumanServicesEmploymentEmploymentCenterIndex.aspx) to encourage students to get job counselors' assistance in revising and improving their resumes.

Find Someone Who (Work/Jobs)

Directions: Walk around the room and ask other students the questions. When a student says "yes," write the person's name on the line. If the person says "no," ask another question or move on. You need to get names on all the lines. You have 10 minutes!

1) Did you ever fill out a job application? _____

2) Did you ever look in the newspaper or the Internet for a job? _____

3) Did you have a job in your country? _____

4) Do you have a job now? _____

5) Did you ever have a job interview in the U.S.? _____

6) Do you have a resume or a curriculum vitae? _____

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