

Lesson Plan



NAME Malana Krongelb

SUBJECT Resume Writing

DATE 11/7/22

LOCATION Suffolk County House of Corrections

RUNNING TIME 90 min

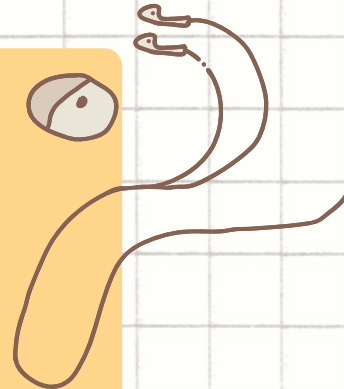
AUDIENCE Incarcerated Adults

TITLE *Reentry Resumes:
How to Write a Resume When You Have a Record*



MATERIALS

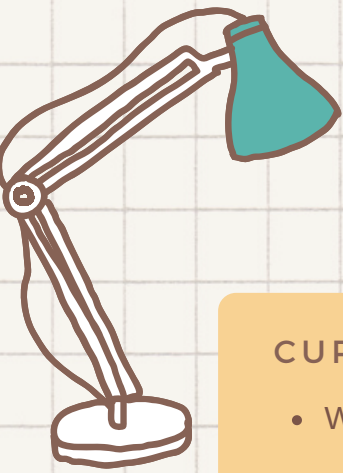
- Paper, pencils, and erasers
- Resume examples
- Printed slides for participants (no computers or projectors available)
- Printed resource packet (word lists, review checklist, additional resources)
- Resume templates on a USB drive (for use after the class in the computer lab, which does not have access to the internet)



LEARNING OBJECTIVES

- Understand the purpose of a resume and why it is needed for job hunting (Knowledge)
- Discuss techniques to address barriers to employment (Comprehension)
- Recognize the difference between hard and soft skills (Comprehension)
- Demonstrate understanding through a resume content brainstorm (Application)
- Organize and prepare resume (Synthesis; largely post-class)



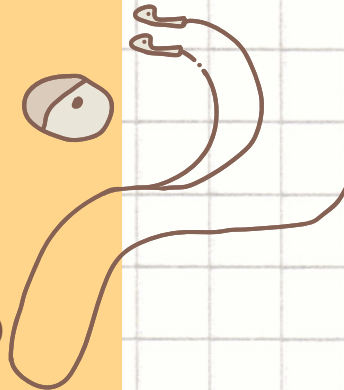


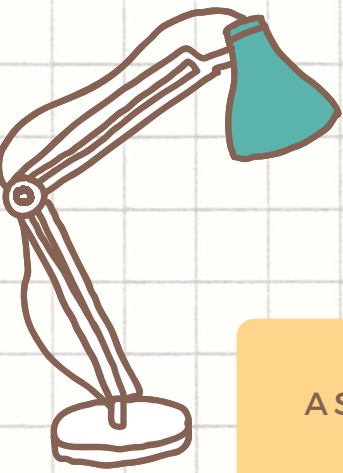
Lesson plan



CURRICULUM

- Welcome and Introduction (12 min)
 - Allow students to settle in (1 min)
 - Introduce self (1 min)
 - Self-confidence survey as an initial assessment (6 min)
 - Pass out copies of slides (1 min)
 - Review objectives (2 min)
- Lecture: Resume Tips (25 min)
 - Lecture review of functional resumes (5 min)
 - Lecture review of hard vs. soft skills (5 min)
 - Think-Pair-Share on what hard skills and what soft skills people bring to the table (15 min)
- Resume review (25 min)
 - Hand out two example resumes (2 min)
 - Allow time to review resume (5 min)
 - Have partners debate which resume is best/worst (10 min)
 - Group share out to class (5-7)
- Writing the resume (25 min)
 - Distribute resource packet
 - Pick a potential job type you want to apply for (examples posted)
 - Brainstorm/individual writing time
 - If you don't know where to start, brainstorm previous/current jobs and what you have done there
 - Instructor will be available to answer questions
- Conclusion (3 min)
 - 1 min paper exit ticket
 - What did you learn? What do you still have questions about?
 - Will provide needed additional resources to be available in the library after class based on exit tickets





Lesson Plan



ASSESSMENT

- Pre-class assessment: Initial intake survey (Likert scale style)
 - I know what a resume is
 - I know how to organize a functional resume
 - I know the difference between hard skills and soft skills
 - I know how to tailor my resume to a specific job
 - I know how to edit my resume in order to improve it
 - I know how to write an effective resume that can help me get a job
- Temperature check: "Share" part of think-pair-share
 - Are people identifying resume skills? Do they recognize the difference between hard and soft skills?
- Temperature check: Resume review
 - Are people effectively identifying strengths and weaknesses in the resumes?
- Temperature check: Questions asked during the free write
 - Are there consistent themes in questions?
 - Do questions show a need for review of basic concepts?
- Post-class assessment: One-minute paper (Formative)
 - Results from this assessment will influence what additional resources are needed in the library
 - Results will also influence future sessions (either a follow-up session or the same session with different students)



NOTES

- Paper to write on is a commodity in prisons. Additional paper will be added to the resource packet in order to make sure people can continue drafting their resumes after class

