

Branding Yourself Lesson 1: High School Résumé Writing

SUBMITTED BY: WGYP Summer Educator

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

≡ OVERVIEW:

In this three-part lesson, students will understand the importance of a résumé, the components of a résumé and how their qualities and characteristics come out in their résumés. As students go through the different lessons, they will begin constructing their own résumés for a job, internship or volunteer work that they might be interested in pursuing during the summer or school year. These lessons work together and build students' understanding of the term résumé and branding, as well as build their writing skills.

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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.

Objectives/Purposes: In this first lesson, students will be able to define the terms *résumé* and branding. Students will also be able to discuss how their experiences and qualities fit into a *résumé*.

Video Intro: Tony Wang, a student at Wharton and U Penn, also has a passion for fashion. In this short video clip, Tony talks with Wharton Global Youth Program about building his personal brand. If students want to learn more about Tony (who got both his bachelor's and master's degrees in four years in neuroscience and operations and information management!), they can [watch the full video and read the transcript](#) published on the WGYP website:

Wharton Global Youth Program Video Clip (<https://streamable.com/zkk89w>):



Activity:

1. Do Now: On the board the teacher should write the following question: What do you think is the purpose of a *résumé*? (5 min)
2. Students should share their answers to the question, what do you think is the purpose of a *résumé*? The teacher or a selected student should write down students' answers on the board. There are no wrong answers. Everyone should share. (5 min)
3. Teacher introduces the lesson and the video. Just as successful companies and products have name brands, it is important that people think about branding themselves. For example, as a teacher there are certain characteristics and qualities that are important to portray, such as having a mastery of your content, experience working with students/children, experience developing lesson plans, qualities of working with other professionals in the field. Now, these are not the same qualities that someone who is interested in becoming an accountant, bricklayer, media specialist, doctor, lawyer, nurse or neuroscientist needs. Open this up to a class discussion. See if students can

give an example or if they have any questions. Teacher will then direct students to questions on the board; these are questions that are important to consider: (5 min,)

1. What are the qualities important for a specific job, career or profession?
 2. What are some qualities that are special to me, that I would like to showcase about myself?
 3. What types of experiences do I have or need to get so that I could show off these types of qualities?
4. Take a few minutes to write down some answers to these questions and then with a partner share your answers. (10 min)
5. Teacher introduces the idea of résumé writing. A résumé is a space, opportunity, for applicants to express who they are and how they qualify for a particular job. So, it is important that in a résumé an applicant lets the employer know who they are and the types of qualities they possess that are unique to them and also pertain to the job at hand. Moving forward, each student is going to think about a job, internship or volunteer work they might like to apply for. The job does not have to actually exist, but you want it to be something that could potentially exist that you would be interested in. Answer the following questions (if computers are available, you (or you and a partner) can do a little research on the computer): (15 min)
1. In two-to-three sentences, describe the job, internship or volunteer work.
 2. Where is it?
 3. Why does it seem interesting to you?
 4. List three qualities that you think they look for in an applicant.
6. Wrap Up: During the next class session, you will begin writing your personal résumé. In your journal or on a separate sheet of paper, students should answer the following question: Based on the qualities you think are needed for a particular job, what types of experiences do you need to make yourself a better candidate?

Tying It All Together: This is the first part of a three-day lesson on résumé writing. The teacher should make sure students understand that this lesson is the first of three and that they will be writing résumés as the days progress. If this lesson is taught in an English class, the teacher might relate it to some business classes. If the lesson is taught in a business course, the teacher might want to remind students of what they learned from marketing lessons dealing with product branding.

Practice Outside of the Classroom:

Students ask a parent, friend or family member if they have a résumé and if they do to see it. They should ask questions about what they included in their résumé and why. Ask students to

complete this [Self_Reflection_Handout](#).

What Worked and What I Would Do Differently:

The teacher should remember to keep this lesson personal. Students should be interested and see relevance for résumé writing. Often students will think it is something that older people might do. One way to do this is have students think about writing it for a summer job, internship or volunteer work they might apply for.

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