**ESSENTIAL QUESTION FOR ENDURING UNDERSTANDING –** Are students able to apply learned skills regarding resume building and interview skills to demonstrate employability, problem-solving, and independence?

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| **UNIT:**  **Title/Topic of Lesson:** The Importance of a Professional Resume and Exemplary Interview Skills  **Lesson # 2**  **Grade Level:** 10-12 **Time Needed: 2 Class Periods**  FOCUS QUESTION**:** Am I ready for college acceptance or employment? How can I present my skills and experience professionally to enhance my future goals of college or a job? | **MATERIALS NEEDED:**   * Pencil and paper for students * Pre and Post assessment evaluations * PowerPoint Presentation * Dry markers for white board * Resume Checklist Handout * Resume Example for Editing Activity * The 5 Part Interview Handout |
| CURRICULUM LINKS: (Identify standard source, standard and #)   * National ASCA Mindsets and Behaviors for Student Success www.schoolcounselor.org   1. **ASCA Mindset Standard 1.5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes   2. **ASCA Behavior Learning Strategy Standard 2.1:** Demonstrate critical-thinking skills to make informed decisions   3. **ASCA Behavior Learning Strategy Standard 2.6:** Set high standards of quality   4. **ASCA Behavior Learning Strategy Standard 2.7:** Identify long and short term academic, career, and social/emotional goals   5. **ASCA Behavior Self-Management Skills Standard 2.10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities   6. **ASCA Behavior Social Skills Standard 2.1:** Use effective oral and written communication skills and listening skills * State: MA Curriculum Frameworks   1. **2016 Digital Literacy and Computer Science Framework**: Researching   2. **2017 English Language Arts and Literacy Framework**: Presentation of Knowledge and Ideas * State: MA CDE Benchmarks   1. **MA CDE Benchmark A1-1:** Flexible, higher order thinking skills   2. **MA CDE Benchmark A1-3**: Skills in locating and using information resources for research   3. **MA CDE Benchmark A2-3**: Organizational skills for career and life management   4. **MA CDE Benchmark A2-4:** Critical thinking skills for career and life management   5. **MA CDE Benchmark A4-3:** Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential   6. **MA CDE Benchmark W1-5:** Skills in establishing and modifying career management tools (e.g. resume, portfolio) * District/School links   1. **Concord High School Core Values:** Our vision is that all Concord students develop a passion for learning, experience excellence in their lives, and believe that they have the ability to shape the future of their lives and communities. | |

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| **PLANNING REFLECTION:**   * This lesson will teach students the importance of a professional resume, including what components make up a resume * This lesson will teach students the skills needed for a successful interview, and why being able to present and ‘sell’ yourself in a professional manner is a necessary skill for the future * Prior to the lesson, it will be necessary to collect data upon what the students currently understand regarding resumes and the interview process * Evaluations will be utilized pre and posttest to measure knowledge and attitudes. * Students will be able to apply to define resume and list all necessary components to include * Student will participate in a mock-interview and apply all learning objectives from the lesson | | | |
| **COUNSELOR/TEACHER PERFORMANCE OBJECTIVES**  During the lesson the counselor will:   * Define resume and interview * Present the essential components of a resume * Present mistakes to avoid when submitting a resume * Introduce and present the interview process to students * Provide students with recourses on how to prepare for an interview * By the end of The Importance of a Professional Resume and Exemplary Interview Skills lesson, students will be able to list the essential components of a resume, understand how to prepare for an interview, and be able to complete a mock interview with proficiency | | | |
| **LEARNING TARGETS: STUDENT PERFORMANCE/LEARNING OBJECTIVES SPO/SLO-**  By the end of The Importance of a Professional Resume and Exemplary Interview Skills lesson, students will know, understand, and demonstrate the following:   * I know I can define resume and interview * I know I can identify the key components of a resume, as well as the mistakes to avoid when creating my resume * I know I can create a professional resume based on my skills, knowledge, education and experience * I know I can demonstrate effective interview skills during a mock interview | | | |
| **Cognitive: (**knowledge)As a result of the lesson, the students will   * Define resume and interview each in one complete sentence * Identify 5 key components of a resume * Identify 5 key mistakes to avoid when creating a resume * Identify what 4 qualities make a STAR bullet | | **Affective: (**understanding)As a result of the lesson, the students will:   * Realize the value of a professional resume by identifying 3 uses for it in class discussion * Demonstrate understanding of importance of interview skills and comprehension of key points in lesson by participating and evaluating mock interview * Demonstrate understanding through participation in mock interview and creating a professional resume | **Behavioral/Performance:** (be able to do)As a result of the lesson, the students s will:   * Successfully apply the key components and mistakes to avoid by creating a real resume based on their skills, education, and experience * Utilize research to be informed for mock interview * Participate in and evaluate peers in a mock interview * Complete the post-assessment with at least 90% accuracy. |

