



LEVEL 1: INTERNET NAVIGATOR

Digitability uses technology as a hook to develop expressive and receptive language



**Phase 4 Lesson 9
Starting Your Resume**

LEVEL 1 : WORK-SIMULATION

Lesson 9



LEVEL 1 CAPSTONE: PLANNING A WEBSITE

Digitability uses technology as a hook.



LEVEL 1 CAPSTONE OVERVIEW

Throughout Stage 1 The Internet Navigator, students have been building conceptual knowledge of the internet while practicing their writing skills using TAG. Now students, as a group, will apply the cognitive skill of synthesizing information and organizing it visually by creating a website template together.

[~9-10 hours]

*Project timeline will depend on theme and nature of website, scheduling and student support needs.



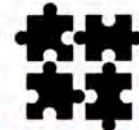
WORK SIMULATION SKILL DEVELOPMENT



TIME & TASK MANAGEMENT
(EXECUTIVE FUNCTIONING)



PROFESSIONAL
COMMUNICATION



FLEXIBILITY &
PROBLEM SOLVING



PROJECT MANAGEMENT



SOCIALIZATION



META-COGNITIVE
DEVELOPMENT

PHASE 1

PLANNING THE WORK PROJECT

[~1-1.5 hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 1 of the Level 1 Work Simulation, students begin the planning process by brainstorming their topic for the website and organizing their ideas. Then, each job role is reviewed and student identify the job they would like to apply for.

Lesson 1: Brainstorming a Website

Lesson 2: Applying for a Job

PHASE 2 WORKING TOGETHER

[~2.5-3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 2 of the Level 1 Work Simulation, students obtain their first job and begin working together to complete their project by the assigned deadline. They will need to problem solve, think flexibility and communicate using expressive and receptive language.

- Lesson 3: Getting Hired
- Lesson 4: Problem Solving
- Lesson 5: Time to Work!



PHASE 3 DEMO DAY

[~2-3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 3 of the Level 1 Work Simulation, students plan and prepare their first work product demo. Students learn to showcase their work and discuss their problem solving and collaborative process. The Executive Team provides critical feedback for student growth. Students will use their receptive language to interpret feedback and apply it to their next iteration.

- Lesson 6: Preparing your demo
- Lesson 7: Practicing your presentation
- Lesson 8: Receiving Feedback



PHASE 4 BUILDING YOUR RESUME AND INTERVIEWING SKILLS

[~3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 4 of the Level 1 Work Simulation, students draft their first resume including their experience in their first work-simulation. Additionally, student learn to frame their strengths, interest and skills through a professional bio. Using these new assets, students will practice scheduling an interview and completing the formal interview process for a job role they have not yet had in the Digitability program. Students develop skills that they can transfer from one role to another. Students not only develop skills that they can transfer from one role to another, but they also learn how to discuss and apply these skills to a new job role

- Lesson 9: Starting your resume
- Lesson 10: Drafting Your Bio
- Lesson 11: Scheduling an Interview with The Executives
- Lesson 12: Interviewing (and Thank you!)






PHASE 4 LESSON 9: STARTING YOUR RESUME

WARM UP: PREPARING PRESENTATION



In this Level 1 Work-simulation, the lead classroom teacher (CEO) will also play the Job of the **Project Manager**. Each session you will have each student discuss what they did on the last session and discuss any plans or concerns for today's session. This is called a  **Stand-up**

1. **As Project Manager:** Say, *"Alright class we will be doing a stand-up. A stand up is when we all get up and say what we did in our last session."*




Ask, *"For a participation dollar, who can tell me what we did previously/ yesterday on this project? Raise your hand for a participation dollar and give me on thing we did in our planning session together."*

Possible Answers: We Named our website & our URL,
We listed photos that we would have on our website,
We thought about how we would organize our information using a menu,
We applied to job roles for our planning a website project,
We got hired,
We thought about how to solve possible problems in our project,
We started working on the website,
We prepared our demonstrations,
We practiced our presentations
We received feedback on our presentations



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Yes/no Image Exchange Cards **WS.IEC.Y/N** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



"Yes [Student]! We received feedback on our presentations. Nice job participating and earning a dollar [Student]. Who can give another example?"

