Creating Resumes II

The BIG Idea

- How does a good resume catch the interest of an employer or an admissions director?

AGENDA

Approx. 45 minutes

I. Warm Up: What Goes in a Resume? (10 minutes)

II. Drafting a Resume (15 minutes)

III. Creating a Profile (15 minutes)

IV. Wrap Up: Proofread (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 7, Blank Resume Template

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 104, What Goes in a Resume?
- Student Handbook page 101 and 102, Creating Accomplishment Statements (from Job Shadow 2)
- Student Handbook page 103, Resume Action Words (from Job Shadow 2)
- Student Handbook page 105, Model Resume: Maria Cruz
- Student Handbook page 106, Model Resume: Anthony Martino
- Student Handbook page 107, Resume Proofreading Checklist

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, What Goes on a Resume? ANSWERS
- Facilitator Resource 2, Model Profile Summaries

❑ Multiple computers with word processing program

❑ Overhead projector

❑ Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Draft a resume, using action words to highlight accomplishments.
- Create a profile summary that grabs readers' attention.
- Proofread resume for consistent formatting and correct spelling, punctuation, and grammar.

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OVERVIEW

In this lesson, students draft resumes, giving particular attention to developing strong profiles that emphasize skills relevant to their top career choice. They review what does and does not belong in a resume, and conclude using checklists to proofread their resumes.

PREPARATION

- ❑ If possible, arrange for the class to meet in the computer lab with access to word-processing software. See the Roads to Success website (**www.roadstosuccess.org/materials/templates**) for an electronic version of **Portfolio page 7, Blank Resume Template**. Make this document available electronically to all students.
- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 7, Blank Resume Template**
  - **Facilitator Resource 2, Model Profiles**
- ❑ Write the name of the high school, city, and state on the chalkboard.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.

BACKGROUND INFORMATION

Given the limited time an employer or admissions director has to review a resume, it is essential that it not only emphasizes the most relevant information first, but that it also appeals to the reader aesthetically. An effective resume has the following qualities:

- **Consistent Formatting**: At a quick glance, the list of experiences, activities, etc. should be easy to follow. For example, company names, dates, job titles, should be presented in a consistent way.
- **Clear Text**: Bold text, italics, and artistic fonts are hard to read. So too, is very small text. A resume should use a traditional font, such as Times New Roman or Arial, and use a font size no smaller than 11 point. A good resume has a clean, clear appearance, with content to match.
- **White Space**: Wide margins and space between sections grab attention. Avoid heavy blocks of text with narrow or nonexistent margins.

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- **Prioritization of Information:** The most relevant and important information must catch the employer's eye right away. It should be immediately clear what a candidate could offer a company in terms of skills, achievements, experiences, education, etc.

Adapted from http://www.educationplanner.com/builder/index.php

VOCABULARY

Profile Summary: a short personal description highlighting a job applicant's most relevant skills and qualifications.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 104, What Goes in a Resume** as a DO NOW. Give the students three to four minutes to complete it. Once the students have completed the page, begin the Warm Up discussion.

If computer access is limited or nonexistent, students may use **Portfolio page 7, Blank Resume Template** to draft their resumes by hand. At some later point, students will need to gain access to a school or home computer to type their resumes.

Schools in Iowa have access to IHaveAPlanIowa.gov. Students can use the Resume Builder within IHaveAPlanIowa.gov to create their resumes. Have students log in to IHaveAPlanIowa.gov by entering their account ID and password. Next, have students click on the **Career Planning** tab and then on the **Get a Job** section. Students should then click on **Resume Builder**. Ask students to read the directions and then click **Build a new resume**. Students should then follow the instructions and fill in the information asked for in each of the ten steps. Once students have entered all of their information they can view their resume by clicking **See Your Resume** on the last step. To print their resume, students can click on the **Print This** button in the upper right corner of the screen.

In **Activity II, Drafting Your Resume**, you may prefer to have students create their resumes at their own pace, using the **Student Handbook pages 105 and 106 (Model Resumes)** as their guide.

