Active Classroom Guide for Building a Career Foundation

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BUILDING A CAREER FOUNDATION
Module Overview

This module focuses on examining the qualities students need to develop to meet and exceed their next employer's expectations. The goal of this module is for students to be able to:

1. Learn how your habits affect your pursuit of career success.
2. Examine how behaviors impact your effectiveness in different situations.
3. Discover the attitudes employers look for in a new hire, and the importance of practicing them while you are in college.
4. Understand how getting involved on campus can help prepare you for your career.
5. Explore opportunities to get involved in your chosen career field while still attending college.
6. Learn how to build a résumé to be ready for work opportunities that may present themselves while you attend college.

First Section: Students evaluate how their habits, behaviors, and attitudes affect their measure of success in their career, which is applied in an activity that has students create questions based on worker habits, behaviors, and attitude.

Second Section: Students explore additional opportunities to get involved in their intended career field before graduating, including an activity that has students research their options to become more involved.

Third Section: Students use the concepts from the previous sections to develop résumé, concluding with an activity that has students practice writing objective statements for their résumés.

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Building a Career Foundation, Section 1

In this section, students evaluate how their habits, behaviors, and attitudes affect their measure of success in their career, which is applied in an activity that has students create questions based on worker habits, behaviors, and attitude.

LESSON OVERVIEW

SECTION 1: THE HABITS, BEHAVIORS, AND ATTITUDE THAT LEAD TO CAREER SUCCESS		
Learning Outcomes	1. Learn how your habits affect your pursuit of career success. 2. Examine how behaviors impact your effectiveness in different situations. 3. Discover the attitudes employers look for in a new hire, and the importance of practicing them while you are in college.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: Your Habits
		  • Lecture/Activity
		  • Discussion
		  • LO 2: Behaviors
		  • Lecture/Activity
		  • Discussion
		  • LO 3: Your Attitude
		  • Lecture/Activity
		  • Discussion
		• Student Activity: You're the Boss
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–11 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 10 in the textbook—You're the Boss.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–10 • PowerPoint slides 1–24 • Detailed class notes for activity	

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Building a Career Foundation, Section 1

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

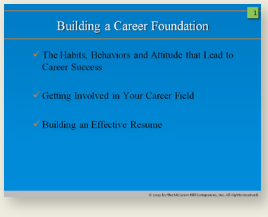
Outline

- Get Ready! Exercise
  - Reflection
- Section Overview

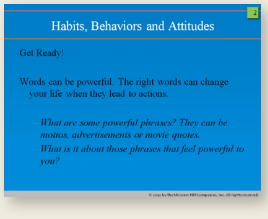
Resources

PowerPoint slides 1–3

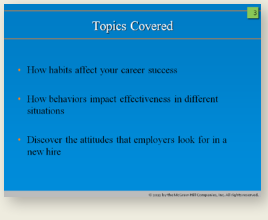
Slide 1, Overview



Slide 2, Get Ready



Slide 3, Topics Covered



Lesson Notes

Ask students to **reflect:**

Words can be powerful. The right words can change your life when they lead to actions.

- *What are some powerful phrases? They can be mottos, advertisements, or movie quotes.*
- *What is it about those phrases that feel powerful to you?*

Call on volunteers to **share** their reflections.

Elaborate *that building a career starts early!*

Skills that you learn in school, such as getting to class on time or completing work, will help you in your career.

Emphasize: There are individual characteristics that will help or hurt students when reaching for their career goals. These characteristics include their habits, behaviors, and attitudes.

Section Overview: Introduce **topics covered** in this class session:

- How habits affect your career success
- How behaviors impact effectiveness in different situations
- Discover the attitudes that employers look for in a new hire

TRY IT

Consider asking your students to define habits, behaviors, and attitude, or you may define these three factors verbally or by writing the definitions on the whiteboard:

Habit: an automatic pattern of behavior in reaction to a specific situation, may be inherited or acquired through frequent repetition.

Behavior: manner of behaving, whether good or bad; mode of conducting one's self; conduct.

Attitude: a complex mental state involving beliefs and feeling and values and dispositions to act in certain ways.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: YOUR HABITS (10 MIN.)

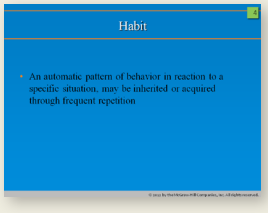
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

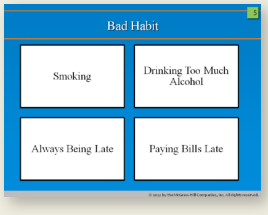
Resources

PowerPoint slides 4–11

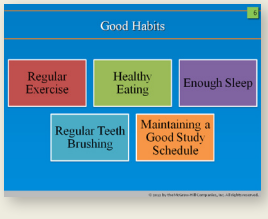
Slide 4, Habit



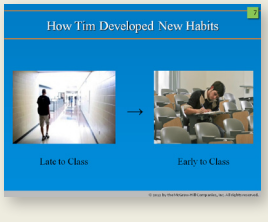
Slide 5, Bad Habits



Slide 6, Good Habits



Slide 7, Key Points



Lesson Notes

Introduction: Creating good habits and modifying bad habits can help you in the workforce.

Build on Background: What are some habits that you perform without thinking about them?

Connect: Habits are an automatic pattern in reaction to a specific situation. They may be inherited or acquired through frequent repetition.

Emphasize that you often perform habits without even thinking about them, which helps to relieve them from having to consciously control every aspect of their lives.

Tell your students that habits are learned through repetition, and you can learn new habits, either good or bad, by repeating a behavior.

Identify bad habits for your students:

- Smoking
- Drinking too much alcohol
- Always being late
- Paying bills late

Identify good habits for your students:

- Exercising regularly
- Eating healthy
- Getting enough sleep
- Regularly brushing your teeth
- Maintaining a good studying schedule

Explain to your students that you can learn new habits by repetition. You constantly have to think about the good habit until it is formed. This is a challenging process.

Describe *the example on page 5 in the textbook.*

Tim is a college student who has been 5–9 minutes late for class every day for 6 months.

As a result, his professor pulls him aside and tells him that 80% of success is showing up. He then wants to change his habit.

Ask *students the following question:*

- What could Tim do to change his habit?

TRY IT

Put the following quote(s) on the board *"A habit is something you can do without thinking—which is why most of us have so many of them."* —Frank A. Clark

Motivation is what gets you started, habit is what keeps you going. —Jim Ryun

Tip: Ask student for examples of other habits, good or bad.

TRY IT

Have students participate and talk about why good habits are so important.

TRY IT

Use the PowerPoint slide to explain the Tim example. Students can also find the example in their textbooks on page 5.

TRY IT

Prompt students to think about their own life. What would they do to change this habit that Tim has?

