

TEACHER'S NAME: Nancy Ferguson

REEP LEVEL: 200-250

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Using basic word processing skills, students create a simplified resume and cover letter.

Language Objectives:

- 200: Ask and answer questions about jobs (past and present); given visuals of occupations, match job titles, duties, locations, and tools
- 250: Ask and answer questions about jobs (past and present); categorize jobs; ask and answer questions about job experience
- Technology Objectives #5-8 of REEP Technology Curriculum
- Access a word processing program and open a new document;
- Enter and format text;
- Save and exit a document in a word processing program;
- Retrieve and print saved documents

TECHNOLOGY INTEGRATION (if any): computer lab

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

Speaking Listening Reading Writing

ESTIMATED TIME: 6 hours

RESOURCES AND MATERIALS NEEDED:

- "Ahmad Osman-Resume (200-250)" (Overhead + Student Copies)
- "My Work History Timeline (200-250)" (Overhead + Student Copies)
- "Resume Practice Form (200-250)" (Overhead + Student Copies)
- "Resume Typing Template (200-250)"
- "Ahmad Osman – Sample Cover Letter (200-250)" (Overhead)
- "Cover Letter Practice (200-250)" (Overhead + Student copies)
- "My Cover Letter (200-250)"
- Overhead projector
- Other resources: index cards, markers, tape, butcher/flip-chart paper

LESSON PLAN AND TEACHER'S NOTES

Pre-requisite: Ongoing practice with word processing, especially for students without much experience with it.

Motivation/Background Building:

Students review occupations and duties associated with those occupations.

In the classroom...

Activity 1: Categorize Student Jobs (Past and Present)

Give each student 2 index cards (or pieces of paper), a marker, and tape. Students write their current job title on one card and a past job title on the second card, and each student presents his/her cards to the class.

Management Tip: For the 200 level students, you may want to write the following sentence prompts as a support:

Now, I am a _____.

Before, I was a _____.

After they present their cards, students should tape their cards to the board. As each student presents his/her jobs, work together to categorize the jobs into related fields (customer service; food industry/hospitality; construction, etc). Prompt the students for different categories, and as each new student presents his/her cards, categorize them together on the board.

Once all students have presented, the cards should be in categories on the board. Students should now choose which category is most relevant to their own lives. Put students into groups of 2-4 based on their job category preference.

Given a variety of resources (picture dictionaries, class book page numbers related to job skills/occupations, other workbooks, job skill flashcards, etc), groups make a list of the different skills and duties associated with their field. You may want to go over the definition of 'skills' and 'duties' first. When demonstrating this activity to the groups, emphasize the importance of using the verb/verb phrase to express the duty/skill.

Once groups have a list of 6-10 skills/duties for their job category, they should work together to identify and list the past tense version of each skill/duty on the list. Double check their lists of present/past skills and duties, then, give groups a piece of butcher paper. Groups should write their job category at the top, and in two columns below, they should record the skills/duties in present and past. Hang the butcher paper lists around the room like a gallery. Students walk around the gallery recording job skills/duties they've used in past jobs as well as their current job in their notebooks.

Activity 2: Information Grid – Past and Present Jobs and Duties (40 min)

Copy the following information grid on the board and have students copy it into their notebooks. Review the questions together. Once students understand the questions and how to complete the grid, give them 10-15 minutes to interview fellow classmates on past and present jobs and duties.

What's your name?	What is your job now?	What are your duties at work?	What was your job before?	What were your duties at work?
(etc)				

Group Report-Out: Have students take the information from their grids and write short paragraphs about 1-2 students in the class. Model two full examples (one female; one male) on the board (prompting the students for the complete sentences) before asking students to write on their own.

Model Example: His name is Juan. Now, he is a carpenter. He fixes furniture and uses hand tools and electric tools. Before, he was a painter. He mixed paints, and painted walls and ceilings.

Emphasize the importance of using the correct form of the verb (present or past) when describing present and past duties.

Higher level students can write about 2-3 classmates. Lower level students can focus on 1 or 2 classmates. Ask volunteers to read their paragraphs aloud to the class.

Introduce the Lesson: As a class, discuss why it is important to be able to talk about/list one's present and past job titles and duties (orally and in writing). Elicit things like for a job interview, job application, etc. If students do not bring it up on their own, also bring in resumes. Inform students that the rest of the lesson will focus on creating resumes and writing cover letters in order to apply for a job.

In the classroom...

Presentation 1:

Class discusses what a resume is and why it's important.

As a class, go over what resumes and cover letters are. Bring in a copy of your own resume or a simplified resume created for the presentation. If possible, project the sample(s) on the overhead during the discussion. Use the following questions to help facilitate a discussion:

- What's a resume?
- Why do people need resumes?
- Do you have a resume?
- Are resumes used in your country?
- What's the difference between a job application and a resume?