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ACTIVITY STEPS

I. WARM UP: What Goes on a Resume? (10 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will create your own resume. Because employers receive many resumes for every job opening, they have little time to devote to each; some research says as little as 10 seconds. So it is very important that your resume is easy to read, organized, and includes the most important, or relevant, information for the job you are interested in. What information should you include in a resume? Let's see what you know!

2. **SAY SOMETHING LIKE:** Open to **Student Handbook page 104, What Goes in a Resume?** Read each item listed in the left column and decide whether it should or should not be on a resume. If you think it should be included, in the right hand column, write what section it belongs in.

3. Give students three to four minutes to complete the activity. Give students a one-minute warning to wrap up. When time is up, review the answers as a class using **Facilitator Resource 1, What Goes on a Resume? ANSWERS**. Display the answers on the overhead as you discuss each item. Invite volunteers to share their answers, and explain how they came to their conclusions.

   SAY SOMETHING LIKE: Summer vacation could go either way, depending on what you did. Should you put your summer job as a camp counselor on your resume? Why or why not? [Students respond.] What section would you put it in? [Students respond.] If you went on a beach vacation with your family, would that go on your resume? Why or why not? [Students respond.]

II. Drafting Your Resume (15 Minutes)

1. [Have students turn to **Portfolio page 7, Blank Resume Template,** and display a transparency of the template on the overhead projector.]

2. **SAY SOMETHING LIKE:** It's time to get to work on your own resume. Let's start with the easy stuff – your contact information. That includes your name, address, phone number, and e-mail address. Remember, use an e-mail address that you check on a regular basis. If you're currently using a catchy e-mail address, now is the time to create one that's professional; for example, first name.last name@_____. Center your contact information at the top of your resume. [Give students a minute to type (or write) their contact information. If working in the computer lab, help them save their

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documents onto the desktop so as not to lose any work. Continue to have them "save" throughout the lesson as they work on their resumes.]

3. **SAY SOMETHING LIKE:** For now, we're going to skip over the "Profile Summary." We'll return to it later in the lesson. Let's move onto the "Education" section. Type in the name of your high school, the city and state. I've written this information on the chalkboard for your reference. Now add the dates you've attended school, and the date you expect to graduate. Is your GPA better than a B average (3.0)? If so, add it in. [Give students a minute to complete the Education section.]

4. **SAY SOMETHING LIKE:** You are doing great! Let's move onto the "Experience" section. This is where you add all your jobs (paid and/or volunteer), beginning with the most recent. To complete this section, simply copy your completed **Student Handbook pages 101 and 102, Creating Accomplishment Statements** (from last week's lesson) into your resume. This is a good chance to make sure you used the best possible action words. For help, refer back to **Student Handbook page 103, Resume Action Words**. [Give students five to eight minutes to complete this section.]

5. **SAY SOMETHING LIKE:** Have you received any awards, honors, or certificates? Do you have any interests or activities you think an employer might find interesting or relevant? If you answered yes to any or all, add a final section titled "Interests and Honors" or just "Interests" or "Honors," if you only have one or the other. If you answered "No," then do not include this heading.

   [Allow three minutes for students who have relevant interests and/or honors to complete this section. Encourage students who are not doing this section to review prior sections for thoroughness.]

III. Creating a Profile (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to return to the "Profile Summary" at the top of your resume. What is a **Profile Summary**? [Invite a volunteer to read the definition on the chalkboard.] Now let's take a look at a Profile Summary.

2. [Project a transparency of the top half of **Facilitator Resource 2, Model Profiles,** so just Maria Ann Cruz's profile appears. You may cover the other profile with a sheet of paper to conceal it from view. Allow students 10 seconds to read it. Then remove the transparency from the overhead projector.]

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SAY SOMETHING LIKE: What did you find out about the job applicant, Maria Anne Cruz? [Allow students to respond, while you jot their responses on chart paper or the board.]

You may have learned a lot about this applicant in just 10 seconds! That's because the applicant has a clear, well-written profile summary that highlights qualities and skills that are relevant to the job for which she is applying.

