



## Lesson Plans

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### Lesson Plan:

<b>Sector: General</b>	<b>Occupation: General_</b>
<b>Theme: Resume Writing</b>	<b>Occupational Task: Prepare a resume</b> Suitable for Canadian Employment_

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### Describe Essential Skills (ES) developed during the learning activities:

#### Reading text (ES 2/3)

- Choose and integrate information from various sources.
- Make low level inferences.
- Identify relevant & irrelevant information.

#### Oral communication (ES 2)

- Exchange information, communicate one on one.
- Follow and give detailed multi-step instructions.
- Present and discuss options.

#### Thinking skills (ES 2)

- Make low level inferences and decisions about importance of information.

#### Writing (ES 2)

- Effectively convey familiar information in standard formats.
- Use templates or models.

#### Computer use (ES 2)

- Use Microsoft Word processing to input resume.
- Search web sites for examples of resume editing.

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### Indicate the Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

#### Reading (CLB 8)

- Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

#### Listening (CLB 7/8)

- Follow clear and coherent extended instructional texts and directions.
- Understand an expanded range of concrete, abstract and conceptual Language. (CLB 8)
- Respond to questions according to task format. (CLB 8)

#### Speaking (CLB 6/7)

- Make a simple formal suggestion and give reasons.
- Participate in informal and formal conversations including problem solving or decision making.

#### Writing (CLB 6/7)

- Effectively convey familiar information.
- Fill out a resume form with comments on previous experience, abilities and strengths.

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### Language and culture focus for the learning activities:



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### Grammar

- modals
- past participles
- present and past tenses
- adjectives and adverbs

### Vocabulary

- logical connectors (first, next, finally)
- job description vocabulary (i.e. action verbs: prepared, planned, designed...)
- chronological order
- expressing dates as numbers

### Culture

- Resume outline must be clear and to the point.
- Employer must be able to see the important information (skills, work experience and education) immediately.
- Resume may be chronological or reverse chronology.
- Resume should not include redundant information.
- Resume should be 1 or 2 pages long. A 2-page resume should have the owner's name on both pages.

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### Suggested teacher resources and classroom materials needed:

- [www.englishclub.com/writing/](http://www.englishclub.com/writing/) (this website is very good for getting some 'before and after' resumes for learners to look at)
  - Go to:
- *Writing Club For ESL Learners*
- *Writing Help For Resumes & Cover Letters*
- *Sample Resumes*
- [www.labourmarketinformation.ca](http://www.labourmarketinformation.ca) (this website is good for getting job profiles and vocabulary that can be used in the resume)
  - Click on *job and skill requirements*

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### Estimated time for the learning activities: 3 lessons, 2 hours each

Canadian resume requirements and expectations will be new to most students.

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### Learner Profile:

- Learners have university degrees and therefore will have well developed learning skills.
- Learners have computer skills in their own language.
- Learners have a developed resume from another source.
- Learners have expressed a need to know how to make ongoing changes to an existing resume.

### Learning Objectives:

- Identify appropriate format and information for a resume.
  - Use a writing and editing process.
  - Give and receive verbal feedback (suggestions) in an appropriate and constructive manner related to a written resume.
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- Write a resume that details personal information, experience and skills accurately.
  - Use accomplishment statements to express skills and experiences.
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## Learning activities:

### Lesson 1 (2 hours)

#### Introductory activities

- Discuss background knowledge, e.g. "What is a resume?", "Who has a resume?", (5 min)
- Brainstorm what has to be on a resume i.e. name, address, contact information, profile (important skills and qualities), work experience (including volunteer experience), education, dates, and interests. Identify what information is most important on a resume; use first, second. (15 min)
- Provide a written resume format for learners to fill in, in the next activity.
- Learners use a fictitious life history of a person looking for a job and working in pairs or small groups, restate the information provided, on cards, in chronological order and using active statements. (20 min)
- Each pair or group presents their version of the resume. Class checks each resume against criteria agreed as being important (15 min)
- Whole class practices writing active statements expressing experience or job responsibilities. Model 3 or 4. Give each pair 2-3 cards listing some duties. Partners attempt to write the information as active statements using appropriate modals and tenses. Instructor circulates to assist pairs. Selected pairs put their statements on the board. Whole class helps with corrections. (30 minutes)
- Pairs refer back to their first attempt at filling in the resume format and try to improve the active statements they wrote. (15 min)
- Exchange corrections with another pair for agreement. Instructor collects statements and returns next class.
- Ask learners to bring their own documents to next class.

### Lesson 2 (2 hours)

#### Reading ( 30-40 min)

- In pairs, learners look at 3-4 "before editing" resumes and decide where the gaps and flaws are. Then either after each "before" version or after a few looks at the edited version and identify three changes which make the resume easier to read. (before and after resumes are on [www.englishclub.com/writing/](http://www.englishclub.com/writing/) )
  - Class compiles list of effective changes made in edited resumes and discusses why they are effective (compare and contrast). (20 min)
  - Using resumes produced in pairs or small groups in lesson 1 learners attempt to edit them using the list of effective changes. (20 min)
  - Learners are given a blank resume form and using their own information make a first draft of a personal resume. Review the important points from lesson 1 about what categories are needed, chronological order and active statements etc. Learners might need to list all their experience and qualifications first before trying to put them on a form. Remind learners to use knowledge gained above. Instructor circulates and assists as necessary. (40 min) Learners are asked to complete the draft at home.
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### Lesson 3 (2-3 hours - This could be broken into more than one lesson)

- Review effective edits from previous lesson.
- Learners peer edit their first draft resumes.
- Learners use the revision advice to rewrite their own resumes.
- The Instructor circulates and offers advice.
- Learners begin to input their resumes on the computer using MS Word.

#### **Additional and/or extension learning activities:**

Students read want ads and begin to develop a resume to meet the requirements of a want ad.

Use volunteers from business or professional sectors to review the resumes. Learners have to make an appointment to have the person look at the resume. Learners report back to the class on the experience and the feedback. (Possible networking opportunity)

Write a cover letter – this will require a teaching lesson.

#### **Evaluation:**

Second draft of the resume will be assessed by a peer to ensure suggested editorial changes are made. (informal evaluation)

Learners' final drafts of their resumes will reflect editorial changes made by peers and instructor. The instructor will provide a grade or will mark the final draft. (formal)

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