

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.05	Lesson Number - 20
<p><b>Activity Title - Resume Writing - Workshop</b></p> <p><b>Goal/Objective</b></p> <p>To provide students with the basics regarding resume writing and enable them to write a professional resume.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>This lesson will provide students with a workshop experience intended to get them started at writing their own resume. Resumes are an indispensable part of most job search activities. Students need to know what makes a good resume, and should be familiar with one or two standard layouts.</p> <p><b>Activity</b></p> <p>Ask students what they remember about the basics of resume writing that were reviewed in the last lesson. Review the various formats discussed. Concentrate on the kinds of words and phrases that are effective in resume writing. Work as a class brainstorming positive descriptive phrases like “good working knowledge of”, “strong skills in “ability to get along with people”, etc. Then ask the class to fill out the resume worksheet to use as a rough draft for their own resume. Assist each person individually as they prepare their worksheet.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>When they’ve all finished, ask for volunteers willing to share their resumes. Have the students critique the essays and make suggestions for revisions or changes that would make the resume more effective.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout—Resume</li> <li>• Classified Ads</li> </ul>
			<p><b>Extension Activity</b></p> <p>Provide students with classified ads and have them develop a resume specifically to meet the requirements of the classified ad.</p>
			<p><b>ESE/ESOL Accommodations</b></p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p> <p>Provide a graphic organizer to help students put together their ideas prior to writing a resume.</p> <p>Provide a dictionary so students can check for any possible spelling errors.</p>
<p><b>Real-Life Connection</b></p> <p>Have a Career Specialist or Counselor discuss job search strategies with the students. If your site has a Career Center have the students visit the center and research the types of skills they would need to obtain certain types of jobs. If Internet access is available have students visit the O*Net site at <a href="http://www.onetcenter.org/">http://www.onetcenter.org/</a>. O*Net, Occupational Information Network, is a comprehensive database of worker attributes and job characteristics. Have students research specific careers and the skills and education needed for them.</p>			

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### Activity Title— Resume Writing Workshop

#### Introduction

*Say:* This lesson is intended to provide you with hands on experience in resume writing. It has been designed as a workshop so that we can all work together. Hopefully, you will leave here with a resume ready to be go whenever you need it.

#### Main Activity

*Say:* Let's begin by looking at the classified ads together. Distribute sections to some of the students and ask them to share if necessary. Now, as you read these, I want you to identify job skills that employers are looking for.

When the students have prepared a list of skills (like proficiency in WordPerfect, or ability to deal effectively with the public), point out how these are skills that should be reflected in a person's resume. *Say:* These are all skills in today's job market. Now, let's use these to brainstorm a list of positive phrases that could be used in a resume.

It is important for students to understand the relevance of what they've learned and how it will assist them in their lives. *Say:* Keep in mind that your resume is your passport to the job market. It will get you in the door. Without it, you may not even have a chance at a job that you really want. Like a passport or ticket, it has to be current. Keep it updated. Even if you are in a job you like, review your resume every six months. Look at the want ads regularly and be sure your skills are current with the marketplace. You never know, you might run across the perfect job. Always look. Always be ready to apply.

Have students use the Resume Worksheet and develop the basic outline for their resume. Work with the students individually during this process.

#### Debriefing/Evaluation Activity

*Ask:* Who is willing to share his/her resume outline with the rest of the class. Have the students critique the resume outline and make suggestions for revisions or changes that would make the resume more effective. Review with the class the steps in writing an effective resume and provide time for students to complete their resumes based on the outlines they have completed.

**Contact Information**

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**OBJECTIVE/JOB DESIRED**

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**WORK HISTORY/  
SKILLS**

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**EDUCATION**

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**ACTIVITIES**

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**INTEREST/HOBBIES**

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