Just as a movie trailer gives viewers a sneak preview of what is to come in the film, a strong Profile Summary provides the employer with a sense of the candidate. Like a trailer, a Profile Summary does not tell the *entire* story (every skill and achievement), just the most enticing points to make the employer want to read on and show you are well qualified for the job. For example, if you were applying for a job as a childcare worker, listing that you are certified in CPR would be a relevant and important skill to highlight. Other skills not relevant to childcare, such as computer literacy, would not be listed in your Profile Summary.

Did you know you can have more than one version of your resume? Since different skills are required for different jobs, you can change the skills you highlight in the Profile Summary depending on the job. And, if you are applying to college, you may choose to highlight an academic achievement in your Profile Summary.

3. Project the entire transparency for **Facilitator Resource 2, Model Profiles** so both Profile Summaries are revealed.]

   SAY SOMETHING LIKE: Review both Profile Summaries. [Allow students a minute to review both. Then ask the following questions, allowing students time to respond and discuss each.
   - What did each student choose to highlight in his/her Profile Summary?
   - Why did he/she highlight these particular points? (They choose information most relevant to their goals.)
   - What similarities do you notice between the two Profile Summaries? (Neither uses complete sentences.)
   - What differences are there between the two Profile Summaries? (One uses bullets and one does not.)

4. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 105, Model Resume: Maria Cruz** and **Student Handbook page 106, Model Resume: Anthony Martino,** to

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see how these students' profiles compare to their complete resumes. How are the skills featured in the Profile Summaries different from what these candidates put in the rest of their resumes? (Profile Summary includes only the most relevant information, not every skill and achievement.)

5. **SAY SOMETHING LIKE:** Before writing your own Profile Summary, it will help you to think about which of your qualities are most relevant to your job shadow job. To help organize your thoughts, let's do a Pair/Share. Decide who will talk first.

   When I say "Go," Partner A has one minute to describe what he thinks are his most relevant skills, achievements, etc. required for his top career choice. Partner B is to listen carefully, then spend 30 seconds reviewing the achievements that stood out. Remind students when time is up for each step of the process. Swap roles and repeat.

6. Students are to use the remaining minutes to write their Profile Summaries. Circulate and help students as necessary. Have students print out their resumes, and save their files to a disk or flash drive before deleting them from the desktops.

IV. Wrap Up: Proofread (5 minutes)

1. **SAY SOMETHING LIKE:** After working hard to highlight your skills, you want to make sure you do not make a silly mistake on your cover letter, like misspelling a word or forgetting a period. You want to show that you pay careful attention to details, so you don't give the employer a reason to decide you're not the right person for the job. In this final activity, you will proofread a partner's letter for correct spelling, grammar, punctuation, and for correct business letter format.

2. **SAY SOMETHING LIKE:** To help proofread your resume at home, use **Student Handbook page 107, Resume Proofreading Checklist.** Be sure to have a parent or other adult proofread your resume, too. [Students need to include a final, edited version of their resume in their Portfolios.]

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What Goes in a Resume? ANSWERS

Directions: Read each item in the left column. In the middle column, check the item if it belongs on a resume. For items that you check YES, note in which section of a resume it should appear.

ITEM	√ for YES	RESUME SECTION
Where I went on summer vacation		
Volunteer jobs	√	**Experience**
My height and weight		
Honorable mention for my award-winning essay	√	**Interests & Awards**
Weekend babysitting job	√	**Experience**
Religious affiliation		
Debate team successes	√	**Profile, if relevant**
3.2 GPA	√	**Education** **Otherwise "Interests and Awards"**
Birth date		
Fluent in French	√	**Profile, if relevant** **Otherwise "Interests and Awards"**
Current job salary		
Snowboarding	√	**Interests & Awards**

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Profile Summary Models

Maria Anne Cruz
1 Desert Rose Lane
Albuquerque, New Mexico 87124
(505) 555-1212
cruzin@com.net

Profile Summary

Personable and reliable high school graduate with excellent sewing skills to work as a seamstress or in tailoring shop. Completes all work quickly and to a client's request. Bilingual, with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

Anthony Martino, Jr.
661 Idaho Avenue
Chicago, Illinois 60681
(312) 555-1212
tony_martino@net.com

Profile Summary

- Physically fit and morally strong high school senior seeks entry into college to study Criminology and Police Science for a future career as a police officer or in corrections.
- Maintained a solid "B" average in high school courses with honors in Math.
- Comes from three generations of law enforcement officers.