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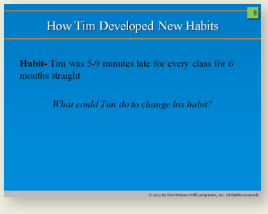
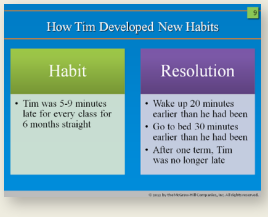
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: YOUR HABITS (10 MIN.)

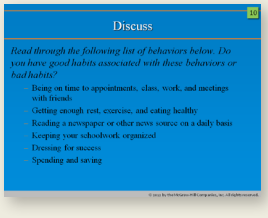
Slide 8, Tim's Habit



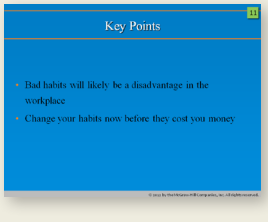
Slide 9, Tim's Habit



Slide 10, Discuss



Slide 11, Key Points



Explain that Tim had to change his daily routine. He had to get up 20 minutes earlier, which meant he had to go to bed earlier.

Tim struggled throughout the term, but by the next term he had to think less about it. He then became a better student.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

Think about your daily routines and habits. Do they contribute to your school and career success or are they a detriment?

Read through the following list of behaviors below. Do you have good habits associated with these behaviors or bad habits?

- Being on time to appointments, class, work, and meetings with friends.
- Getting enough rest, exercise, and eating healthy foods.
- Reading a newspaper or other news source on a daily basis.
- Keeping your schoolwork organized.
- Dressing for success.
- Spending and saving.

***Close** the discussion by showing the Key Points slide.*

Key Points:

- Bad habits will likely be a disadvantage in the workplace.
- Change your habits now before they start to cost you money.

TRY IT

If students have trouble getting the discussion started, give an example from your own life. Pick a behavior from the list and talk about how you are working on making that behavior a good habit.

TRY IT

Have students reflect on other key points they took away from this lesson. Ask them to share some with the class.

LO 2: BEHAVIORS (10 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Lesson Notes

Introduction: Unlike habits, behavior is associated with actions and responses to an individual situation.

Background: Ask students to reflect on the following:

- *How do your speech, dress, and actions differ when you are going out with friends to a club versus going to a work-related holiday party?*

TRY IT

Have students answer verbally. Instructor can make a list of items on the board or computer.

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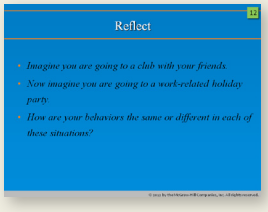
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: BEHAVIORS (10 MIN.)

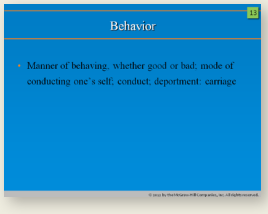
Resources

PowerPoint slides 12–18

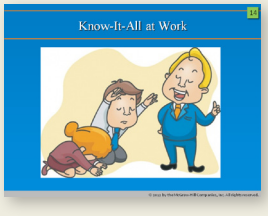
Slide 12, Reflect



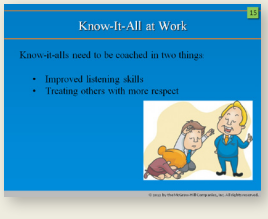
Slide 13, Behavior



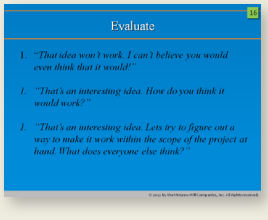
Slide 14, Know-It-All at Work



Slide 15, Know-It-All at Work



Slide 16, Evaluate



Connect: Like habits, your behaviors in school, with family and friends, and especially at work play a large role in your ongoing success within each area.

Define

behavior: Manner of behaving, whether good or bad; mode of conducting one's self; conduct; deportment; carriage

Elaborate that behavior in a business setting is something that you have control over.

Use the example of group work behaviors:

In college and in the workplace, group work is common. Working with others can be challenging and there can be behaviors that are hard to work with.

Elaborate on the know-it-all example.

- *A know-it-all will constantly take over the meeting and not give others the opportunity to speak.*

Ask students to come up with ways for know-it-alls to better respond to others' input or ideas.

Explain that the know-it-all needs to be coached in two things:

- Improve his listening.
- Treat others more respectively.

Evaluate students' behaviors:

Have students identify alternative responses to a know-it-all:

1. *"That idea won't work. I can't believe you would even think that it would!"*
2. *"That's an interesting idea. How do you think it would work?"*
3. *"That's an interesting idea. Let's try to figure out a way to make it work within the scope of the project at hand. What does everyone else think?"*

*Make sure students **recognize** that one simple behavior can have a big impact on the performance of the group, as well as others' impression of you.*

The first step to improving a behavior is recognizing that it needs to be improved.

TRY IT

Encourage students to take notes on these terms.

Tip: Ask students to think of a time they've worked with a know-it-all.

GOT TIME?

If time permits, have instructor and student role-play a know-it-all situation.

TRY IT

Have students answer during a whole class discussion.

Tip: This is another great opportunity for role-play.

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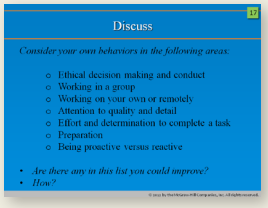
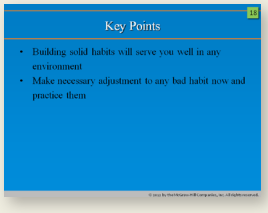
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: BEHAVIORS (10 MIN.)

Slide 17, Discuss



Slide 18, Key Points



Discussion

Consider your own behaviors in the following areas:

- Ethical decision making and conduct
- Working in a group
- Working on your own or remotely
- Attention to quality and detail
- Effort and determination to complete a task
- Preparation
- Being proactive versus reactive

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

Are there any in this list you could improve? How?

Conclusion: Close with the key points.

Key points:

- Building solid habits will serve you well in any environment.
- Make necessary adjustments to any bad habits now and practice them.

TRY IT

If time allows, have students share behaviors that they feel they are successful at, not just improving.

GOT TIME?

Have students share with the class additional key points they may have taken away from this lesson.

LO3: YOUR ATTITUDE (10 MIN.)

Outline

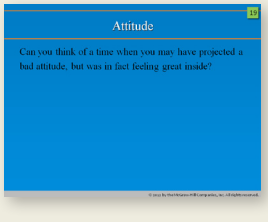
Lesson Notes

- Introduction
- Background
- Connect
- Discussion
- Conclusion

Resources

PowerPoint slides 19–23

Slide 19, Attitude



Lesson Notes

Introduction Your attitude can impact both your habits and behavior.