Award at least four participation dollars.



DIFFERENTIATION

T1

On-topic shared verbal response

T2

Answers yes/no or points to Yes/No answer prompt with Yes/no Image Exchange Cards [WS.IEC.Y/N]

T3

Point to Yes/No answer prompt with Yes/no Image Exchange Cards OR partner with a Tier 1 student. [WS.IEC.Y/N]

1. In this first lesson for Phase 4, congratulate students on having completed the construction of a website in previous lessons, and guide them into considering the next steps.

"Congratulations on the successful completion of your first work-simulation!"

2. *"For a participation dollar, who can tell me how you applied for your job on the website project?"*

Answer: Filled out an application

On the board, list the following steps:

- | | | |
|--|----------------------|----------|
| ___Apply for a job | | <u>3</u> |
| ___Make a resume | ← Heres the answers! | <u>2</u> |
| ___Participate in a work-project (You did this already!) | | <u>1</u> |
| ___Schedule an Interview | | <u>4</u> |

3. Say, *"The following steps on the board are activities that you must complete in order to obtain employment, but they are out of order. For a participation dollar, who can tell me what might be the first step?"*

Prompt students to name each step in order until all four are numbered.



4. Use positive narration and reinforcement for students who raise their hands. *"I see [Student's] hand up. I see three hands up now!"*



5. Say, *"For a participation dollar, what step do you think we are going to do next in order to get employment?"*



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Steps To Work Cut Outs **WS.4.9.2** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



"I see [Student] is writing in the numbers. Nice job staying on task and earning a dollar [Student]. Who else is on task?"

Award at least four participation dollars.



DIFFERENTIATION

T1

Students write in the number

T2

Use **Steps To Work Cut Outs** and have students arrange them in order [WS.4.9.2]

T3

Arrange **Steps To Work Cut Outs** With T1 partner.

GUIDED FACILITATION



1. Say, *"For a participation dollar, Who can tell me what a resume is?"*

Possible Answer: Summary of your work experience, your professional skills, qualifications, you give it to an employer to see if you are a match to a job



*[Student] says your professional skills
"Yes [Student] professional skills are a part of a resume.
Nice job contributing to our discussion and earning a participation dollar. Who had another example? "*



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



3. Ask, "For a participation dollar, what specific types of information should be on a resume?"

Possible Answer: Education, jobs, professional duties, career goals, relevant skills

Award at least four participation dollars.



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Resume Info Checklist **WS.4.9.3** and Resume Info IECs **WS.4.9.IEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.

+\$
[Student] says your career goals "Yes [Student] career goals are a part of a resume. Nice job contributing to our discussion and earning a participation dollar. Who has another example? "



DIFFERENTIATION

Award at least four participation dollars.



T1 Student gives verbal response



T2 Student writes down answer or uses Resume Info Checklist [WS.4.9.3]



T3 With T1 partner use cut outs Resume Info IECs [WS.4.9.IEC]



Distribute supplemental material Example Resume **WS.4.9.Resume** to students.

5. Ask students to follow along as you read the resume to them. Use a variety of reading strategies to support student diverse needs.



6. Say, "For a participation dollar, who can tell me one section included in this resume?"

Possible Answer: Name, Address, Email, Objective, Skills, Experience, Education



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Resume Info Checklist **WS.4.9.3** and Resume Info IECs **WS.4.9.IEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



T1 Student gives verbal response



T2 Student writes down answer or uses Resume Info Checklist [WS.4.9.3]



T3 With T1 partner use cut outs Resume Info IECs [WS.4.9.IEC]



8. "For participation dollar, tell me why it would be important to share your skills with an employer?"

