**Reading and Writing for Job Search Day 5**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *open previously saved document****Computer skill:*** *use enter key to add empty space****Computer skill:*** *use alignment buttons* ***Literacy skill:*** *create summary of qualifications* *All students should end with summary of qualifications at the top of their resume*  | **Make Student Copies*** **Day 5 Warm-up-**print one per 2 students **(Tab 16)**
* **Employable Qualities and Summary of Qualifications Mad Lib-** print front and back **(Tab 17)**

**Props, Technology or Other Resources*** Projector
* Computer for every student
* USB Drives
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|  |
| **Lesson Plan** | Vocabulary |
| **Warm-up: 10 minutes-Refer to next page**Description: hand out Day 5 Warm-up. Explain that students will have to try to take the verbs provided and make them past tense so that they can be placed in a resume. Learners can work together. Demonstrate 1-3 examples. Materials/Prep: copies of **Day 5 Warm-up****Activity 1: Open Previously Saved Document** Description: teacher will demonstrate, you will do as a class, and then students will write down the steps Materials/Prep: **Activity 2: Resume Writing** Description: review what was covered day 4 and then let students continue to work on the previous experience section of their resumeMaterials/Prep: **Activity 3: Summary of Qualifications** Description: teacher will explain what it is and how to make one using a mad-lib type activityMaterials/Prep: copies of **Employable Qualities and Summary of Qualifications Mad Lib****Activity 4: Writing** Description: students will learn how to enter space above existing text using the enter key and then will add their summary of qualifications to their resume  | * Resume
* Action Verbs
* Previous Experience
* Job Responsibilities
* Summary of Qualifications
 |

**Teacher Directions: Activity 1: Open Previously Saved Document**

Step 1: Open Previously Saved-Demonstration

 Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTER**

 **Demonstrate** how to open a previously saved document

Open Word>Click on File>Click on Open>Locate Appropriate Drive>Click on correct Resume file>click on Open button

Step 2: Do Together

 Go through the steps as a class, ask student what comes next

Step 3: Write steps down

 Instruct learners to write the steps down for themselves in the appropriate order

**Teacher Directions: Activity 2: Resume Writing**

Step 1: Where are we?

 Ask learners what they worked on last class: resume>previous experience section

 Ask if anyone filled in the information for three jobs with at least 3 responsibilities

 If they did not, give them about 20 minutes to work on that today

Step 2: Review Responsibilities vs Duties

FIRST: What is the difference between responsibility and duty: job duties are everyday tasks while responsibilities are things you did that allowed company to run smoothly. Instead of cleaned, you organized, instead of drove, you operated, etc.

How should **action verbs** be used? **Start each responsibility with an action verb**

 If students were not present for Day 5 they can start from scratch to develop their resume

Step 3: Resume writing time

 **Explain** that students should now continue working on their resumes

They should move on to the job history section and really think about what to put into their job descriptions

Remind them to use the action verb list from Day 4

Step 3: Student’s work

 While students are working, circulate to assist them

 Point out areas that might need to be looked at a again or ways to change syntax

Step 4: Save Resumes

 Remind learners to save as they go, but be sure to save at the end before shutting down

**Teacher Directions: Activity 3: Summary of Qualifications**

**-Employable Qualities and Mad Lib**

Step 1: Review

Ask students what the purpose of the **summary of qualifications** is: *it is a quick sales pitch to an employer*

**Ask** what information should be included: *all skills that are relevant to the job/that separate you from a crowd, any gaps in employment, how you would benefit company*

How long should it be: *3-5 sentences*



Step 2: Hand out Employable Qualities

Have students read through and circle up to **3 qualities they have** that they want an employer to know about and put a star next to up **to 2 qualities they want their employers to have**

Step 3: Demonstrate

 Learners should have their **EYES FORWARD AND HANDS OFF OF COMPUTER**

Use the **Mad Lib** to create a summary of qualifications

Explain what you are doing, step by step

Step 4: Hand out Mad Lib

 Give students **Summary of Qualifications Mad Lib**

**Explain** each part

 **Do at least two examples together on the board**

Step 5: Student Practice

  **Instruct** students to try to put together their own **summary of qualifications**

**Teacher Directions: Activity 4: Resume Writing**

Step 1: How to Enter the Summary

 Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTER**

**Explain** that we will now enter the summary of qualifications that we wrote into our own resumes

**Demonstrate** using the **enter key** to add space above the job experience text already entered

**Bring cursor to right before first letter>Click>Press Enter twice>Type Summary of Qualifications:**

Step 2; Do it together

 Learners should now lead you through how to add empty space above existing text

 Point out **UNDO button**

Step 3: Independent typing

Step 4: Save

**Day 5 Warm-up**

Directions: Write the correct verb in the sentence below. Be sure to write it in using past tense.

