

<b>Module 5: My next best step!</b>		<b>Level: MLD/SEMH</b>
<b>Unit 5A: What Do I Do When I Apply for a Job?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 5A3: How do I write a great CV?</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To understand the purpose and key components of an effective CV.</p> <p>To enable students to identify and articulate their strengths, skills, and experiences in a CV format.</p>		<p><b>Students will:</b></p> <p>State/identify at least three essential parts of a CV.</p> <p>Identify their strengths and skills and organise this information into a CV format.</p> <p>Participate actively and positively in group and individual activities.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Start with a discussion about a CV and why it is important when applying for jobs. Use simple language and relatable examples, such as</p> <ul style="list-style-type: none"> <li>• “A CV is like a list of all the great things about you.”</li> <li>• “You can share a CV with people who might want to give you a job.”</li> </ul> <p>Show students a sample CV using a visual presentation or printed handouts. Highlight the key sections, such as “Personal Information,” “Skills,” “Experience,” and “Education,” using colour coding or icons for easier understanding. Ask students what they think should be on a CV and write their ideas on the board. This will help them feel involved from the start and begin thinking about their strengths and experiences.</p> <p><b>My Skills and Strengths:</b> Hand out large sheets of paper and markers. Ask students to think about what they are good at school subjects, hobbies, or everyday tasks like helping at home. Encourage them to write or draw these strengths on their paper. Divide the students into small groups and have them share their strengths. This not only reinforces their self-awareness but also helps them recognise skills they might not have considered. Provide prompts or examples if students are struggling, such as:</p> <ul style="list-style-type: none"> <li>• “Are you good at listening to others?”</li> <li>• “Do you enjoy fixing things?”</li> </ul> <p>Offer examples you have seen during their time in the classroom and past activities.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work experience Guide</li> <li>• Work Experience cards</li> <li>• Transition cards</li> <li>• Good Things About Working cards</li> <li>• Jobs I Can Do cards</li> <li>• Job Families cards</li> <li>• Pathways and Options poster</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Sample CV’s</li> <li>• Large board or floor mat, dice, section prompts, and writing cards</li> <li>• Large sheets of paper</li> <li>• Visual aids (e.g., posters or handouts)</li> <li>• Markers, highlighters</li> <li>• Small rewards for the interactive game to encourage engagement</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging in activities.</p> <p><b>Observation notes</b> on student participation and engagement.</p> <p><b>Direct questioning</b> throughout the session with the use of pauses and prompts.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions.</p> <p><b>Student planner</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Interactive CV Building Game:</b> Create a large, interactive board game or floor activity where each section represents a different part of the CV (e.g., a space for “Personal Details,” another for “Skills,” etc.). Students move around the board by rolling some dice, and landing on different sections. When they land on a section, they need to fill in that part of their CV using pre-prepared cards with prompts like:</p> <ul style="list-style-type: none"> <li>• “What’s your best skill?”</li> <li>• “What job experience do you have?”</li> </ul> <p>Make the game competitive or cooperative, depending on the group dynamics, with small rewards or recognition for completing sections. The goal is to make CV writing feel less daunting and more like a fun, interactive challenge.</p> <p><b>Plenary:</b> Summarise the key components of a great CV and review the activities completed during the lesson. Use visual aids or a simple checklist to reinforce what a complete CV looks like. Ask students to share what they found easiest and most challenging about the lesson. Use this as an opportunity to address any lingering anxieties or misconceptions about CV writing. Discuss how they can continue to improve their CVs outside of class, such as by gaining new experiences or practicing their skills. Encourage them to keep their CVs updated as they learn and grow.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to help students to understand the purpose and structure of a CV. Given that these students may find traditional learning methods challenging, the lesson uses practical, hands-on activities to make the process of CV writing engaging and accessible. The rationale behind this approach is to build students’ self-awareness and confidence in their abilities, helping them to articulate their strengths and experiences in a format that is crucial for future employment. The interactive and supportive nature of the activities aims to reduce anxiety around the topic, encouraging positive behaviour and active participation. By the end of the lesson, students should feel more confident in their ability to create a CV and understand how to present themselves to potential employers.</p>		