

# LESSON PLAN

## BUILDING A SUCCESSFUL PROFILE

**Relevant Tools:** UCAS CV Builder

**Suggested Age Group:** 14 -16

**Time:** 45 minutes (*can be run in shorter sections*)

### Benchmarks

**Gatsby Benchmark 3:** Addressing the needs of each pupil.

**Gatsby Benchmark 4:** Linking curriculum learning to careers.

**CDI Framework 3:** Manage Career.

### Objective

Students will learn how to create a compelling CV that showcases their skills, experience, and aspirations for university, apprenticeships, or employment.

### Key Learning Outcomes

By the end of the lesson, students will be able to:

- Understand the key components of a strong CV.
- Identify and highlight their skills, experiences, and achievements effectively.
- Tailor their applications to meet employer expectations.

### OBJECTIVE 1

Understand the key components of a strong CV.

**Task 1:** Starter questions to discuss in pairs/groups:

1. When might you need to use your CV?
2. What do you need to consider before writing a CV?

**Task 2:** What are the different sections that you might need on a CV? In pairs/groups look at the different sections suggested. Which ones do you think should be on a CV? These could be printed onto cards to work on in groups or shared on the slide deck provided.

**Task 3:** Introduce 'Eden' as a case study and how to follow her progress as her CV is written.

- Personal Details
- Personal Profile - All About You
- Education Section
- Skills
- Work Experience
- Volunteering
- Additional information (hobbies and interests)

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### OBJECTIVE 2

Identify and highlight their skills, experiences, and achievements effectively.

**Task 4:** What skills could you include on a CV?

In pairs or in a group first think about the type of skills an employer might be looking for. Examples could include working in a team, listening, organisation, etc.

**Task 5:** What hobbies and interests could you include on a CV?

In pairs or in a group look at the slide provided to guess what they are and in pairs work on printed images that show different hobbies. Do they match any of the class examples?

**Group Discussion:** What skills might they develop doing these hobbies? Does anyone practise any different type of hobbies?

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### OBJECTIVE 3

Tailor their applications to meet employer expectations.

**Task 6:** Let's look at Eden's CV

On the skills section rank in order which ones they think are most important for a job in the health and beauty industry that Eden is applying to.

*Take the class through the different sections cross-referencing the types of examples they have also suggested in the lesson.*

**Task 7:** The 'F' Theory

Where do you think a person reads and scans text, especially on a screen? *Share the slide with the 'F theory' visual.*

**Group Discussion:** Share the 'Hints & Tips' and examples of what not to do using the slide deck. Why do we need to avoid these styles?

**Key Question:** Why should we tailor our CV to each job or work experience application, where possible?

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### Reflection

- What top three things will you take away from this lesson that will help you write your CV?
- Is there anything you didn't already know that surprised you?
- Tell me one thing not to include on a CV?

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### Next Steps

Why not try the **CV Builder in your UCAS Hub** as homework and start building a profile.

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### Supporting Resources

**CV Builder:** [www.ucas.com/cv-builder](http://www.ucas.com/cv-builder)

**Access to Supporting Slide Deck:** [www.ucas.com/early-careers-lesson-plans](http://www.ucas.com/early-careers-lesson-plans)

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