Background: *Ask students to respond to an informal survey:*

Can you think of a time when you may have projected a bad attitude, but was, in fact, feeling great inside?

Connect: Attitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways: "He had the attitude that work was fun."

Elaborate that attitude is something you reflect outwardly, through body language, facial expressions, voice inflections, and words you choose to convey a message.

It can be complicated because the attitude others perceive you to have may not be the same as they actual feel.

TRY IT

Consider putting one or both of the following quotes on the board:

"Attitude is a little thing that makes a big difference." —Winston Churchill

"If you don't think every day is a good day, try missing one." —Cavett Robert

TRY IT

Model examples of body language, facial expressions, voice inflections.

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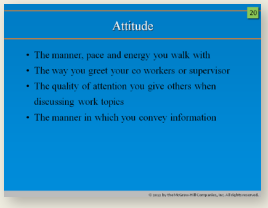
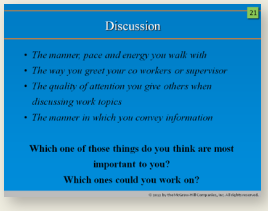
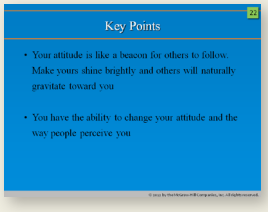
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO3: YOUR ATTITUDE (10 MIN.)		
Slide 20, Attitude	*Use the PowerPoint **to ask students** this question:* Can you think of a time you projected a bad attitude, but were, in fact, feeling great inside? **Emphasize** to your students that just like habits and behaviors, they have the ability to control their attitude, giving others a positive impression.	
Side 21, Discussion	**Consider** the signals you send that others could perceive and process into judgments and attitude: • The manner, pace and energy you walk with • The way you greet your co workers or supervisor • The quality of attention you give others when discussing work topics • The manner in which you convey information	**TRY IT** Direct students to the PowerPoint, or in their textbook on page 12 there is more description of these signals.
Slide 22, Key Points	**Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone nearby: Review **list of signals** on the PowerPoint. Answer the following in a group or with a partner. **Ask** the students the following questions: • *Which ones do you think are most important to you?* • *Which ones could you work on? Ones that may relay a perception of you?* *Provide an opportunity for students to share with the class.*	**TRY IT** If students have a hard time answering following discussion questions, model an example with another student in the class. Model examples such as greeting a supervisor or the energy you walk with.
	Conclusion: Close by discussing the **key points:** **Key Points** • Your attitude is like a beacon for others to follow—make yours shine brightly and others will naturally gravitate toward you. • You have the ability to change your attitude and the way people perceive you.	**TRY IT** If time allows, have students share with the class other key points they may have taken away from this lesson.







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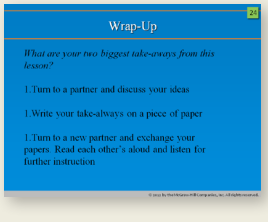
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Outline Discussion • Small group • Whole class • Conclusion	**LO 1: Discussion** **Discuss:** As students to think about their answers to these questions, then discuss with a neighbor: • How does reflecting on your future help you create a life plan? • What steps can you take to make sure you follow through on your ideal life plan? *Come back together as a **whole class** and call on students to answer the discussion questions* **Key Points:** *Share these important key points:* • Having a clear ideal life plan will help you reach the future you desire.	Tip: Try to not get too involved discussing goals here. Use this discussion as a good transition into the next section.
ACTIVITY: YOU'RE THE BOSS (25 MIN.)		
Resources Textbook, page 10 **Detailed Activity Notes** PowerPoint *Slide 23, Activity* 	**Activity** **Introduction:** In this activity, you will play a role that many people aspire to for their own careers. **Use the Detailed Activity Notes to conduct this activity.** Prepare students to locate page 10, and continue with directions from the instructor guide. **Activity Wrap-Up** After the activity, ask students the following questions: • *How would you answer some of the questions you created for your interview?* • *Based on your answers, what kind of an impression would you give in your interview?* • *What habits, behaviors, or attitude will you need to change to be more successful in your career?*	**Additional Instructor Resources/ Activities:** 1. Learning from Poor Habits, Behaviors, and Attitude **ONLINE EXTRA** Your students can complete this exercise online in the Connect program. **TRY IT** If time allows, answer all or just some of the questions as a whole group or in pairs.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 24, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 1: Detailed Activity Notes

YOU'RE THE BOSS

This activity teaches students the importance of developing good habits and behaviors, as well as demonstrating a positive attitude in an interview.

Classroom Management: This activity should be completed individually with students sharing answers with a partner and recording information in their textbook. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that in this activity, they will play a role that many people aspire to for their own careers: a successful business owner of a small company. • **Elaborate** that as successful business owners of a small but profitable company, one of their most important responsibilities is to interview and approve every new hire into the company: • Their company is big enough that they have managers who report to them, and who conduct the initial résumé review and first-round interviews. • When one of their managers finds someone they want to hire, they then bring that person back for a second interview with more of the staff and the rest of their managers, finishing off the day with an interview with them. • After the interviews, the managers who interviewed the candidate meet to discuss the candidate and make a yes or no hire decision. • During this process, they listen carefully, and usually agree with the group's decision. • As the owners of the company, they have the power to make the final decision, and sometimes their decision goes against the group's decision. • Everyone who is a part of the process appreciates the opportunity to voice their opinion. After all, they may have to work side by side with this new candidate for eight hours a day, five days a week!	• Students should be closely following along with the activity directions in the textbook.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• In their experience, how a new employee works within their company culture can be just as important as their skill set. They know that their business requires that their employees work together and communicate together on a daily basis, and without that effective communication, productivity suffers. • **Tell** your students that in this activity, they will create a list of standard interview questions that they'd like to ask as the owner of the business. • **Explain** that the form below is divided into three sections: Worker Habits, Worker Behaviors, and Attitude. • **Tell** your students to write three interview questions for each section. • Once everyone has written their three interview questions for each section, **ask** your students to partner with a classmate. • In the pairs, **tell** your students to share and discuss their questions with their partner. • After each pair has finished sharing and discussing, **ask** each student to complete the last step individually. • **Ask** your students that based upon their own answers, what can they do, starting now, to improve those answers and give themselves the best chance of landing that job when the opportunity presents itself? • Then **refer** to the discussion questions on page 11 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1. **Ask** your students the following discussion questions: ***How would you answer some of the questions you created in your interview?*** ***Based on your answers, what kind of an impression would you give in your interview?*** ***How can you improve your answers before you have a real interview?*** ***What habits, behaviors, or attitude will you need to change to be more successful in your career?***	• Students should be writing three interview questions for each section in the space provided in their textbook. • Students should be partnering with a classmate. • Students should be sharing and discussing their interview questions with their partner. • Students should be listing ways they can improve their answers to their interview questions to give themselves a greater opportunity to land the job. • Students should be rejoining their class for a discussion.

