**Reading and Writing for Job Search Day 6**

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| --- | --- |
| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *correct resume formatting*  ***Computer skill:*** *type the education section*  ***Computer skill:*** *use spell check*  ***Literacy skill:*** *identify correct spelling of words* | **Make Student Copies**   * **Job Search Exercise 3: Put it Together**-print one copy per 3 or 4 students because they will be grouped off **(Tab 18)** * **Example Resume #2 (Tab 19)** * **Job Search Exercise 5: Spell Check (Tab 20)**   **Download from Lesson Plan**   * [**Job Search Exercise 4: Resume Formatting**](#_Jiffy_Lube,_Minneapolis,_1)   **Props, Technology or Other Resources**   * Projector * Computer for every student * USB Drives |
|  | |
| **Lesson Plan** | Vocabulary |
| **Activity 1: Put a Resume in Order**  Description: students will move into groups of three and will take the pieces of the resume from the exercise and put it in order of an appropriate resume, this will lead into conversations about résumé organization  Materials/Prep: one copy per group of **Job Search Exercise 3: Put it Together**  **Activity 2: Formatting Resume**  Description: students will learn the important of uniformity when formatting a resume and practice editing the format of example resumes  Materials/Prep: copies of **Resume Example #2** and teacher should download **Job Search Exercise 4: Resume Formatting** from lesson plan and project  **Activity 3: Spell Check**  Description: students will learn how to check the spelling of a document  Materials/Prep: copies of **Job Search Exercise 5: Spell Check**  **Activity 4: Writing resumes**  Description: students will take what they learned and continue developing their resumes, and hopefully enter their Education section | * Resume * Consistency * Formatting * Spell Check |

**Teacher Directions: Activity 1: Put a Resume in Order**

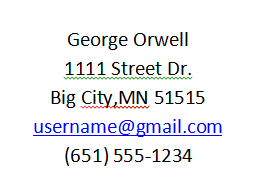
**-Job Search Exercise 3: Put It Together**

Step 1: Context

**Ask** students what goes into a resume? What are the sections?

* Who you are
* Summary of qualifications
* Job History
* Education
* Other relevant information

**Ask** what goes into the Summary section? *Relevant job skills that set you apart from other applicants.*

****Step 2: Exercise

Put students into groups of three

Hand out **Job Search Exercise 3: Put it Together**

**Explain** that students have strips of paper that, when put in the correct order, will create someone’s resume

**Ask** what always goes at the top of a resume? **Name and contact information**

**Instruct** learners to try their best to put the resume in order

**The correct order=the order as listed under step 1**

Step 3: Review

Once everyone is done, **explain** that people might have put their exercise is varying orders, and people might have seen resumes in orders different than the one we discussed

Explain that some sections of a resume can be adjusted depending on the job to which you are applying

Most Common Examples:

If you have recently taken college courses or gained a degree in something that relates to the job, put that at right under the summary section

Ask if students have seen another way to organize a resume, discuss

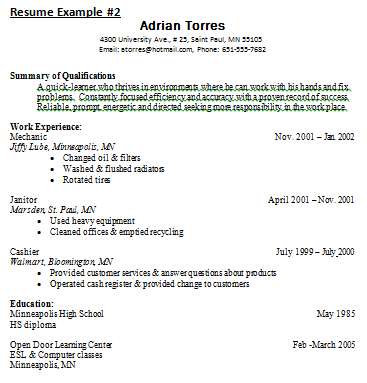
**Teacher Directions: Activity 2: Formatting Resume -Resume Example #2**

**Download and Project Job Search Exercise 4: Formatting Practice**

Step 1: Set-up

**Hand out Resume Example #2**

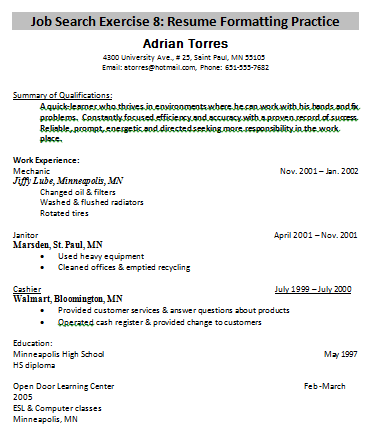
**Explain** that today we are going to focus on formatting and cleaning up the resume

** **Ask** learners what kind of formatting they see: *italics, bold, underline, font changes, alignment*

**Point out** the consistency throughout the document

* All company names have same formatting
* All positions have same formatting
* All responsibilities are bulleted
* All category titles are the same

**Explain** that students can copy this format on their own resume

Step 2: Demonstration

Teacher should proejct **Job Search Exercise 8: Formatting Practice from Page 15 of Lesson plan**

Teacher will demonstrate how to change formatting of one aspect of the resume

Once demonstrated, undo all of the changes

Step 3: All together

Instruct students to come up one by one to change the formatting of the document resume to match the example that was distributed during Step 1

Encourage students to assist those who are struggling using vocabulary words, not just yelling nonsense

**Note:** you will have to explain **line spacing**

Step 4: Independent practice

Review how to open previously saved documents, ask learners how

Open Word>Click on File>Click on Open>Locate appropriate drive>Locate Resume>Click Open

**Students** should refer to the example resume and try to format what exists in their own personal resume

**Teacher Directions: Activity 3: Spell Check –Job Search Exercise 5: Spell Check**

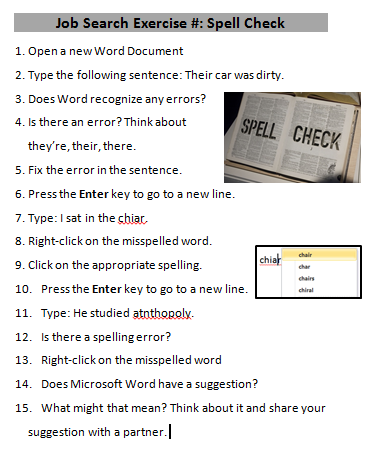
Step 1: Set-up

Write “My anme is” on the board and draw a red wavy line underneath “anme”

Ask students if they have ever seen that read line? Do they know what it means?