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| PRE-ASSESSMENT  See assessment below to gather learning data | | POST-ASSESSMENT  See assessment below to gather learning data |
| DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON  Class One   1. Students will complete resume and interview skills pre-assessment 2. Icebreaker Activity    * Each student will go around to introduce themselves and briefly explain if they have a professional resume and/or if they have ever been to an interview (job, school, etc.) 3. Introduce Resume’s and Interview’s to the Students    * Explain to students the purpose of today’s lesson is to discuss the importance of the resume and interview for the future educations and career. Go over the following definitions:    * **Resume**: *(noun)* a brief account of a person’s education, qualifications, and previous experience, typically sent with a job application.    * **Interview:** *(noun)* an oral examination of an applicant for a job, college admission, etc. 4. Review Resume Checklist Handout    * The counselor will pass out handout to students    * Review the key components to include on a resume    * Review the information not pertinent to a resume    * Review the key mistakes to avoid on a resume    * Review what makes a STAR bullet:      + **Situation:** What was the situation, problem, or conflict you were facing?      + **Task:** What were you tasked with? What were your responsibilities or goals      + **Action:** What action did you take? What did you do to solve this problem? (Start with action verbs)      + **Result:** What was the result or outcome of your action? 5. Resume Editing Activity    * The counselor will hand out example of ‘bad’ resumes to the students    * In groups, utilizing the information they just learned, students will make edits to these resumes that will improve the overall quality    * Potential edits include:      + Spelling and grammar      + Identifying irrelevant information      + Formatting issues      + Reworking bullet points to be more specific, action focused, 6. Review The 5-Part Interview Handout    * Introduce students to all part of the interview which include:      + Before the Interview      + The Start of the Interview      + The Interview Itself      + Ending the Interview      + Following Up After the Interview    * Question for discussion to present to students for group participation: What types of questions could you expect to answer in an interview? 7. Assign homework to complete prior to part II of lesson plan    * Create a resume    * Prepare for a mock interview with an assignment college or company   Class Two   1. Students will participate and observe each other’s mock interviews 2. Counselor and students will provide feedback on each resume and interview 3. Bring the students together for one final discussion on what each student learned and how they can apply the skills they have learned to achieve their future educational and career goals 4. Students will be made aware of bulletin board going up in the hallways for their reference | | |
| MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS:  **Different Grade Levels:** Activities can be reviewed for appropriateness for different grade levels. If necessary, they can be interchanged with more ago appropriate activities.  **ELL:** Students who are learning English as a second language will be provided an aid, or any assistance necessary, to guarantee they are able to participate in the lesson.  **Physically Impaired:** The school counselor will ensure the lesson takes place in a classroom fit for all students regardless of physical ability. | LEARNING STYLES ADDRESSED:  **Auditory:** The school counselor will read aloud and have a class discussion regarding each portion of the handouts and lesson  **Visual:** The school counselor will use PowerPoint and vocabulary words with pictures for presentation.  **Verbal:** The school counselor will talk and promote discussion regarding each topic and skill.  **Kinesthetic:** The lesson plan includes scenarios in which the students will be actively implementing skills learned. This will require students to be active and write on the board.  **ELA:** Students will write about resume edits. Students who require writing modifications will be paired with a partner, or can ask the school counselor for help. | |
| Data Analysis and Summary: Discussion of student learning:  Did the students meet the learning objectives: perception data, results data?  What was the impact of your lesson/intervention?  What does data suggest for next steps/future lessons? | | |
| REFLECTION  Did the students meet the learning objectives: perception data, results data? What was the impact of your lesson/intervention? What does data suggest for next steps/future lessons? | RESOURCES  [The 5 Part Interview](http://www.fehb.org/Classes/AEC/AECCulArts/pdfFiles/Job%20Interviewing%20Skills%20Lesson%20Plan.pdf) – Handout used from this lesson plan  Resumes with Impact: Creating Strong Bullet Points. Retrieved from <https://www.careereducation.columbia.edu/resources/resumes-impact-creating-strong-bullet-points>  Simply Hired Staff. (2018). Bad Resume Example. Retrieved from https://blog.simplyhired.com/jobsearch/interviews/bad-resume-example/ | |
| SUPPLEMENTAL MATERIAL: Attached you will find the following:   * Pre and post assessment * Resume Checklist Handout * The 5 Part Interview Handout * Resume Example for Edits * Bulletin Board | | |