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Section 1 Additional Activity: The Habits, Behaviors, and Attitude That Lead to Career Success

LEARNING FROM POOR HABITS, BEHAVIORS, AND ATTITUDE

This activity demonstrates how individuals with poor habits, behaviors, and attitude impede the progress of the collaborative projects.

Classroom Management: This activity should be completed in groups of three with students recording information in their textbook. Once everyone is finished, they will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that the habits, behaviors, and attitude they demonstrate represent who they are and make a lasting first impression. And it will be difficult if not impossible to change someone's first impression of them if it was negative. • However, **recognize** that they may argue that some of your poor habits, behaviors, or attitude are slight and will most likely go unnoticed among all of the employees in their place of employment. • **Reinforce** that this would be a misconception, but if they are not convinced, tell your students that they will examine how poor habits, behaviors, and attitude negatively affect any working environment.	• Students should be following along with the activity directions and taking notes in their notebooks.
• **Ask** your students to form groups of three. • **Ask** your students to designate each one of the members of group as the "bad habit," the "poor behavior," and the "negative attitude." • After everyone has received/selected their role, **ask** one of your students to volunteer to read the following descriptions of each designation:	• Students should be forming groups of three. • Students should be deciding in their group who is the "bad habit," the "poor behavior," and the "negative attitude." • One student should volunteer to read the descriptions of each role.
1. The "bad habit": You have a bad habit of tuning out and daydreaming when other people are talking. As a result, you often reask questions that have already been answered, as well as have others question if you are paying attention. 2. The "poor behavior": You are a know-it-all. You constantly dominate collaborative situations, you talk over others, and you assert your authority/rightness in most topics. 3. The "negative attitude:" You don't like group work. You think you perform better alone, which you demonstrate by not smiling and offering very little contribution if any.	

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once your student has finished reading the above descriptions, **explain** to your students that they will complete the following task emulating their designated role. • **Emphasize** that they will not be themselves in this exercise. They will be playing their role. • **Explain** to your students that their task will be to agree on the best quote of this section *and* then write their group's interpretation of what it means in their own words. • **Remind** your students that they must complete this task in their role. • **Tell** your students that they will have five minutes to finish this task, and you will start them and stop them when time has expired. • During these five minutes, based off of their roles, one of them in their group will write their group's interpretation of the best quote in the space provided in their textbook.	
• **Ask** your students if they have any questions before beginning.	• If students have any questions, they should ask.
• **Tell** your students that they can begin their task.	• Students should be beginning the task by deciding on the best quote in the module as a group and then writing their group's interpretation of it in their textbook as they play the "bad habit," the "poor behavior," and the "negative attitude."
• After the five minutes have lapsed, **ask** your students to discuss how successful they were at completing this task with their group: ***What challenges did you encounter?*** ***Did you find yourself losing patience?*** ***What was the most frustrating aspect of this exercise?*** ***How effective were you in completing this task?*** ***What would have made you more successful?*** ***What would have made this task easier?***	• Students should be discussing these questions with their group.
• After the groups have finished discussing their experience, **explain** to your students that they will have the opportunity to learn from this experience.	• Students should be asking questions if necessary.
• With the same group, **tell** your students that they will select a different quote that their group considers to be the second best, and then they will interpret what it means. • **Emphasize** that this time they will be themselves with no bad habits, no poor behaviors, and no negative attitude. • Again, **remind** your students that they will have five minutes to complete this task with one group member writing the group's interpretation of the quote in the space provided in the textbook. • **Ask** your students if they have any questions. • **Tell** them they may begin their task • After everyone has completed this task for a second time, **ask** your students to reconvene with their class to discuss and compare both experiences:	• Students should be beginning by deciding on the second-best quote in the module as a group, and then writing their group's interpretation of it in their textbook as they play themselves. • Students should be rejoining their entire class for a discussion.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Was the task easier to complete the first or second time? ***Why was the task easier to complete the second time?*** ***How much more successful were you the second time?*** ***Which experience was less stressful and irritating?*** ***What habits, behaviors, or attitudes are you realizing that you need to change in order to be more productive in the workplace?*** ***How can you start to modify some of these habits, behaviors, or attitudes?***	

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Building a Career Foundation, Section 2

In this section, students explore additional opportunities to get involved in their intended career field before graduating, including an activity that has students research their options to become more involved.

LESSON OVERVIEW

SECTION 2: GETTING INVOLVED IN YOUR CHOSEN CAREER FIELD		
Learning Outcomes	4. Understand how getting involved on campus can help prepare you for your career 5. Explore opportunities to get involved in your chosen career field while still attending college	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 4: Campus Involvement
		  • Lecture/Activity
		  • Discussion
		  • LO 5: Professional Organizations
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Research: Getting Involved in Your Chosen Career Field
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 18–22 of the lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 20 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 13–21 • PowerPoint slides 25–37 • Detailed class activity notes	

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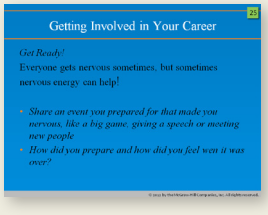
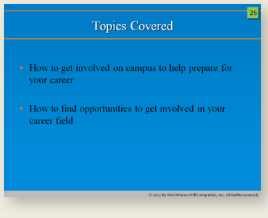
Building a Career Foundation, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! • Reflection • Section Overview **Resources** PowerPoint slides 25–26 *Slide 25, Get Ready!*  *Slide 26, Topics Covered*  	**Lesson Notes** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect.* Ask students to **reflect:** *Everyone gets nervous sometimes, but sometimes nervous energy can help!* • *Share an event you prepared for that made you nervous, like a big game, giving a speech, or meeting new people.* • *How did you prepare and how did you feel when it was over?* *Call on volunteers to **share** their reflections.* **Explain** to students that even though they are still in college and taking classes, you still have many opportunities to get involved in different professions. **Elaborate** on how now is a great time to get practice and become better prepared for when you will be out in the professional world. **Section Overview:** *Introduce **topics covered** in this class session:* • How to get involved on campus to help prepare for your career • How to find opportunities to get involved in your career field	**TRY IT** Encourage students to speak openly. Start with an example like teaching your first class. **TRY IT** Elaborate that college is a great time to practice lots of skills such as writing, public speaking, and working with a team. Instructor feedback is a great way to improve on these skills.
LO 4: CAMPUS INVOLVEMENT (10 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: Time in college will go by very quickly. Use this time now to gain knowledge and skills you need to be successful in the workplace
		TRY IT
		Give examples from your first job that may not have had anything to do with your career, and explain that it's ok right now.