SOURCE: www.resumeedge.com

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What Goes in a Resume?

Directions: Read each item in the left column. In the middle column, check the item if it belongs in a resume. For items that you check YES, note in which section of a resume it should appear.

ITEM	√ for YES	RESUME SECTION (Profile, Education, Experience, Interests and Awards)
Where I went on summer vacation		
Volunteer jobs		
My height and weight		
Honorable mention for my award-winning essay		
Weekend babysitting job		
Religious affiliation		
Debate team successes		
3.2 GPA		
Birth date		
Fluent in French		
Current job salary		
Snowboarding		

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Maria Anne Cruz

1Desert Rose Lane
Albuquerque, New Mexico 87124
505-555-1212
cruzin@con.net

Profile

Personable and reliable High School Graduate with good skills in sewing to work as a seamstress or in a Tailoring shop. Complete all work quickly and to client's request. Bilingual with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

Education

Desert High School, Albuquerque, New Mexico
High School Diploma, 2003

- Received A's in Introduction to Sewing and Advanced Sewing
- Made costumes for school play, Man of La Mancha

Experience

Dress Express, Albuquerque, New Mexico
Salesclerk 2003 – present

- Helped customers select dresses and other women's wear.
- Write up credit card payments, ring sales, and box items.

Millers Groceries, Albuquerque, New Mexico
Grocery Bagger, nights and weekends, 2002 – 2003

- Bagged groceries for customers
- Helped customers carry bags to their cards and loaded them inside.
- Did price checks on products when asked.

SOURCE: www.resumeedge.com

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Anthony Martino, Jr.
661 Idaho Avenue
Chicago, IL 60681
312-555-1212
tony_martino@net.com

Profile

Physically fit and morally strong High School Senior seeks part-time job while enrolled in the Portland State University Criminology program.

Maintained a solid "B" average in high school courses with honors in Math.

Comes from three generations of law enforcement officers.

Education

Chicago High School, Chicago, IL
2006-2010
Expected graduation date: June 2010

- GPA: 3.4
- Member, Varsity Football Team, 2008 - 2010
- Member, Varsity Wrestling Team, 2008 - 2010

Experience

Martino Security Firm, Chicago, IL
General Worker, summers and weekends, 2008 - present

- Answer telephones, fill out customer requests, and schedule appointments for my uncle's security company
- Run errands and pick up equipment, as needed
- Train new summer workers on company policies
- Supervise one assistant

Interests & Honors

- Member, Police Scouts, 2006 – 2008
- Member, Law Enforcement Cadets, 2008 – Present
- Enjoys hiking, swimming, fishing, and hunting with dad and uncles

SOURCE: www.resumeedge.com

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Resume Proofreading Checklist

Directions: Proofread your resume for each of the areas listed below.

Spelling

- ❑ All words are spelled correctly

Punctuation & Capitalization

- ❑ Sentences end with punctuation mark
- ❑ Commas between city and state
- ❑ Commas between items in a list
- ❑ Apostrophes used for contractions and to show possession
- ❑ Sentences begin with a capital letter
- ❑ Proper nouns are capitalized (example: company names, cities, street names)

Grammar & Usage

- ❑ Job and activity descriptions start with action verbs
- ❑ Verb tenses are correct: present tense for current jobs and activities, past tense for past jobs and activities
- ❑ Date forms are consistent (5/07/08 or May 7, 2008)

Format

- ❑ Spacing and margins are the same throughout
- ❑ Resume is one page
- ❑ Traditional font (Arial or Times New Roman), and same font throughout the resume
- ❑ Personal contact information appears at the top
- ❑ Profile Summary appears at the top, just below contact information

Proofreading Help

- ❑ Parent or other adult has proofread my resume
- ❑ I used a dictionary or computer spell-check to confirm spelling when needed

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Blank Resume Template

_____

_____

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_____

Profile Summary

Education

Experience

Interests & Honors

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