Brainstorm a list of items that should be included on a resume. Write the list on the board. Go to the sample resume and check to see if everything from the student-generated list is on the resume, and if there's anything missing from the list. Draw the connection to the past/present job duties on resumes – remind students of the previous activity and how it will help them create their own resumes.

Practice 1: Ahmad Osman-Resume (200-250)

Students will complete a sample resume by exchanging information with one another. Project a copy of hand out of Ahmad Osman's resume from [Ahmad Osman-Resume \(200-250\)](#).

As a class, talk about what the students see on the resume, and what's missing from the resume. Pass out a copy of the incomplete resume to each student.

Put students into four like-ability groups, and give each group copies of a different job entry for Ahmad. Point out that each job entry has a number on it, and that number should be matched up to the correct spot on the incomplete resume form.

(Tip: If necessary, you may need to simplify the four readings about Ahmad Osman for 200-level students).

First, groups work together to pull out the essential information from the job entry paragraphs, and they write that information into the correct spot in Ahmad's resume. Next, students walk around the classroom gathering information on the missing three entries from each other through partner interviews. Once students have completed Ahmad's resume, review it as a class. You can fill it in on the overhead as students give you the information. As you go along, point out things like:

- Past v. present verbs depending on which entry it is.
- The work experience section is ordered backward from most recent job (or current job) to first job.
- Discuss the different elements of each entry.

Practice 2 – [My Work History Timeline \(200-250\)](#)

Put a copy of the [My Work History Timeline \(200-250\)](#) on the overhead and discuss the layout. (What's a timeline? What are we putting on this timeline? Where is the first job? Where do I write my current job?)

Fill in one or two of the timeline entries using your own information as a model for the students. Remind students about the past and present verb difference for "duties."

Pass out the [My Work History Timeline \(200-250\)](#) to all of the students and give them time to fill in the information.

Once students have filled in their own work history timelines, have them sit in groups of three and discuss their personal work histories. To help facilitate the small group conversations, brainstorm questions from the timeline information together and write them on the board (*What was your first job? Where was your job? What did you do? When did you work there? Etc*).

Application & Evaluation:

In the classroom...

Activity 1: Student hand-write their resumes in the classroom.

Using their work history timelines from the previous activity, students will now create a resume on paper (to be typed later). Pass out the [Resume Practice Form \(200-250\)](#) to students. If possible,

project a copy on the overhead and go over the process together. Give students time to fill in their templates. Teacher collects resumes to check for any glaring errors to be returned before the next lab class.

In the computer lab...

Activity 2: Students type their resumes in the computer lab.

Before lab class begins, teacher or lab assistant downloads and opens the Resume Typing Template (200-250) document on each computer. This document contains protected fields for students to type directly into. Pull up an example of the template and demonstrate that students should click in each field, delete the words, and type their own information instead.

Students should copy their hand-written resume to help them complete the typed resume on the computer. Because the fields are protected, you will not be able to delete unfilled areas until you unlock them. If this is necessary, the teacher or lab assistant to unlock them

To unlock the form and delete unfilled boxes....

- Go to 'View' in the top menu of the screen.
- Click on 'Toolbars'
- Click on Forms
- The toolbar should now display a lock symbol
- Click on the lock to unlock the protected fields.
- Delete unfilled portions of the form when a student has entered in all his/her information
- Save the form.

Once students have printed their resumes, they should sit with a partner to talk about the information on their resumes.

In the classroom...

Presentation 2: Cover Letter

Students look at and discuss a cover letter – what it is and why it's important.

Project an overhead of Ahmad Osman – Sample Cover Letter (200-250). Read it aloud with the students, then, facilitate a short discussion about the cover letter. *What is it? Why is it necessary? Have the students ever written a cover letter for a job in the U.S. or in their country? Do employers ever ask for cover letters?.

Together, make a list of the elements they see in the cover letter. The list should include: salutation, a body paragraph that states interest in applying for a particular job and basic qualifications and experience, and a closing. Inform students that they will write and type cover letters for the next part of the lesson.

In the classroom...

Practice 1: Cover Letter Practice (200-250)

Students practice writing a cover letter from sample information.

Project the [Cover Letter Practice \(200-250\)](#) and discuss the top portion together. Go through the Job Ad and the Resume at the top of the page, asking questions about specific information in each. Review the directions with the students.

Distribute the handout to students and give them time to answer the questions in section A. Review the answers together. Go over the directions for section B – students use the information from section A to complete a cover letter. Give students time to complete the activity. Review the cover as a class. Elicit the answers from the class and write them into the projected cover letter.