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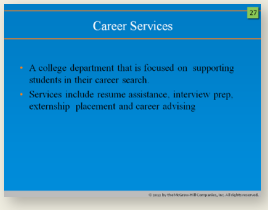
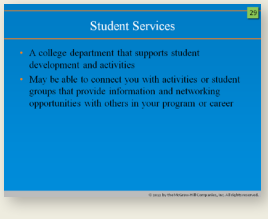
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 4: CAMPUS INVOLVEMENT (10 MIN.)		
Resources PowerPoint slides 27–31 *Slide 27, Career Services*  	**Build on Background:** *Ask students an informal survey question:* • Has anyone had a job that was in the career field they are pursuing? • Does anyone know how you could get involved in your career field while still attending school? **Connect:** There are many different things you can do to get involved in a career you are interested in pursuing. **Explain** that a great place to start is the **campus career services department.** It is very beneficial to personally sit down with someone from that department and discuss how they can help you. **Elaborate** on career services. **Career services** is the college department focused on supporting students in their career search. Services include résumé assistance, interview prep, externship placement, and career advising.	
Slide 28, Career Services 	Career services can inform students on the following information: • Upcoming career fairs • Work-study programs • Résumé writing assistance • Externship interviews and placement • Job interviews • Job shadowing • Volunteering **Inform** students that in addition to career services, their campus might also offer student services or student groups that provide information on networking opportunities with others in your program or career field.	Tip: Take a trip to the career services office or have someone come present information from the office. **TRY IT** Consider asking your students to read the bullet points, or you may write the various services the career department offers on the whiteboard for them to take notes on.
Slide 29, Student Service  	**Student services:** A college department that supports student development and activities may be able to connect you with activities or student groups that provide information and networking opportunities with others in your program or career field. ***Explain*** *how many colleges offer students the opportunity to become mentors, and assist new students with advice and questions as well as keep them on track.*	**TRY IT** Use the PowerPoint slide to elaborate on career services, or students can refer to page 16 in their textbook.

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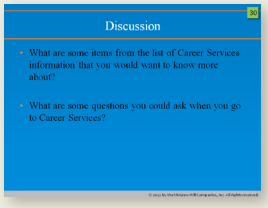
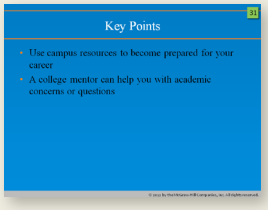
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 4: CAMPUS INVOLVEMENT (10 MIN.)

Slide 30, Discussion



Slide 31, Key Points



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some items from the list of career services information you would want to know more about?
- What are some questions you could ask when you go to the career services office?

Come back together as a **whole class** and call on students to share their goals.

Conclusion: *Share the key points to implementing these concepts:*

- Use campus resources to become prepared for your career.
- A college mentor can help you with academic concerns or questions.

GET CONNECTED

Encourage your students to visit the career services department on your campus. Consider providing them with the hours of operation and names of key advisors they can meet.

TRY IT

Encourage students to talk to their different instructors or career services if they need a mentor.

LO 5: PROFESSIONAL ORGANIZATIONS (10 MIN.)

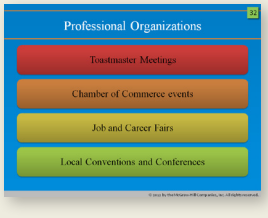
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 32–37

Slide 32, Professional Organizations



Lesson Notes

Introduction: Professional or trade organizations are a great way to get involved with your future career.

Build on Background: *Have students **reflect** on the following questions:*

- Have you ever been in a club or group? Maybe in high school or in your community?
- What did you gain from that?
- Did you like being part of that group?

Connect: Chances are, whatever your major is, there is a professional or trade organization you can join. These groups can be a great benefit to you today, while you are in school.

***Explain** that besides professional organizations, there are other organizations that can be just as helpful.*

- Toastmasters meetings
- Chamber of commerce events
- Job and career fairs
- Local conventions and Conferences

Discuss with your students the option of building an online professional profile on LinkedIn or other professional sites.

WEB RESOURCES

Organizations:

Medical Assisting: American Association of Medical Assistants

www.aama-ntl.org

Accounting:

American Accounting Association

http://aaahq.org

Computer Technologies:

Computing Technology Industry Association

www.comptia.org (certification programs)

Network Professional Organization

www.npanet.org

Business:

Business Professionals of America

www.bpa.org

Criminal Justice: Academy of Criminal Justice Science

www.acjs.org

LinkedIn:

www.linkedin.com

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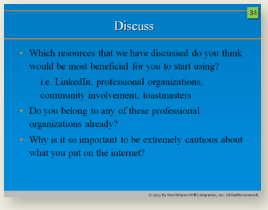
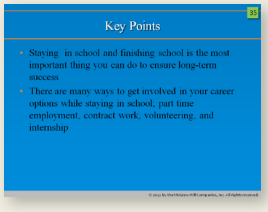
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 5: PROFESSIONAL ORGANIZATIONS (10 MIN.)		
Slide 33, Social Networking 	**Explain** that on LinkedIn, students can upload a résumé, make connections with people you know through your professional network, and make recommendations and get recommendations from people in your network.	**TRY IT** Consider showing LinkedIn to your class, or consider showing them your LinkedIn profile so they can see how it works.
Slide 34, Discuss  	***Enforce** the importance of being mindful about what students put on the Internet.* Anything placed on the Internet is there to stay. Anything you write on the Internet can be used against you by an employer making a hiring decision, so to be careful! The Internet never forgets!	**TRY IT** Have students brainstorm some examples of inappropriate content that may be on their Facebook, website, etc. Share out loud or in small groups.
Slide 35, Key Points  	***Discuss** the importance of staying in school:* Students should absolutely stay in school, and should not stop to seek employment before graduation. Finishing what you start (starting now with school) is the best way to ensure both short-term and long-term career success.	**TRY IT** Have students share examples of why finishing up school and graduating is so important to them.
	Discussion **Small Groups:** Have students read the PowerPoint slide, and give them a brief moment to discuss answers to the following questions with someone near them: • *Which resources that we have discussed do you think would be most beneficial for you to start using?* • *e.g., LinkedIn, professional organizations, community involvement, Toastmasters* • *Do you belong to any of these professional organizations already?* • *Why is it so important to be extremely cautious about what you put on the Internet?*	**TRY IT** Consider putting back on-screen LinkedIn or a list of the professional organizations students could join to help them with this discussion.
	Conclusion: Share these important **key points:** • Staying in school and finishing school is the most important thing you can do to ensure long-term success. • There are many ways to get involved in your career options while staying in school; part-time employment, contract work, volunteering, and internship.	**TRY IT** Encourage students to share other key points they took away from this lesson

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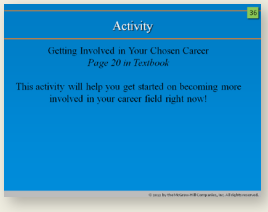
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

STUDENT ACTIVITY: GETTING INVOLVED IN YOUR CHOSEN CAREER FIELD (25 MIN.)