Communicate

Interpret

Train

Assist

Supervise

1. medical information for Somali speaking patients
2. elderly client with bathing, dressing and exercising
3. new employees on how to use the copier
4. 10 employees in the customer service department
5. clearly with supervisors and other employees

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**Employable Qualities**

**For use in Summary of Qualifications**

**Directions:**

* Circle 3 qualities you have that you want an employer to know about
* Place a \*star next to 2 qualities you want your future company to have

|  |  |
| --- | --- |
| Quality:(adjectives) | How to express quality: |
| VERBALCOMMUNICATOR | Expresses your ideas clearly and confidently in speech |
| TEAM WORKER | Works confidently within a group |
| COMMERCIALLY AWARE | Understands the commercial realities affecting the organization. |
| ANALYZER & INVESTIGATER | Gathers information systematically to establish facts & principles. Problem solver. |
| INITIATIVE/SELF MOTIVATED | Acts on initiative, identifies opportunities & proactive in putting forward ideas & solutions |
| DRIVEN | Determined to get things done.Makes things happen & constantly looking for better ways of doing things. |
| WRITTEN COMMUNICATOR | Expresses ideas clearly and effectively in writing |
| PLANNR & ORGANIZER | Plans activities & carry them through effectively |
| FLEXIBILE | Adapts successfully to changing situations & environments |
| PRIORITIZER  | Manages time effectively, prioritizes tasks and able to work to deadlines. |
| GLOBALLY MINDED | Able to speak and understand other languages. Appreciation of other cultures.  |
| NEGOTIATER & PERSUADER | Influences and convinces others, to discuss and reach agreement. |
| LEADER | Motivates and directs others |
| [NUMERICALLY](http://www.kent.ac.uk/careers/tests/mathstest.htm) MINDED | Multiplies & divides accurately, calculates percentages, uses statistics & a calculator, interprets graphs & tables. |
| COMPUTER LITERATE | Word-processing, using databases, spreadsheets, the Internet & email, designing web pages etc. |
| SELF AWARE | Aware of achievements, abilities, values & weaknesses & what you want out of life. |
| CONFIDENT | Presents a strong, professional, positive image to others which inspires confidence & commands respect. |
| LIFELONG LEARNER | Continues to learn throughout life. Develops the competencies needed for current & future roles |
| STRESS TOLERANT | Maintains effective performance under pressure |
| VIRTUOUS/HAS INTEGRITY | Adheres to standards & procedures, maintains confidentiality and questions inappropriate behavior. |
| INDEPENDENT | Accepts responsibility for views & actions and able to work under their own direction & initiative. |
| PROFESSIONAL | Pays care & attention to quality in all their work. Supports & empowers others. |
| ACTION PLANNER | Able to decide what steps are needed to achieve particular goals and then implement these. |
| DECISION-MAKER | Determines the best course of action. Evaluates options based on logic & fact & presents solutions |
| INTERPERSONAL  | Recognizes & respects different perspectives. Open to the ideas & views of others |
| CREATIVE | Generates & applying new ideas & solutions |
| INNOVATIVE | Introduces new ideas, seeks new ways of doing things |
| CUSTOMER-CENTERED | Maintains supportive environment and considers clients’ needs and satisfaction the priority. |

**Summary of Qualifications Mad Lib**

***You need:***

**2 adjectives** that describe you and seek to your employable qualities:

1.
2.

**1 statement** that elaborates on a quality you possess (can be pulled from the second column of **Employable Qualities Handout**)

1.

**1 adjective** that describes the type of company you want to work with:

1.

**Fill in the blanks:**

(a) and (b) employee who (c) . Seeks employment with (d) company that (companies mission statement).