

UBD Unit Overview Resume Building

Title of Module	Resume Building	Level	Essential Workplace Skills
Curriculum Area	Personal Development	Time Frame	1 week
Developed By	Trea StormHunter		
Identify Desired Results (Stage 1)			
Module Description			
<p>This module will introduce participants to acquire the skills to investigate the world of work concerning knowledge of self and to make informed career/college decisions. The participants must continue to think about items to include on their resume and how to continue to build their resumes. By the end of the module, Participants will have completed:</p> <ul style="list-style-type: none"> A.) An outline for a professional resume; or B.) A revised professional resume. C.) A cover letter, D.) and a reference page. 			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>Understanding the relationship between personal qualities, education, and training are keys to success in the world of work and/or Post-Secondary education.</p> <p>I will be able to identify and pursue my career interests.</p> <p>Knowing my career interests should help me determine the necessary education and job skills.</p>		<p>What components are critical to creating a competitive resume that will increase success in applying for employment.</p> <p>What components are vital to creating a compelling cover letter</p>	<p>What components are key in selecting a referee.</p> <p>Do my job skills align with my career interests?</p> <p>What’s my future plan?</p>

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<p>Knowing what employers are looking for in potential employees will help me be more successfully employed.</p> <p>Understanding that skills are transferable between careers and trends of employment will help me be more successfully employed.</p>	<p>that will increase success in applying for employment?</p> <p>What are my strengths/weaknesses?</p> <p>What are my career interests?</p>	<p>What are employer expectations?</p>
Related Misconceptions		
<p>All resumes get read.</p> <p>There is a right way to write a resume.</p> <p>All Resumes get jobs.</p>		
<p>Knowledge</p> <p>Participants will know...</p>	<p>Skills</p> <p>Participants will be able to...</p>	
<ul style="list-style-type: none"> • The purpose of a resume. • Why a resume is essential in their job search. • Understand chronological and combination resumes and select the appropriate type for their specific needs. • What to include in a resume by identifying their strengths, skills and accomplishments. • How to use resume action verbs. • How to avoid common resume mistakes. • How to format and design their resume. • How to maximize their resume based on individual needs and circumstances. 	<ul style="list-style-type: none"> • Correctly describe what a resume is and the benefits of having a well-written resume for their job search. • Correctly select the appropriate type of resume for their specific needs. • Identify their strengths, skills, and accomplishments for their resume. • Demonstrate how to use resume action verbs. • Describe how to maximize their resume based on their individual needs and circumstances. • How to network and actively search for the hidden job market. • Explore the skills used to find work – networking and gathering information 	
Assessment Evidence (Stage 2)		
Performance Task Description		

Goal	Each participant will have a completed resume, cover letter and reference list.
Role	Participant
Audience	Potential employers and Instructor.
Situation	Participants will work individually and in small groups to create their job searching tools.
Product/Performance	Email at least one potential employer at the end of the week.
Other Evidence	
Confidence in using the computer and email to create, send and receive emails regarding potential employers.	
Learning Plan (Stage 3)	
Where are your participants headed? Where have they been? How will you make sure the participants know where they are going?	<p>This module continues to build on essential workplace skills.</p> <p>The participants will be able to create their job searching tools (Resume, Cover Letter and references) to begin their employment search confidently.</p>
How will you hook participants at the beginning of the Module?	Ideally, each participant will have access to their own computer to complete this week's lesson.
What events will help participants experience and explore the big idea and questions in the Module? How will you equip them with the needed skills and knowledge?	<p>The specific module learnings related to resume building</p> <ul style="list-style-type: none"> • On the first day, the essential questions will be written down on a piece of flipchart paper. • The group understand the purpose of a resume. • The participants will be able to identify the crucial components in a resume. • The participants will identify their top workplace skills and document these skills on their resume. • Participants will learn how to create an electronic resume. • Participants will know the difference between a resume and a cover letter.