**Evaluation Assessment**

**Name: Please Check One: Pre-Assessment**

**Date: Post-Assessment**

In one complete sentence, define resume:

In one complete sentence, define interview:

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| List 5 essential components of the resume:   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | List 5 errors to avoid on your resume:   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

You don’t need to spend time preparing for an interview. True False

List up to 5 items to consider before, during, or after an interview:

1.

2.

3.

4.

5.

Thank you!

**Resume for Editing**

John Doe

johnlikestoparty@email.com

Objective

I want to be sucessful and move up in my career to make a lot of money.

Experience

Salesperson, TV Depot, Los Angeles, California

* Hired and managed employees
* Managed inventory
* Customer service

Education

* USC
* Class of 2016
* Los Angeles, CA
* Bachelor Degree
* GPA 2.0
* Uni High
* Class of 1999
* High school Diploma

Hobbies

* Skiing, swimming, archery, traveling

References Available Upon Request

**The Resume Checklist**

**Heading**

* Full Name
* Address
* Professional email
* Phone number
* Links to any online professional materials

**Education**

* School currently attending
* Expected graduation date
* Optional: Optional: GPA if it is a 3.0 or above/is applicable

**Skills**

* Hard skills
* Only list skills you are comfortable and confident in
* Examples: Technology, software, languages, lab skills

**Experience**

* Reverse chronological order, begin with your most recent position
* For each Position:
  + Name of the company/organization
  + City/State it was located in
  + Position
  + Dates you worked there month and year
  + Bullet Points
* Can divide into different sections to highlight most relevant experiences
* Make sure to be consistent with formatting! (i.e. ending each bullet point with a period, using Bold and Italic consistently

**Optional Additional Sections**

* Academic Projects
* Honors and Awards
* Leadership Experience
* Certifications/Associations
* Activities

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| **Do**   * Keep it to one page * Be clear, concise, and consistent * Use action verbs * Focus on results * Quantify achievements * Keep your audience in mind * Be careful about using pre-made templates * **Proofread!!!** | **Don’t**   * Use unusual fonts or colors * Use font size smaller than 10 * Minimize/get rid of your margins * Use personal pronouns (“I”, “we”) * List everything you have ever done * Lie |

**THE 5-PART INTERVIEW**

The interview is the final hurdle most people have to cross in getting a job. Being chosen for an interview means someone is interested in your skills, knowledge and experience. However, a great application or resume can quickly find its way into the garbage if you do not come across well in an interview. You now must become a sales person. The interviewer is the buyer. They want to see if your talents meet their needs for the job. Sell yourself!

The interview is when you want to tell the employer about your strengths, skills, education, and work experience. Knowing yourself - positively selling your strong points - is what is going to get you the job.

The easiest way to learn something is to break it down into parts. The interview process has five distinct parts.

