**Reading and Writing for Job Search Day 4**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer and Literacy Skill:*** *Put together previous employment and at least 3 responsibilities per job* ***Computer skill:*** *identify formatting* ***Computer skill:*** *create bulleted list****Literacy skill:*** *be able to write a verb in past tense* ***Literacy skill:*** *understand difference between duty and responsibilities*  | **Make Student Copies*** **Day 4 Warm-up**: 2 copies per page, print one per two students **(Tab 13)**
* **Day 4 Job Packet:** print one for each student **(Tab 14)**
* **Day 4 Resume PPT 3 Slides Per page for Learners (Tab 15)**

**Download** * **Download Day 4 Resume PPT**

**For Teacher** * **Resume Day 4 PPT Notes Page for Teacher (Tab 15)**

**Props, Technology or Other Resources*** Projector
* Computer for every student
* USB Drive
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|  |
| **Lesson Plan** | Vocabulary |
| **Warm-up: 15 minutes**Description**: Hand out** Day 4 Warm-up and have students fill in the blanks with their own information. Only give them 15 minutes to do as much as they can. This is simply to get them brainstorming for the topic covered in class. Materials/Prep: copies of **Day 4 Warm-up****Activity 1: Introduction to Resumes** Description: go over the Day 4 Resume PPT and discuss with students what goes into a resume, what is the goal and purpose, and what the rules are. Materials/Prep: download **Day 4 Resume PPT,** hand out **Day 4 PPT 3 Slides per Page,** and  **notes page for teacher****Activity 2: Job History** Description: handout **Example Resume** and go over what is included in previous employment section, the layout of it and the makeup of job responsibilities Materials/Prep: **copies of Day 4 Job Packet** **Activity 3:Job Duties vs. Responsibilities** Description: go through handouts that explain best practices for writing job responsibilities and reinforce difference between responsibilities and duties. Students should then create a document which includes all information for at least one previous job Materials/Prep: copies of **Job Responsibilities Do’s and Don’ts (print front and back)** | * Resume
* Previous Experience
* Past tense
* Responsibility
* Duty
* Action Verbs
* Bullet Points
 |

**Teacher Directions: Activity 1: Introduction to Resumes-Download Day 4 Resume PPT**

**-Day 4 Resume PPT 3 Slides Per page for Learners**

**-Resume Day 4 PPT Notes Page for Teacher**

Step 1: Download PPT

The information for Activity 1 is in the **Day 4 Resume PPT** which is located on the MN Literacy page that lists the lesson plans

If not done so already, print out the PPT in notes form, it lists discussion questions for the day

Additionally, print out the slides with 4 slides per page for the learners to follow you as you present

Step 2: Go through PPT

 Handout **Day 4 Resume PPT-** should be printed outwith 3 slides per page

**Make sure you ask students questions before providing the answers; this may bring up common misconceptions that you can talk through**

**Teacher Directions: Activity 2: Job History –Page 1-3 Job Packet**

Step 1: Handout Resume

 **Explain** that today we will focus on the **previous experience** section

**Ask** students what kind of information they think goes into this section, write their responses on the board

Hand out **Day 4 Job Packet**

**Direct students to page 1: example resume**

**** **Instruct** learners to circle the different categories

Step 2: Previous Experience

 Did the students input match the example?

 Any information that students listed that is not included?

 Erase any extras and add any that were missed to the list which should look like:

* + Position Title
	+ City and State
	+ Dates of Employment
	+ Company name
	+ Job Responsibilities

Step 3: Layout

Explain that this is a good example of how to layout and format a resume

Ask what formatting sticks out right away? Any bold? Italics? Alignment changes?

 Focus on previous experience: bullet points, bold, italics

 Where are the responsibilities?

 CONSISTENCY IS KEY

Step 4: Job Responsibilities

 **Ask** what they immediately notice about the job responsibilities under each job

* Are they complete sentences?
* What part of speech does each start with? *Action word/verb*
* What is being described? *Responsibilities, what kept the company running*
* What tense are they written in? *Past tense*



Step 5: Making it past tense

 **Write** “organize paperwork for increased efficiency”

 Ask students if this sentence looks like a job responsibility

* + Does it start with a verb?
	+ Is it describing something that kept the company running?
	+ Is it past tense?

 **Ask** how we make it past tense? *Add –ed to the end*

“organiz**ed** paperwork”

****Step 6: Together

 Turn to **Job Packet Page 2: Past Tense**

 Go through the examples together

Step 7: Action verbs

 Direct students to the action verbs on Page 3

Explain that these can be used in your resume and might even inspire some ideas for what to write

Step 8: Example

Use the words to come up with a few examples of responsibilities and write them on the board

 Leave them on the board to be edited during activity 3

**Teacher Directions: Activity 3: Job Responsibilities Activity**

**-Page 4&5 Job Packet**

Step 1: Context

**Explain** that we have learned the general makeup of job responsibilities and now we need to learn what to include and what not to include

**Ask** if anyone can think of the **different between job responsibilities and job duties**

****Step 2: Handout

 **Direct Students to page 4 of Packet: Job Responsibilities vs. Job Duties**

 Read through the Job Responsibilities Do’s and Don’ts as a class

 Examples:

* Documented notes from phone calls received
* Repaired automobiles to top standards
* Administered appropriate doses of medication as needed