Possible Answer: Get an interview, tell/show why you're a good fit for a job, impress an employer, get a job, showcase what you are able to do at work,



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Resume Info Checklist **WS.4.9.3** and Resume Info IECs **WS.4.9.IEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



[Student] says Address "Yes [Student] Address is a section of a resume. Nice job contributing to our discussion and earning a participation dollar. Who has another example? "

Award at least four participation dollars.



[Student] says get a job "Yes [Student] to get a job is a reason why you should your skills. Nice job contributing to our discussion and earning a participation dollar. Who has another example? "

Award at least four participation dollars.



DIFFERENTIATION

T1

Student gives verbal response

T2

Student writes down answer or uses Resume Info Checklist [WS.4.9.3]

T3

With T1 partner use cut outs Resume Info IECs [WS.4.9.IEC]

GUIDED PRACTICE

A GENERAL LIST OF ACTION VERBS AS A CLASS

1. Begin activity by listing a few action verbs that you, the CEO, have to do for your job.

2. Say, *"My job experience requires me to lead a group of employees."*

Pull out the word **Lead** and record that on the board as an example. Offer two or three more examples and encourage students to select the resume-words to record on the board.

3. Say, *"To successfully do my job, I have to record employee progress and collaborate with the COO to decide what project we should work on next."*



4. *"For a participation, who can tell me what you did on your last project?"*

As students answer, record only the action verbs on the board.

Possible Answer: Collaborated, discussed, created, designed, listed, searched, organized, managed, downloaded, shared



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



[Student] says she designed. "You designed! Nice job contributing to our discussion and earning a participation dollar. Who else wants to share what they did on their last project? "



Use supplemental material Action Verb Checklist **WS.4.9.4** and Action Verb IECs **WS.4.9.ACTIONIEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



T1 Student gives verbal response



T2 Student uses a Action Verb Checklist [WS.9.9.4]



T3 Student uses a Action Verb IECs [WS.9.9.ACTIONIEC]

Award at least four participation dollars.

INDEPENDANT PRACTICE



1. "For a participation dollar, someone tell me how they are going to complete their objective sentence."



Use **positive narration** and reinforcement for students who raise their hands.



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



[Student] talks about their plan. "Nice job contributing to our discussion and earning a participation dollar. Who else wants to share how you are going to complete your objective sentence?"



Use supplemental material Resume Template Outline **WS.9.9.5** and Phase 4 IECs **WS.9.9.PHASE4IEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your

Award at least four participation dollars.



DIFFERENTIATION

T1

Student gives verbal response

T2

Student writes down answer Resume Template Outline [WS.9.9.5]

T3

With T1 partner using Phase 4 IECs [WS.9.9.PHASE4IEC]

3. *"Each of you will complete this Resume Template Outline to start building your own resume."*



For students who are already using Google Docs, they can draft their resume using the online cloud application or they can search Google Docs Template Gallery for a professional resume template to work off of.



Set a timer. *"I'm setting the timer for [5 minutes]. I will give you a [1 minute warning] and then we will get ready to take turns presenting."*

Have your COO collect and review all Resume Templates. Keep these templates in a folder in the classroom. Students will build on these resumes for each work-simulation they complete.



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Phase 4 Lesson 9
Starting Your Resume

LEVEL 1 : WORK-SIMULATION

SUPPLEMENTAL MATERIALS



 **STEPS TO WORK CUTOUTS IECs**

WS.4.9.2

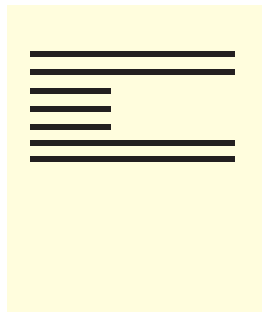
Directions: Cut out numbers and IEC and order them.