	<ul style="list-style-type: none"> • Individually, participants will complete a professional cover letter. • Individually, participants will identify and reach out to appropriate references for their job search. • The participants will be assigned a partner for the week to review and provide support to each other in their resume creation. • Each participant will be encouraged to give feedback to their partner.
<p>How will you cause participants to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>At the end of the week the participants will...</p> <ul style="list-style-type: none"> • Have completed a professional resume, cover letter and reference list. • Submitted a minimum of one job application online • Journal about their experience in the classroom environment and working with their partner throughout the week. • Share one highlight of their learning with the group in a sharing circle at the end of the week. <p>This ensures accountability to the group, along with the continued building of trust and rapport within the group.</p>
<p>How will you help participants to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the Module?</p>	<ul style="list-style-type: none"> • Throughout this Module, the formative assessment approach, which summarizes the participants' development at a particular time will be used to evaluate a student's progress. • An oral summative assessment to demonstrate why a cover letter is a valuable tool to accompany the resume.
<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL participants, without compromising the goals of the Module?</p>	<p>This module will include the following:</p> <ul style="list-style-type: none"> • Defining terminology to have a clear understanding of concepts and key terms. • Actively applying these fundamental concepts and terms through the week. • Writing in their journal and completing a peer feedback evaluation. • Differentiated assignments to meet the different levels of the participants.
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL participants?</p>	<ul style="list-style-type: none"> • The participants will begin by understanding the purpose and intent of a resume, cover letter and reference choices. • The participants will complete a hard copy of their resume worksheet.

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	<ul style="list-style-type: none">• The participants will transfer their hard copy information to an electronic version of their resume building documents.• The participants will submit a job application online.
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From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

UBD Unit Overview

Interviews, workplace culture and employee rights

Title of Module	Interviews, Human and Employee Rights	Level	Essential workplace skills
Curriculum Area	Personal Development	Time Frame	1 week
Developed By	Trea StormHunter		
Identify Desired Results (Stage 1)			
Module Description			
<p>This module will help students to learn about commonly used interview questions and how to appropriately respond to them. Students will discover that we never have to choose our human rights, they belong to everybody in the world and every human right is needed to live and grow. This module will focus primarily on Canadian Charter of Rights and Freedoms, Manitoba Human Rights Commission and Manitoba Employee Rights in the workplace.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>All human beings should have basic human rights independent of their national citizenship.</p> <p>All Human beings have employee rights in Canada under both federal and provincial laws.</p>		<p>What are human rights and why are they important?</p> <p>What are some of the rights and responsibilities of employers and employees under Manitoba employment law?</p>	<p>What rights should count as human rights?</p> <p>What should you do if your employer has breached your rights?</p>
Related Misconceptions			
<p>Persons with disabilities:</p> <ul style="list-style-type: none"> • Cannot be self-sufficient/are excessively dependent; • Are to be pitied; • Are helpless 			

Knowledge		Skills	
Participants will know...		Participants will be able to...	
<ul style="list-style-type: none"> • Explain the procedures for a professional job interview. • Develop an understanding of what human rights are • Explain Employee rights in the workplace • Understand the process of how to file a human rights or employee rights complaint. 		<ul style="list-style-type: none"> • Participate in peer interviews. • Participate in a mock interview. • Apply the concepts of human rights to their own lives • Apply the concepts of employee rights to their own lives. 	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal	Each participant will have completed a video-taped Mock Interview.		
Role	Participant		
Audience	Peers and Instructor.		
Situation	Participants will work with a partner and with the instructor on how to answer job interview questions		
Product/Performance	One videotaped Mock Interview		
Other Evidence			
Increase confidence in knowing if your rights have violated.			
Learning Plan (Stage 3)			
Where are your participants headed? Where have they been? How will you make sure the participants know where they are going?		This module continues to build on essential workplace skills. The participants will be able to engage in a Mock Interview and understand the importance of how to best respond to interview questions.	