Resources

PowerPoint

Slide 36, Activity



Detailed Activity Notes

Activity Notes

Introduction: This activity will help students get started on how they can become more involved in their career field right now.

Build on Background: What career would you like to be more involved in? There may be more than one that you would like to know more about. This activity will help you figure out where and how you can get involved in careers you are interested in persuing.

*Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate page 20 in their book.*

Activity Wrap-Up

Discuss the following:

- What is the best website you located online for your industry?
- What resources will you get involved in within the next 30 days?
- How will becoming involved in these resources assist you in standing out from other potential candidates in your career field?

Additional Instructor Resources/ Activities:

1. Professionally Declining a Job Offer

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

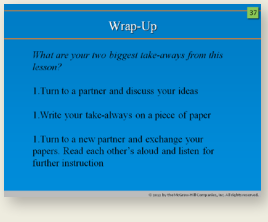
TRY IT

Depending on time, have students share the activity wrap-up questions out loud as a whole class or in pairs or triads.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 37, Wrap-Up



Lesson Wrap-Up

Have the class come together as a whole group. Ask students to share with a partner their **two biggest takeaways** from this lesson.

Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 2: Detailed Activity Notes

GETTING INVOLVED RESEARCH ACTIVITY FOR YOUR CHOSEN CAREER FIELD

Web Research Activity

This activity begins students' in-depth exploration of their career field.

Preparation: This activity requires computers with Internet connectivity and potential access to the following: campus and community library, campus career center, field trip, off-site visit to a workplace, former graduates of the school and program, and an industry-related job fair.

Classroom Management: This activity should be completed individually with students recording information in their textbook. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that for this activity, they will begin an in-depth exploration of their career by researching various resources and opportunities online (or you may allow them to visit various departments on campus to gather information).	• Students should be closely following along with the activity directions.
• **Tell** your students that they will focus their research to finding the answers to the following questions: 1. List organizations on campus that are connected to your career field, including student organizations, career services, on-site clinicals, etc. 2. List professional organizations and trade publications that are related to or specific to your industry (highlight those that provide a focus on students and interns). 3. List events that are related to your industry (trade shows, conferences, conventions, professional development courses and training, certification workshops, etc.). 4. List websites that are related to your industry (this may repeat information from the above lists). Just include the web address and a short description here. 5. List local resources (local to your acceptable job location) related to or specific to your industry. This can include networking groups, chambers of commerce, local chapters of professional organizations, etc.	• Students should be researching the following questions and then writing their answers to each question in the space provided in their textbook. • Students should be asking for any help or clarification.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• You may **need to check in** with students to answer any questions or to offer them any assistance with their research. • After everyone has completed their research, **tell** your students that they are going to create an action plan. • **Elaborate** that for their action plan, they will list a minimum of three of the resources from their research, and then describe an action that they plan to take in order to get involved in each of the resources in some manner in the next 30 days. • **Encourage** your students to review the example as a guide. • Once everyone has created their action plan, **refer** to the discussion questions on page 22 of the lesson notes in the Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***What is the best website you located online for your industry?*** ***What resources will you get involved in within the next 30 days?*** ***How will becoming involved in these resources assist you in standing out from other potential candidates in your career field?***	• Students should be creating their action plan for illustrating how they will get involved in the three resources they selected within the next 30 days. • Students should be reviewing the example for guidance. • Students should be rejoining their class for a discussion.

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Section 2 Additional Activity: Getting Involved in Your Career Field

PROFESSIONALLY DECLINING A JOB OFFER

This activity teaches students the proper etiquette of turning down a job offer.

Classroom Management: This activity should be completed in pairs with both partners recording information in their textbook. Once everyone is finished, they will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that the offer of employment is a moment of truth; do they accept the offer or decline for the prospect of something better? • However, what if they are excitedly yearning to accept, but the offer is not exactly what they had expected? Perhaps the pay rate or job conditions are less than they had hoped for or expected? How do they handle their disappointment and maintain their professional composure? • **Tell** your students that the best strategy to condition themselves for reacting appropriately is practice. • **Emphasize** that practicing how to best manage or conceal disappointment will help them maintain their professional conduct.	• Students should be following along with the activity directions.
• **Ask** your students to partner with a classmate. • **Explain** that they will take turns with their partner in these two roles: the interviewer and the interviewee. • **Elaborate** that the interviewer will present the interviewee with a very unacceptable and discouraging job offer.	• Students should be partnering with a classmate. • Students should be deciding who will play which role.
• **Tell** your students that in their role as the interviewer, they will need to compose what this offer will be in their notebooks. • **Tell** your students to consider touching upon a low salary, lack of benefits, irregular or long work hours—essentially any unfavorable aspect they can brainstorm for an upsetting job offer.	• Students should be writing an unacceptable and discouraging job offer.
• **Remind** your students that in their role as the interviewee, they will need to respond appropriately to the disappointing job offer. To do so professionally, they will need to follow these steps: 1. Express genuine pleasure and thanks for being given the offer. 2. Politely let the employer know you will need to consider the offer for a short time (one day at the most) before accepting.	• Students should be reviewing these steps.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
3. Explain that once you have taken the time to consider the offer, you will contact them promptly with your response. 4. Shake his or her hand before you leave.	
• Once they have finished writing the job offer and have reviewed the four steps to declining professionally, **ask** your students to sit across from their partner as if they were conducting a real interview.	• Students should be sitting across from their partner as in a real job interview.
• **Tell** the students who are playing the role of the interviewer to deliver their job offer to their partner.	• Students who are playing the role of interviewer should be delivering their job offer to their partner.
• **Wait** for their partner's response. • **Remind** interviewees that after their partner presents the job offer, follow the four steps. As they begin the steps, they will need to pay attention to their facial expressions, body language, tone, and level of professional communication as well.	• Students who are the interviewees should be completing the four steps for professionally declining a job offer, as well as paying attention to their nonverbal body language.
• Then they will shake hands with their partner signifying the end of the exercise.	• Students should be shaking hands.
• Now **tell** your students to switch roles and complete the activity once more.	• Students should be switching roles with their partner and completing the exercise once more in their new role.
• After everyone has participated in both roles, **ask** your students to discuss the following questions with their partner (they will receive feedback on their role as the interviewee): ***As the interviewee, what could I improve about my facial expressions?*** ***As the interviewee, what could I improve about how I communicated the steps?*** ***As the interviewee, what could I improve about my body language?*** ***Overall, what feedback can you provide to improve this experience for the future?***	• Students should be offering their partner feedback based on these questions.
• After all of the pairs have provided each other feedback on areas for improvement, **ask** your students to join the class for a larger discussion: ***What would be the most challenging aspect of maintaining composure in this situation?*** ***How can you be more aware of your body language and facial expressions?*** ***Why is it important to be professional when receiving a disappointing job offer?*** ***What could you do before the interview to avoid being disappointed with a job offer?***	• Students should be rejoining their entire class for a discussion.