* 1. **BEFORE THE INTERVIEW**

1. Do your homework! Learn as much as you can about the company or business before the interview. Do some research: ask people who work there, go to the library, look on the internet. Find out what services/products the company provides, how long they have been in business, whether the company is growing or downsizing, the company’s reputation, etc. An interviewer will be impressed that you have made an effort to learn about the company or business. Read any material they send you!
2. Know where you are going. Drive by the site of the interview a day or two before the interview.
3. Arrive 5 - 15 minutes early.
4. Be prepared when you go to the interview. Bring extra copies of your resume, your portfolio, a notepad with some questions prepared for the interview, and a pen.
5. Dress for Success! Hair should be clean and combed. Fingernails must be clean with no bright polish. Keep perfume, and aftershave to a minimum. Brush your teeth and don’t forget deodorant.

Women: dress, skirt (not too short), or dress pants with a nice blouse or blazer. No excessive jewellery, make-up, or “big hair.”

Men: pants (not jeans!), collared shirt, tie (if appropriate), and shoes (not joggers). A suit is not always necessary.

**Do not wear loud clothes! Be conservative!**

* 1. **THE START OF THE INTERVIEW (BEGINNING)**

1. Inform the secretary/receptionist that you have an interview, whom it is with, and the time of the interview.
2. When you meet the interviewer, look straight into their eyes, shake hands firmly, introduce yourself, smile, be confident and wait until you are offered a seat.
3. Be positive in your communication (Remember: You’re selling yourself!!), don’t slouch, try not to be too bold or too shy. Let the interviewer lead the interview. Express that you are happy to have the opportunity to interview.
4. When all else fails: SMILE!!

***DON’T:***

Smoke, chew gum, swear, slouch, put your hands on items on the interviewer’s desk, fidget with rings, pens, ties, change, or other things in your reach.

* 1. **THE INTERVIEW (MIDDLE)**

1. Always face the interviewer with good posture and body language.
2. Stay positive with your attitude and your answers. Let the interviewer know about the skills, knowledge and experience that make you a qualified candidate.
3. Know your resume and portfolio well and be prepared to answer questions about them.
4. Don’t be a know-it-all! Express your willingness to learn!
5. Be honest with all answers. Experienced interviewers can see right through “little white lies.”
6. Be thorough with your answers. Never answer with just a “yes” or “no.” Always provide explanations and examples.
7. If you don’t understand the question, ask the interviewer to explain.
8. Pay close attention to what the interviewer is saying.
9. Organise your thoughts before speaking. Feel free to think for a moment about tough questions. Silence is not a bad thing as long as you do not take an excessive amount of time.
10. Watch for illegal questions, such as information about your age, religion, race, ethnicity or marital status.

***DON’T:***

Emphasise your weaknesses.

Draw attention to negative attributes such as poor attendance, grades, being fired, etc. , trash former employers, co-workers, or school personnel.

Discuss personal issues, good or bad, which are irrelevant. Discuss salary or benefits unless the interviewer brings it up first.

Remember that you represent a risk to the employer. A hiring mistake is expensive. Show you

are highly motivated and energetic.

* 1. **THE INTERVIEW (END)**

1. Ask the job-related questions you prepared for the interview.
2. You may be offered the job immediately. In that case, you should ask about specific salary, benefits, and work hours. You do not have to give them an immediate answer. Ask for a day to think about it.
3. If you are told you will be contacted, ask about how long it will be. Offer to call in a few days to find out the decision. This shows your continued interest.
4. Make sure the interviewer knows how best to contact you and that you are available for any additional information that may be needed.
5. Thank the person for the interview and their interest in you as a potential employee or student. Shake hands firmly on the way out.
   1. **THE FOLLOW-UP**
6. Send the interviewer a thank-you letter soon after the interview.
7. Call the company or business about a week after the interview to find out if they have made a decision. If they have not, find out when they expect to have a decision.

**WHY PEOPLE DON’T GET THE JOB…….**

♦ Poor personal appearance

♦ Inability to communicate clearly, poor voice, and grammar ♦ Lack of planning for a career...no purpose or goals

♦ Lack of enthusiasm and confidence in the interview ♦ Condemning past employers

♦ Failure to look the interviewer in the eye ♦ Limp handshake

♦ Late to the interview

♦ Does not thank the interviewer for his/her time ♦ Asks no questions

♦ Lack of knowledge about the business or the position