<p>How will you hook participants at the beginning of the Module?</p>	<p>Begin with the concept, “How long does it take to make a first impression?”</p>
<p>What events will help participants experience and explore the big idea and questions in the Module? How will you equip them with the needed skills and knowledge?</p>	<p>The specific module learnings related to Job Interviews, Human and Employee rights in the workplace. On the first day, the essential questions will be written down on a piece of flipchart paper.</p> <ul style="list-style-type: none"> • The group understand the purpose of a job interview and the most asked questions by employers. • The participants will be able to respond to interview questions and provide clear examples for the potential employer. • The participants will identify what human rights are and why they are important. • Participants will learn how Human Rights are applied to the workplace. • Participants will know the difference between Human Rights and Employee Rights. • Individually, participants will complete a videotaped mock interview. • Individually, participants will receive a one-on-one feedback evaluation on their Mock Interview. • The participants will learn about and understand their rights as related to the Human Rights Act. • The participants will be introduced to the Manitoba Human Rights Commission and Manitoba labour law. • The participants will be assigned a partner for the week to review and provide support to each other in their resume creation. • Each participant will be encouraged to give feedback to their partner.
<p>How will you cause participants to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>At the end of the week, the participants will....</p> <ul style="list-style-type: none"> • Have completed a video-taped Mock Interview • Completed a Case study regarding a Human Rights Violation in the workplace. • Journal about their experience in the classroom environment and working with their partner throughout the week. • Share one highlight of their learning with the group in a sharing circle at the end of the week.

Personal Development and Essential Skills

	This ensures accountability to the group, along with the continued building of trust and rapport within the group.
How will you help participants to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the Module?	<ul style="list-style-type: none"> • Throughout this Module, the formative assessment approach, which summarizes the participants' development at a particular time will be used to evaluate a student's progress. • An oral summative assessment and individual instructor feedback on their Mock Interview.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL participants, without compromising the goals of the Module?	<p>This module will include the following:</p> <ul style="list-style-type: none"> • Defining terminology to have a clear understanding of concepts and key terms. • Actively applying these key concepts and terms through the week. • Writing in their journal and completing a peer feedback evaluation. • Differentiated assignments to meet the different levels of the participants.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL participants?	<ul style="list-style-type: none"> • The participants will begin by understanding the purpose and intent of a job interview and essential interview questions. • The participants will complete understanding of Human Rights, both universally and in the workplace. • The participants will know the process for filing a Human Rights complaint in Manitoba. • The participants will understand Employee Rights, specifically regarding Manitoba Labour Law.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

UBD Unit Overview Basic Budgeting & Civic Engagement

Title of Module	Basic Budgeting & Civic Engagement	Level	Essential Skills
Curriculum Area	Personal Development	Time Frame	1 week
Developed By	Trea StormHunter		
Identify Desired Results (Stage 1)			
Module Description			
<p>This module will integrate the material from the previous Personal Development weeks and focus on Money management, civic engagement and responsibility. Money management requires a step-by-step plan for saving and spending. Participants will become familiar with how to build and maintain a realistic budget for their specific needs. This module will also prepare the participants with the tools to move forward with effective civic engagement which requires trust, commitment and completion of delegated tasks.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>When preparing a budget, including all forms of income, all expenses (fixed and variable), savings as one of your expenses, and when determining discretionary income, make wise spending decisions.</p> <p>Maintaining an account with a financial institution will allow you to keep up-to-date on your finances and let you know where you stand financially.</p> <p>All communities have important civic and cultural resources, though not equitably distributed, that can enhance, strengthen and sustain individual and community life.</p>		<ul style="list-style-type: none"> • How do I prepare a budget to make wise spending decisions? • How does maintaining an account with a financial institution contribute to my future financial success? • What constitutes a community and what are 	<ul style="list-style-type: none"> • What prevents us from working together? • What skills do people need to work together effectively? • What kinds of rules help people collaborate effectively?