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Building a Career Foundation, Section 3

Students use the concepts from the previous sections to develop a résumé, concluding with an activity that has students practice writing objective statements for their résumé.

LESSON OVERVIEW

SECTION 3: BUILDING AN EFFECTIVE RÉSUMÉ		
Learning Outcomes	6. Learn how to build a résumé to be ready for work opportunities that may present themselves while you attend college	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 6: A Great Résumé
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Objective Statements
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 28–31 of the lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 28 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 22–30 • PowerPoint slides 38–47 • Detailed class activity notes	

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Building a Career Foundation, Section 3

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

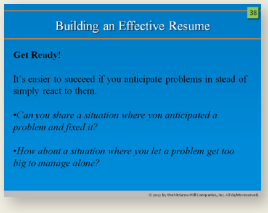
Outline

- Get Ready!
  - Reflection
- Section Overview

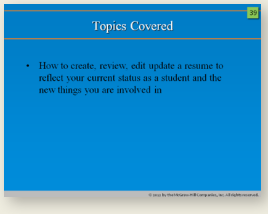
Resources

PowerPoint slides 38–39

Slide 38, Get Ready!



Slide 39, Topics Covered



Lesson Notes

Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect.

Ask students to **reflect:**

It's easier to succeed if you anticipate problems instead of simply reacting to them.

- *Can you share a situation where you anticipated a problem and fixed it?*
- *How about a situation where you let a problem get too big to manage alone?*

Explain: The topics covered in previous chapters: successful attitude, habits, and behaviors as well as learning about and getting involved in your career field can result in really great work opportunities even before you graduate.

Because you are in a good position by attending college, and because you plan on using your education in your career, you will need to create a professional résumé.

Section Overview: *Introduce **topics covered** in this class session:*

- How to create, review, edit, update a résumé to reflect your current status as a student and the new things you are involved in.

TRY IT

If students are having trouble reflecting, give examples from your own personal life. Teaching lends itself to be a profession full of complications and problems that need to be fixed immediately.

TRY IT

Have students share why having a résumé is so important to getting a job and starting a career

LO 6: A GREAT RÉSUMÉ (25 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Lesson Notes

Introduction: *Have students answer an informal survey question:*

Build on Background: Has anyone created a résumé before? If you have, can you share some thoughts about it?

Connect: A good résumé may get you an interview. Having a good résumé takes time and is hard work.

TRY IT

Encourage students to take notes on the different parts of a résumé. It would be a good idea to provide some examples of résumés.

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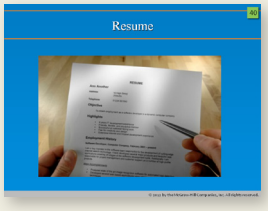
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: A GREAT RÉSUMÉ (25 MIN.)

Resources

PowerPoint slides 40–47

Slide 40, Résumé



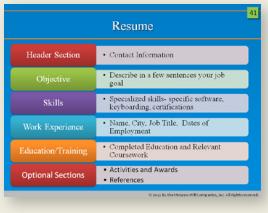
Explain: When you have a poor résumé, a hiring manager will be focused on the mistakes you have made and not on your qualifications.

Elaborate: Most of the time, a poor résumé assures you will not get an interview.

TRY IT

Encourage students to share thoughts about their résumé. If they do not have one or never created one, explain that that is OK and this class will help them do that.

Slide 41, Résumé Sections



Inform students what they should include in their résumé:

- Header Section
- Objective
- Skills
- Work Experience
- Education and Training
- Optional Section
  - Activities and Awards
  - References

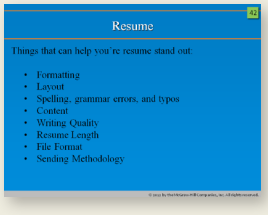
Explain *how great résumés should contain each section.*

Discuss *how hiring managers may receive hundreds of résumés a week, and they do a quick scan of each. If there is even the smallest mistake in one, it may be enough for the hiring manage to reject you.*

TRY IT

Use the PowerPoint slide to reference as a visual as you explain what a great basic résumé includes. Also, encourage your students to take notes as your explain the different sections.

Slide 42, Résumé



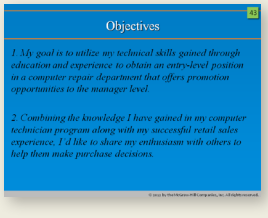
Identify *a few things that can help students' résumés stand out:*

- Formatting
- Layout
- Spelling, grammar errors, and typos
- Content
- Writing quality
- Résumé length
- File format
- Sending methodology

TRY IT

If time permits, talk about how each one of the items can help a résumé stand out.

Slide 43, Objectives



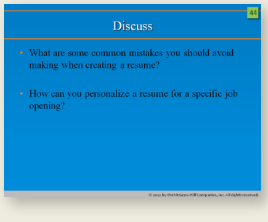
Explain: One of the best ways to personalize your résumé for a specific job is by creating and editing the Objective section.

Compare and Contrast the following objective statements so students can see the difference between a job-specific objective and a general objective.

TRY IT

Have students answer out loud as a class and talk about the difference between the two objectives.

Slide 44, Discuss



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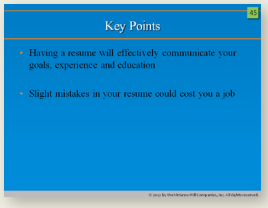
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: A GREAT RÉSUMÉ (25 MIN.)

Slide 45, Key Points



1. My goal is to utilize my technical skills gained through education and experience to obtain an entry-level position in a computer repair department that offers promotion opportunities to the manager level.

2. Combining the knowledge I have gained in my computer technician program along with my successful retail sales experience, I'd like to share my enthusiasm with others to help them make purchase decisions.

TRY IT

If time permits, have students discuss as a whole class why these résumé mistakes are so crucial.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some common mistakes you should avoid making when creating a résumé?
- How can you personalize a résumé for a specific job opening?

Come back together as a ***whole class*** *and call on students to share their goals.*

GET CONNECTED

Consider grouping students together and asking them to respond to this question in their teams before reconvening as a class.

Conclusion: *Share the* ***key points*** *to implementing these concepts:*

- Having a résumé will effectively communicate your goals, experience, and education.
- Slight mistakes in a résumé could cost you a job.