Step 3: Job Duty versus Responsibility

 **Go to page 5**

 Read through the directions and go through the handout as a class

 **Ask** learners which answer is correct

 **Ask** learners what the action verb is

Step 4: Demonstrate making list with bullet points

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

 Teacher open Word and type a list of responsibilities you have had at work

**Demonstrate** how to use **enter key** and how to add **bullet points**

 Ask students what the **action verbs** are

Step 5: Do together

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

Teacher is the only one typing

Ask students to come up with some responsibilities as well

 Provide them with a job title- Sales Associate

 Put together the list; **ask** students how to **add bullets**

Step 6: Independent Typing

 Go through how to open Word

 Instruct students to type their previous job, title and responsibilities

 They can use the handout from the warm-up

Step 7: Save

 **Review** how to save a new document

**Click on File> Click on Save As (new document, never saved before)> Click on My Computer> Locate appropriate drive (E drive if using USBs)>Name File “Your Name Resume”>Click Save**

**Day 4 Warm-up**

**Your Name:**

**Title of previous held position:**

**Name of Company:**

**What were 3 things you were responsible for in this position?**

**1.**

**2.**

**3.**

**Day 4 Warm-up**

**Your Name:**

**Title of previous held position:**

**Name of Company:**

**What were 3 things you were responsible for in this position?**

**1.**

**2.**

**3.**

Day 4 Job Search Packet

Follow teacher’s instructions and do not move ahead

Example Resume David Becker

**Page 1**

432 Fremont Avenue South #2B

Minneapolis, MN  55324

dbecker@yahoo.com

(651) 555-8989

**Summary of Qualifications**

A dedicated employee who refuses to stop short of the best. Fluent in both English and Spanish in addition to knowledge of Microsoft Office computer programs. 12 years of customer service experience has taught the ins and outs of working with all types of customers in varying situations.

**Work Experience**

**Bon Appetite** **Catering** **Service**                                                                                   2000-present

Catering Manager

Saint Paul, MN

       Responsible for booking and planning events to be catered

       Prepared and arranged platters of food for buffets

       Served food at formal events

**Whole Foods Market** 1996-2000

Cashier

St. Paul, MN

       Worked at cash register

       Answered customer questions

       Followed written directions

**Homeland Housekeepers**                                                                                                          1991-1994

Housekeeper

Cedar Falls, IA

       Cleaned private residences

       Worked on a team of housekeepers

       Kept a written log of duties

**Education**

Community Partners School

Training for Employable Computer Skills

St. Paul, MN, March 2004

Neighborhood Adult Education Center

GED

St. Paul. MN, 2002

**Using Past Tense**

**Directions: Write the correct verb in the sentence below. Use the past tense.**

**Page 2**

Supervise

Prepare

Inspect

Create

Assemble

Improve

1. 10 employees in the customer service department.
2. the process for registering new students by telling the supervisor my ideas.
3. sandwich topping such as lettuce, tomato, onions and cucumbers.
4. parts for medical equipment.
5. the final products to make sure there were no problems.
6. new designs for company’s signs and banners.

**Action Verbs**

**Page 3**

**Detail Skills**

Approved

Arranged

Catalogued

Compiled

Delivered

Distributed

Exchanged

Focused

Implemented

Monitored

Obtained

Organized

Prepared

Processed

Purchased

Recorded

Retrieved

Screened

Specified

Systematized

**Technical**

**Skills**

Assembled

Automated

Built

Computed

Designed

Engineered

Fabricated

Installed

Maintained

Operated

Overhauled

Remodeled

Repaired

Replaced

Restored

Solved

Trained

Transmitted

Updated

Upgraded

Utilized

**Management**

**Skills**

Administered

Assigned

Consulted

Coordinated

Directed

Executed

Headed

Increased

Matched

Organized

Oversaw

Planned

Prioritized

Recommended

Scheduled

Supervised

Terminated

**Helping Skills**

Accommodated

Achieved

Applied

Assessed

Assisted

Completed

Counseled

Demonstrated

Diagnosed

Educated

Facilitated

Guided

Referred

Reorganized

Represented

Simplified

Solidified

Supplemented

Transferred

Traveled

**Communication Skills**

Advertised

Advocated

Authored

Collaborated

Corresponded

Displayed

Documented

Drafted

Edited

Interpreted

Listened

Moderated

Motivated

Negotiated

Persuaded

Presented

Provided

Recruited

Resolved

Revised

Translated

**Job Responsibilities**

**Page 4**

**Don’t**

**Do**

* Explain what you were accountable for
* Discuss any measurable goals, for example: trained #staff, raised $, implemented # new practices
* Be as detailed as possible, use action verbs
* Be specific and positive,
* Connect the responsibilities you had to the ones you would have at the job for which you are applying
* Lie-it simply sets up expectations that you can do something you cannot.
* List job duties aka daily tasks like cleaning or cooking. Instead you want to explain how you “organized” kitchen staff or “focused” on cleanliness

Can you come up with some job responsibilities as a class?

1. .
2. .
3. .

Job Duty versus Job Responsibility

**Page 5**

Directions: Read the descriptions below and determine which of the options listed underneath is an example of a job description. Circle the **action verb** in each option.

1. Monica works in the fitting room at a department store. She is working on her resume and wants to use the best words to describe her experience.
	1. Cleaned the fitting rooms.
	2. Maintained 24 fitting rooms to the standards of TJ Maxx
2. Chris works in a warehouse where he puts away stock.
	1. Operated heavy machinery.
	2. Drove forklifts around warehouse.
3. Mark works at a call center for a health insurance company.
	1. Mitigated customer issues through calm and diplomatic problem-solving.
	2. Answered phone calls from customers.
4. Henry works at the hospital where he serves as a Spanish-English translator.
	1. Translated sensitive information to patients from physicians.
	2. Translated physician’s orders to patients.