Application & Evaluation:

In the classroom...

Activity 1 – Students hand-write personal cover letters.

Distribute the [My Cover Letter \(200-250\)](#) handout to students and review the directions and questions in section A. Once students have a chance to answer the questions, they should sit with a partner and ask and answer the questions orally.

Review the directions for section B, and demonstrate how to use the information from the questions in A to complete a cover letter for themselves.

Section C – students read their cover letters aloud to a partner/small group.

In the computer lab...

Activity 2 – Students type their hand-written cover letter in the computer lab.

This portion of the lesson should be completed in the next lab class.

Open Microsoft Word on the computers. Students type their cover letters into Microsoft Word. It may be helpful to alert students to the spell check signal (red line) as a way for them to correct their typos as they go along.

Management Tip: Some students will be more adept at typing and more familiar with Microsoft Word than others. This portion of the lesson will necessarily depend on the student's word processing abilities. For those students with little to no experience with word processing, see Donna Moss' lesson from 100/150 on basic word processing ([Word Processing Lesson and Activities](#)) and get them started here. Eventually, they will work up to typing their cover letters.

Extension:

Students find a job ad in the newspaper or online, and write a cover letter tailored to that specific ad.

My First Job

Job Title: _____
Dates: _____ to _____
Name of Company:

Location: _____
Duties: _____

Job Title: _____
Dates: _____ to _____
Name of Company:

Location: _____
Duties: _____



Job Title: _____
Dates: _____ to _____
Name of Company:

Location: _____
Duties: _____

Job Title: _____
Dates: _____ to _____
Name of Company:

Location: _____
Duties: _____

Created by Nancy Ferguson.

RESUME PRACTICE

Name
Street Address
City and State
Telephone Number
Email Address

Work Experience

Job Title, Dates (from-to)
Company Name, Location
Duties

Job Title, Dates (from-to)
Company Name, Location
Duties

Job Title, Dates (from-to)
Company Name, Location
Duties

Education

School Name, Dates
City, State
Degree

Ahmad Osman - Cover Letter

Dear Manager,

I am applying for the assistant manager position at the Waterfront Restaurant. I saw your ad in the newspaper, and I am very interested.

I have experience working in restaurants. I was a busboy and host for three years. Now, I am a waiter. I can take orders and serve food. I can also process checks. At my current job, I train new waiters and waitresses at the restaurant. I am responsible and hardworking.

For more specific information, please see my resume.

Thank you for your time.

All the best,

Ahmad Osman

Cover Letter Practice

Job Ad: Hotel Desk Clerk

- Comfort Hotels is looking for a full-time hotel desk clerk. This person will answer phones, make hotel reservations, and process customer bills.
- We are looking for a friendly and responsible person.
- Two languages is a plus!
- Send resume and cover letter to the Manager.



Resume: Amanda Betts

Work Experience

- **Front Desk Clerk**, July 2007 to Present
Ring Ring Telephone Company
 - Answer telephones.
 - Help customers with their bills.
 - Use computer to find customer information
- **Receptionist**, May 2005 to June 2007
First Care Doctors' Office
 - Answered telephones.
 - Greeted patients.
 - Scheduled appointments.

A. Directions: Read the job ad and the resume. Find the following information:

1. What is the position (job)? _____
2. What is the name of the company? _____
3. What duties/skills are necessary? _____

4. Who is applying for the job? _____
5. What was her job before? _____
6. What is her job now? _____
7. What skills does she have? What can she do? _____

B. Directions: Help Amanda Betts write her cover letter.

Dear Manager,

I am applying for the _____ position at the _____
_____. I saw your ad in the newspaper, and I am very interested.

I have experience working in _____. I was a _____
for _____ years. Now, I am a _____. I can
_____ and _____. I can also
_____. I am friendly and responsible.

For more specific information, please see my resume. Thank you for your time.

All the best,
Amanda Betts

My Cover Letter

A. Directions: Answer the questions with your information.

1. What position do you want to have? _____
 2. What company do you want to work for? _____
 3. How much experience do you have (years? months?) _____
 4. What was your job before? _____
 5. What is your job now? _____
 6. What skills do you have? What can you do? _____
-

B. Directions: Use the information above and write a cover letter.

Dear Manager,

I am applying for the _____ position at the
(1)

_____. I saw your ad in the newspaper, and I am very interested.
(2)

I have _____ experience. I was a _____.
(3) (4)

Now, I am a _____. I can _____
(5) (6)

and _____. I can also _____. I am responsible
(6) (6)

and hardworking.

For more information, please see my resume. Thank you for your time.

All the best,

(your name)

C. Directions: Read your cover letter to a partner.

D. Directions: Bring your cover letter to the computer lab and type it on the computer.