Personal Development and Essential Skills

Traditional knowledge – "Treating everything as if it were alive."	roles that citizens play in a community?	
Related Misconceptions		
<p>Developing nations do not have their own cultures or histories (because they have always been poor).</p> <p>People living in extreme poverty are poor because they made bad choices.</p> <p>It is against human interest to be responsible for our actions.</p>	<ul style="list-style-type: none"> • Why should we be involved in our communities? 	
Knowledge	Skills	
<p>Participants will know...</p> <ul style="list-style-type: none"> • Identify components and sources of income. • Explain how limited personal financial resources affect the choices people make. • Describe ways that they can contribute positively and role model civic engagement. 	<p>Participants will be able to...</p> <ul style="list-style-type: none"> • Apply a decision-making process to personal financial choices. • Contribute as more informed and engaged global citizens in both their private and public life. • Demonstrate cultural knowledge specific to their community. 	
Assessment Evidence (Stage 2)		
Performance Task Description		
Goal	Create a personal budget and track all expenses through saving receipts for one month.	
Role	Participant	
Audience	Classroom participants and Instructors.	

Situation	Participants will work together and individually to assess their financial spending and ways they may be able to save money.
Product/Performance	Budget Plan and Financial Goals
Other Evidence – IQ Skills	
Money management skills: <ul style="list-style-type: none"> • Helping/Ekayukatifiktut • Respect/Pitiahutik 	
Learning Plan (Stage 3)	
Where are your participants headed? Where have they been? How will you make sure the participants know where they are going?	This module continues to build on teamwork, adding money management to prepare them for the fundraising module. The participants will understand what social responsibility is and how to engage with community professionals to address issues productively using critical thinking skills.
How will you hook participants at the beginning of the module?	Elders are an essential support system in Inuit Communities. They carry traditional knowledge and can share teachings, provide wisdom and are well respected. An Elder will introduce the traditional knowledge on the global community and responsibility. How important was community cohesion for community survival? Why are traditional stories important in learning about shared responsibility? How can we incorporate this knowledge and move forward being responsible global citizens? Participants will brainstorm the importance of culture and tradition related community and social responsibility. Explain how the Inuit traditional values work effectively in the western world.
What events will help participants experience and explore the big idea and questions in the module?	The specific events related to Basic Budgeting and Civic Engagement are as follows: <ul style="list-style-type: none"> • On the first day, write down the word BUDGET and ask the participants what this word mean to them.

<p>How will you equip them with the needed skills and knowledge?</p>	<ul style="list-style-type: none"> • Ask the participants if they have ever maintained a budget or kept track of how much money they spend. • Individually (with support) participants will keep track of all their expenses (with and without receipts) • Each participant will set a financial goal and create a budget. • Individually, participants will complete the civic engagement scale. • Individually, participants will identify one area of community engagement they are interested and potentially pursue the post-employment program. • The participants will be assigned a partner for the week to be accountable for how they are managing their stressor and discuss what strategies have worked for them. • Each participant will be encouraged to give feedback to their partner.
<p>How will you cause participants to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>At the end of the week, the essential questions will be reviewed, and the participants will work together and orally describe what actions they took in their group to respond to at least three of the essential questions.</p> <p>The participants will journal about their experience in the classroom environment and be working with their group throughout the week.</p> <p>The participants will share one highlight of their learning with the group in a sharing circle at the end of the week.</p> <p>This ensures accountability to the group, along with the continued building of trust and rapport within the group.</p>
<p>How will you help participants to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the module?</p>	<p>Throughout this module, the formative assessment approach, which summarizes the participants' development at a time will be used to evaluate a participant's progress.</p> <p>A peer assessment will also be used where the participants will evaluate each other and provide constructive feedback for each participant regarding teamwork and group collaboration.</p>

<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL participants, without compromising the goals of the module?</p>	<p>This module will include the following:</p> <ul style="list-style-type: none"> • Defining terminology to have a clear understanding of concepts and key terms. • Actively applying these key concepts and terms through the week. • Writing in their journal and completing a peer feedback evaluation. • Differentiated assignments to meet the different levels of the participants.
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL participants?</p>	<p>The participants will connect traditional Inuit community responsibility into their daily lives and describe ways to improve their civic engagement and social responsibility.</p> <p>Through this identification, the participants will brainstorm and both individually and collectively to find their own ways to become more involved and aware of their community issues and positive ways to work towards a healthier community.</p> <p>By engaging mentally, emotionally and physically, they are optimizing their learning in all aspects.</p>

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