TRY IT

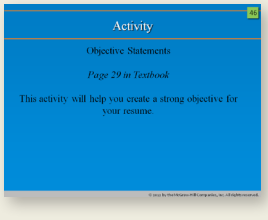
If time permits, have students share other key points they look away from this lesson.

STUDENT ACTIVITY: OBJECTIVE STATEMENTS (25 MIN.)

Resources

Activity Notes

Slide 46, Activity



Activity Notes

Introduction: This activity will help students create a strong and job-specific résumé objective.

Build on Background: *As a whole class, have students reflect on the following questions:*

- Why is writing a job-specific objective so important?
- What are some things to remember when writing an objective?

Use the ***Detailed Activity Notes*** *to conduct this activity. Prepare students to locate page 28 in their book.*

TRY IT

Tip: Consider showing this optional PowerPoint slide during the activity, so your students have a visual reference to assist them.

Additional Instructor Resources/ Activities:

1. Avoiding Common Résumé Mistakes

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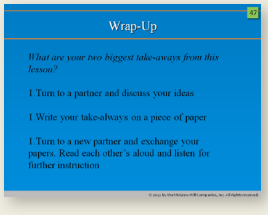
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
STUDENT ACTIVITY: OBJECTIVE STATEMENTS (25 MIN.)		
	Activity Wrap-Up *Discuss the following:* • What have you learned in this section that you can use to make your objective stronger? • What common mistakes do you have a habit of making that you will need to improve on for your next résumé? • Why is a résumé so important for the hiring process?	**ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 47, Wrap-Up*  	**Lesson Wrap-Up** Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson. Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 3: Detailed Activity Notes

OBJECTIVE STATEMENTS

This activity provides students with an opportunity to practice their objective statements for their résumé.

Classroom Management: This activity should be completed individually with students sharing responses and receiving feedback from a classmate. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that for this activity, their task will be to write an Objective statement that is customized for two different classified ads. • **Tell** your students to assume that they have the skills required for both jobs, and both jobs are ones they would like to be interviewed for.	
• **Ask** your students to carefully read each classified ad, and in the space provided in their textbook, to write their custom résumé Objective for both ads.	• Students should be reading both classified ads in their textbook, and then writing an Objective statement for each ad.
• Once everyone has completed each statement, **ask** your students to partner with a classmate.	• Students should be partnering with a classmate.
• With their partner, **tell** your students to take turns playing the role of the hiring manager who is reading the other's statement for the first time.	• Students should be taking turns playing the role of the hiring manager with their partner.
• **Emphasize** that the partner who is playing the hiring manager should read each statement from the viewpoint of a hiring manager who has received 20 résumés *that day alone* for this one job posting. Based on this volume of résumées sitting on his or her desk, the hiring manager looks at the résumé for an overall impression, and then reads the top statement to decide whether to even read the rest or ask for an interview. • **Encourage** your students to be respectful as well as open to constructive feedback.	• Students should approach their role as the hiring manager with these factors in mind.
• After reading the Objective statement, the hiring manager should provide his or her partner with some helpful feedback for how to improve the Objective statement.	• Students who are playing the role of the hiring manager should be providing their partner with some feedback on how to improve his or her Objective statement.
• After everyone has received feedback from their partner, **tell** your students that with this feedback, to list the things they could have done to make a stronger impression.	• Students should be listing the things they could have done to make a stronger impression.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once they have identified areas for improvement, **ask** your students to edit their two Objective statements for greater impact. • Then **refer** to the discussion questions on page 31 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3. **Ask** your students the following discussion questions: ***What have you learned in this section that you can use to make your objective statement stronger?*** ***What common résumé mistake do you have a habit of making that you will need to improve on for your next résumé?*** ***Why is a résumé so important for the hiring process?*** ***Overall, with the knowledge you gained in this section, what will you do to make your next résumé stronger?***	• Students should be editing their Objective statements. • Students should be rejoining their classmates for a discussion.

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Section 3 Additional Activity: Building an Effective Résumé

AVOIDING COMMON RÉSUMÉ MISTAKES

This activity demonstrates to students the importance of proofreading in order to avoid common résumé mistakes.

Classroom Management: This activity should be completed individually with students recording information in their textbook. Once everyone is finished, as a class they will review their answers.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to students that their résumé is an employer's first impression of them. And they will be the ones to determine if it is a positive or negative first impression based on the quality of their résumé. • To assist them in examining some of their résumé writing weak points, it is helpful to learn how to identify common résumé writing mistakes. • If they can identify a mistake, it will be easier for them to avoid making it themselves. • **Remind** students that in this section, they have read what a résumé should contain, and two résumé samples. The first possessed several errors while the second was well written. • With this information and two comparable samples, **tell** your students that they are going to test their résumé writing knowledge.	
• **Ask** your students to read the résumeé presented in this activity.	• Students should be reading the résumé in this activity.
• After they have finished reading, **tell** your students that they will respond to questions about its level of quality.	• Students should be responding to these questions in their notebooks.
• **Tell** your students to complete the following questions rating the sample résumé: • On a scale of 1–5, 1 = unacceptable, full of errors and 5 = perfect, ready to submit. Circle your rating. • Were there any errors in her objective? Yes or no? • Were there any errors in her education section? Yes or no? • Were there any errors in her employment history section? Yes or no? • Were there any errors in her skills section? Yes or no? • Were there any errors in her résumé? Yes or no?	• Students should be rejoining their entire class.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once everyone has finished ranking the résumé, **ask** your students to rejoin the class to discuss the effectiveness of this résumé. • **Ask** your students to discuss their initial rating of the résumé.	• Students should be discussing their initial ranking of the résumé.
• **Explain** that in actuality, this résumé would be rejected probably before the person reading it had the opportunity to review Tracy's objective, education, employment history, and skills. • As a class **discuss** what she did wrong. • **Ask** your class:	• Students should be discussing what Tracy did incorrectly in her résumé using the hint as a guide.
Did you and your classmates identify all of her errors? If not, reread her contact information at the top of her résumsé.	• Students should be following along to the answers if they could locate all of the errors.
• If your class cannot locate all of the errors, **identify** the mistakes for them: • The street name should always be capitalized. • The abbreviation for street should not be in all capital letters. • The comma belongs between the city and state, not the state and zip code. • The state, Oregon, is misspelled. • And Tracy's e-mail address is inappropriate and unprofessional.	
• **Ask** your students to reflect on this exercise. • **Tell** your students to identify two areas of résumé writing that they will pay closer attention to when writing their next résumé. • Ask your students to respond to the following question in their notebooks:	• Students should be identifying two areas of résumé writing they will pay closer attention to. • Students should be responding to this question.
What did you learn from examining Tracy's résumé to assist you with writing your own?	

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