The red line is Microsoft Word saying that it does not recognize the word you are saying and that it thinks you spelled it wrong

**Explain** that Word wants to help, so it will offer suggestions

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Step 2: Demonstrate Right-click

Open a Word Document and type what you wrote on the board

**Demonstrate** using right-click and how it will give you options for correct spelling

Practice this a few times

Step 3: Controlled Practice

Have students deliberately type incorrectly and walk though how to fix it

Step 4: Explain inconsistencies

Type “I turned on the lamb so that I could read my book.”

Ask learners if they see anything wrong with this sentence?

Point out that it says “lamb” instead of “lamp” which is incorrect, but Word does not recognize it

This is why it is important not to rely on Spell Check and always read through your work many times before submission

Step 5: Individual Practice

Hand out **Job Search Exercise 8 Spell Check**

**Instruct** learners to read through the steps and follow them one by one

Step 6: After exercise

As learners finish the exercise, they should return to their resume and check for any spelling mistakes

**Teacher Directions: Activity 4: Writing Resumes**

Step 1: Open Previously Saved

Students should open the Resume they began creating Day 5

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

Step 2: Instructions

**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

Goal for today: Add education section

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

Job Search Exercise 3

George Orwell

1111 Street Dr.

Big City,MN 51515

[username@gmail.com](mailto:username@gmail.com)

(651) 555-1234

**Summary:** Enthusiastic, hardworking individual seeking a position as a contractor for a fast-moving, innovative company.

**Skills:**

* Computer Literate
* Fluent in Spanish and English
* Can type 60 wpm
* 3 years of experience with customer service

**Education:**

Open Door Learning Center

2700 E Lake St.

Minneapolis, MN 55406

**Work experience:**

Lead Cashier

*Osco Drugs,*

*Milwaukee, WI*

* Operated cash register
* Assisted customers with photo orders
* Assisted store manager with supervisory duties

Staffing Specialist

*AHL Staffing,*

*Rogers, MN*

* Handled incoming calls
* Conducted surveys
* Completed and modified customer requests

**Resume Example #2**

**Adrian Torres**

4300 University Ave., # 25, Saint Paul, MN 55105

Email: atorres@hotmail.com, Phone: 651-555-7682

**Summary of Qualifications**

A quick-learner who thrives in environments where he can work with his hands and fix problems. Constantly focused efficiency and accuracy with a proven record of success. Reliable, prompt, energetic and directed seeking more responsibility in the work place.

**Work Experience:**

Mechanic                                                                                                        Nov. 2001 – Jan. 2002

## Jiffy Lube, Minneapolis, MN

* Changed oil & filters
* Washed & flushed radiators
* Rotated tires

Janitor                                                                                                          April 2001 – Nov. 2001

## Marsden, St. Paul, MN

* Used heavy equipment
* Cleaned offices & emptied recycling

Cashier                                                                                                         July 1999 – July 2000

## Walmart, Bloomington, MN

* Provided customer services & answer questions about products
* Operated cash register & provided change to customers

**Education:**

Minneapolis High School May 1985

HS diploma

Open Door Learning Center                                                                    Feb -March 2005

ESL & Computer classes

Minneapolis, MN

**Job Search Exercise 4: Resume Formatting Practice**

**Adrian Torres**

4300 University Ave., # 25, Saint Paul, MN 55105

Email: atorres@hotmail.com, Phone: 651-555-7682

Summary of Qualifications:

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## Walmart, Bloomington, MN

       Provided customer services & answer questions about products

       Operated cash register & provided change to customers

Education:

Minneapolis High School                                                                                                May 1997

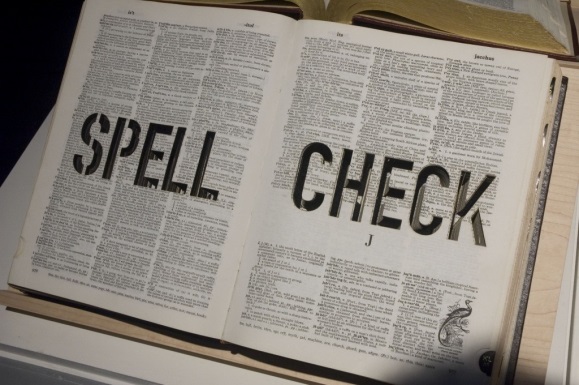
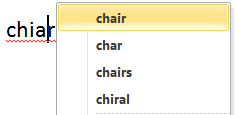
HS diploma

Open Door Learning Center                                                                                  Feb -March 2005

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**Job Search Exercise 5: Spell Check**

1. Open a new Word Document
2. Type the following sentence: Their car was dirty.
3. Does Word recognize any errors?
4. Is there an error? Think about they’re, their, there.
5. Fix the error in the sentence.
6. Press the **Enter** key to go to a new line.
7. Type: I sat in the chiar.
8. Right-click on the misspelled word.
9. Click on the appropriate spelling.
10. Press the **Enter** key to go to a new line.
11. Type: He studied bology.
12. Is there a spelling error?
13. Right-click on the misspelled word
14. Does Microsoft Word have a suggestion?
15. What might that mean? Think about it and share your suggestion with a partner.