



Hunter Model - Sample 3

Created by Jamie Daggett for Wilson's Section of ED381 - posted to thesecondprinciple.com 9/19

Area of Concentration: Family and Consumer Education

Grade Level: High school

Aim: Students will acquire the skills to apply for jobs.

Goal: Students will develop the skills with which to construct, organize, and develop a resume.

Student objective: After listening to a song and practicing writing, students will be able to write their own resumes and use this skill to find future employment.

Materials needed:

- Song: The Work Song from the movie Cinderella
- Music player
- Paper
- Pencil
- Computer with Internet capabilities
- Selected sample resume prototypes
- Resume address sites
- Resume builder software

Room Arrangement:

All desks will be grouped with about 6 desks to each group. All students will be facing each other in the group so they can work together. Eventually the students will be leaving the room and finishing their resume in the computer labs.

Anticipatory Set:

Note: (Many students choosing to use this model fail to realize that any scripted dialogue must be accompanied by an activity! The dialogue itself is not an anticipatory set. Please make sure your lesson includes an activity that gets the learner/client set for the body of the lesson. That is the intent of the "*anticipatory set*", to get the learner to anticipate the lesson.)

In this sample the author has the students listen to a song in preparation for a discussion and for the resume development activity.

Teacher's dialogue: "Today we are going to listen to the song The Work Song, from Cinderella. As you listen I want all of you to note that Cinderella is having to work very hard around the house. What skills is she using? Do you think she is happy doing this work? Why or why not? I am playing this song to get you to start thinking about finding a job in a career you would like and then developing the type of outstanding resume that will get you your dream job.

Finding a career is an important decision all of you will have to make in life. This is why writing a good resume is extremely important because you want to be happy and successful in the career you choose. You also want to get the job you are applying for and in order to do that you have to make yourself stand out in a unique way from the rest of those folks submitting resumes for the same position."

Teacher will invite discussion on what types of jobs Cinderella might get if she used the same skills as those in the song. Is there a way she could project the skills she has into a career position in the real world? How might she arrange and word her skills so they sound interesting? Also students will be encouraged to think about what kinds of careers they might be interested in and discuss the skills needed for those professions.

Stated Objectives:

- Students will discuss the song both in small groups and then in the larger group.
- Students will envision their career choices
- Students will learn the definitions and importance of a resume.
- Students will learn about the different kinds of resumes.
- Students will learn the different parts of a resume.
- Students will search the Internet for resume sites.
- Students will be able create their own resume by using the Resume Builder.

Modeled Practice:

"Today we are going to prepare a resume. I will provide you with different resume styles and tips to writing an effective resume to look over before you begin designing yours. First, I will do a resume from Resume Builder and go through each part step-by-step. I will also go over any definitions that you may not understand. If you have any questions now is the time to ask, so I can answer them before you design your resume."

The teacher will explain the different definitions on parts of the resume so they know what the personal information, objective, and so on mean. Using a projected sample, she/he will construct a resume step-by-step in response to a chosen job.

Guided Practice:

The students will now go into the computer lab and create a resume by using Resume Builder with the information I provide for them. Everyone will have the same information to use while designing the class resume. Also, students have the option to search the Internet for resume sites which give them more ideas in creating their own resume. However, they can only search the web for more sites after they have completed the class resume. The teacher will observe the students and assist anyone who still does not understand how to design a resume. When the majority of the class has finished designing the resume, the students will be asked to volunteer and share their completed resume to the rest of the class. The students will be asked to explain each step of the process and will show the class their end products. If a mistake is made the teacher will correct it and show the student the correct way.

Independent Practice: At the end of class, students will be encouraged to create their own resume. They will complete this process by using the Resume Builder to compile information about themselves while creating their own resume. During this part the students will be encouraged to writing correct resumes. Both the teacher and peers will help students who are having difficulty so that individual end projects are correct and professional looking.

Closure: As a closure exercise students will do a quick write on the following questions:

- Why is it necessary to have a resume when seeking employment?
- How do you think writing a good resume will help you seek a career in the future?
- What will you take away from this exercise as most important in preparing for the world of work?

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