1

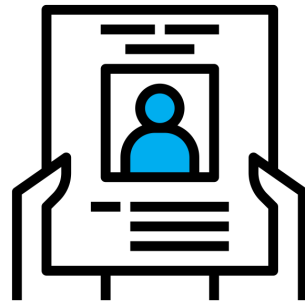
2

3

4



Make a resume



Apply for a job



Participate in a work-project



Schedule an Interview



T2 RESUME INFO CHECKLIST

WS.4.9.3

Summary of your work experience

Your professional skills

Qualifications

**you give it to an employer to see if you are
a match to a job**

Education

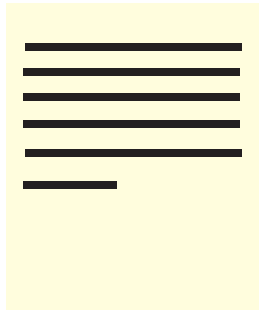
Professional duties

career goals



T3 RESUME INFO IEC

WS.4.9.IEC



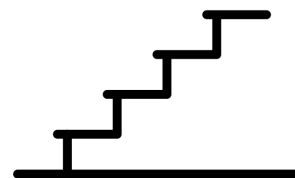
Summary



Professional skills



Education



Career goals



DEANNA MCMAHON RESUME SAMPLE

WS.4.9.Resume

Deanna McMahon
42 North 57th St.
Philadelphia, PA 19139
(215) 111-111-111

Objective

To obtain stable employment in a position that allows me to utilize my interpersonal skills and my strong work ethic.

Skills

- Strong work ethic
- Quick learner
- Organizational skills
- Team player

Experience

Digitability

Philadelphia, PA

Sept-Oct 2017

Content Manager, Part-time

- Created the written content for website pages.
- Researched online using a search engine.
- Summarized what was learned.
- Collaborated with other content writers and the design team.
- Organized the layout for each webpage

John F. Kennedy High School

Philadelphia, PA

March-May 2017

Graphic Designer, Part-time

- Assisted in planning the list of images to take
- Photographed pictures to include on the school's garden project website.
- Collaborated with other graphic designers to determine the best layout for the website.
- Edited images using online photo-editor in Wix.



T2 RESUME INFO CHECKLIST

WS.4.9.4

Name

Address

Email

Objective

Skills

Experience

Education



T3 ACTION VERB IEC

WS.4.9.4

collaborated

designed

listed

searched

organized

managed

downloaded



T3 ACTION VERB IEC

WS.4.9.ACTIONIEC



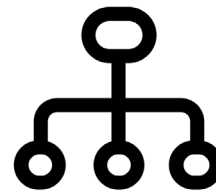
Address



Education

NAME: _____

NAME

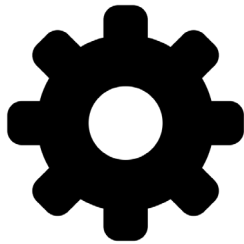


Objective

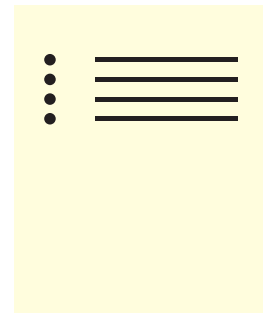


T3 ACTION VERB IEC

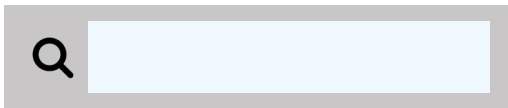
WS.4.9.ACTIONIEC



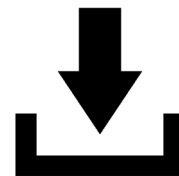
Calibrated



Listed



Search



Downloaded



RESUME TEMPLATE OUTLINE WS.4.9.5

Name

Address

Phone

Objective

To obtain stable employment in a position that allows me to _____

Skills

- _____
- _____
- _____
- _____

Experience

Digitability

City, State

Months & Year

_____, Part-time

- _____
- _____
- _____
- _____

Education

City, State

Years Attended