

Branding Yourself Part 3: High School Résumé Writing

SUBMITTED BY: WGYP Summer Educator

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In this third part of a three-part lesson on résumé writing, students construct their own résumés and present their résumés to their peers.

≡ RELATED ARTICLES:

- [“Valentina Losada on Getting Experience in the Field of Management Consulting”](#)
- [“Summer at a Social Justice Startup Helps an Undergrad Figure It All Out”](#)
- [“Student Essay: Landing a Summer Internship with Formula One”](#)
- [“Part I: Hip Hop Artist Kayvon Asemani on Building His Brand and Controlling His Destiny”](#)
- [“Masterman’s Nia Weeks Talks about Her Summer Internship with the Penn Museum”](#)
- [“Internship Insider: Josh Hornthal’s Summers at Apple”](#)
- [“Educator Toolkit: Your Personal Statement”](#)
- [“Building a ‘Work Brand’ that People Will Brag About”](#)
- [“An Intern’s Deep Dive into Behavioral Economics”](#)
- [“An Intern Discovers the World of Business and the Strength of a Global Perspective”](#)
- [“After-school Activities Help Students Explore Deeper Connections with Business”](#)

Common Core Standard(s):

- CCR Standard for Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event

sequences.

- CCR Standard for Speaking & Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR Standard for Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR Standard for Language: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Objectives/Purposes: Students will construct their own résumés and present their résumés to their peers.

Knowledge@Wharton Articles:

- [“You Are your Brand: Defining a Personal Leadership Style”](#)

Other Resources/Materials:

- Computers and Internet (if possible)

Activity:

1. Do Now: On the board the teacher should write the following question: What should be included in a résumé and why? (5 min)
2. Students should share their answers to the question, it is important to discuss why each section is important and what each section of a resume should convey. (10 min)
3. Students spend the majority of the class time writing their résumé. If they have access to a computer lab, that would be preferable. (20 min)
4. Students will work with a partner. They will share their résumé and provide feedback. These are the following things they should look for: (10 min – 5 min per student)
 1. Grammar
 2. Spelling
 3. Does the student have each section? If something is missing, what is it and why?
 4. Is the information correct and is the information located in the proper section?
 5. What does the student need to add to make their résumé stronger?

6. Does the résumé make sense for the particular job, internship or volunteer work that the student is interested in.
 7. General feedback.
5. Wrap Up: Each student should write down a few notes about what they can do to still improve their own résumé.

Tying It All Together:

This is the last part of a three-day lesson on résumé writing. The teacher should make sure students are able to connect their final résumé to what they learned during the first two lessons. Connections to English should be made, to ensure that students are using their writing skills and peer-editing skills. The teacher might want to think about addressing how a student's résumé is just a snap representation of who they are. In future classes, students might be working on their interviewing skills or presentation skills, and students should refer back to their résumés and these lessons on branding themselves.

Practice Outside of the Classroom:

Students should finish their résumés. Students should also try to modify them for two different summer jobs and then send them out. It is good for students to apply and put their names in. If the teacher decides to do this, it is important to go over some general principals about how to submit a résumé. Read the Wharton Global Youth Program article "[The White House Helps Teens Get Jobs](#)" for background and inspiration.

What Worked and What I Would Do Differently:

Give the students enough time to do the work in class.