

Writing Resumes, Part 2

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

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

≡ OVERVIEW:

Students will read and analyze a Wharton Global Youth Program article about summer employment and discuss the value of gaining work experience while still in high school. Students will continue to learn about resumes; in this lesson, instruction will focus on style and formatting. The students will have an opportunity to critique/revise a sample resume, as they prepare to write their own resumes in the next lesson.

≡ NBEA STANDARD(S):

- Career Development, V. School-to-Career Transition

≡ RELATED ARTICLES:

- [“Where Are You Working this Summer?”](#)
- [“Internship Insider: Josh Hornthal’s Summers at Apple”](#)
- [“5 Ways to Prepare for Success in the New Year”](#)

Common Core Standard(s):

- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- ELA CCR Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.
- ELA CCR Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELA CCR Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- ELA CCR Speaking and Listening 1: 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.

Objectives/Purposes:

- Students will read and analyze an article.
- Students will learn appropriate formats/styles for resumes.
- Students will critique/revise a sample resume in preparation for writing their own.

Wharton Global Youth Program Article:

- [“Where are you working this summer?”](#)

Other Resources/Materials:

- “Resume Tips” handout ([Writing Resumes, Part 2 – Handout A](#))
- Emma Fakestudent’s resumes ([Writing Resumes, Part 2 – Handout B](#))
- Goldilocks’ Resume ([Writing Resumes, Part 2 – Handout C](#))
- Sample resumes ([Writing Resumes, Part 2 – Handout D](#), [Writing Resumes, Part 2 – Handout E](#), [Writing Resumes, Part 2 – Handout F](#))
- Newsprint and markers

Activities:

1. Hand out “Where are you working this summer?” Students should read the article to themselves, and as they read, underline any information that relates to the benefits of summer employment and put a ✓ by any advice for finding a summer job.

(5 mins)

2. When students have finished reading, go over the key information they underlined/starred. Discussion should address the following key points:

Benefits of summer employment

- Learn to be responsible
- Chance to network with others/opportunity to meet new people
- Prepares you for future jobs
- Opportunity to “get a foot in the door”
- Earn money

√ Advice for job seekers

- Don't be afraid to step out of “comfort zone”; consider jobs that can benefit you in the long run and be open to trying new things
- Research available jobs
- Contact as many organizations as you can
- Set goals and go after them

(5 mins)

3. Tell students that, as discussed in the previous lesson, a good resume is the first step towards obtaining a summer job – or employment in general. Review the major sections of a resume (objective, education, work experience, extracurriculars/leadership experience, community service/involvement, skills, and additional information). Explain that while it's important to have all the required information, it's also important to arrange it clearly and according to certain conventions. Hand out “Resume Tips” to students, and go over together. Answer any questions students may have.

(5 mins)

4. Break students into groups of three to four, and give each group three sample resumes for “Emma Fakestudent.” Have each group look at the three different resumes and

discuss which style appeals to them and why. Briefly discuss sample resumes as a class. (The resumes are all good; they simply vary in style, so students' preferences are primarily a matter of individual taste.)

(5 mins)

5. Using the "Resume Tips" and sample resumes as a guide, each group should come up with a resume checklist – a list of things to check when you've finished your resume to make sure it's as good as possible. Have students write their checklists on newsprint. Post the newsprint in front of the class, and note similarities/differences. Afterwards, if you wish, you may make a composite checklist for the students out of their suggestions. (The checklist should reference the major sections of a resume, as listed above, and highlight advice given on "Tips for Resumes.")

(10 mins)

6. Tell the students they need to put their checklists to work to help a recent high school graduate with her resume. Explain that Goldilocks has finished school, and she's looking for a summer job; hopefully in retail, but she's up for any new experience. She has a rough draft, but it needs work. Give each group a copy of Goldilocks' resume. Each group should use their checklist to see what is missing or what needs to be fixed. Reorganize and rewrite Goldilocks' resume on a piece of newsprint.

(10 mins)

7. Post Goldilocks' new resumes around the room, and allow students to walk around and see each other's work. Bring everyone back together. Have students discuss the problems with Goldilocks' original resume and how they addressed them.

Key problems with Goldilocks' resume:

- Crazy font for heading
- Email address inappropriate (suggest Goldilocks set up a new account)
- Objective too vague
- Education should be at the top, or closer to the top

- She does not make use of **bold**, *italics*, underline, or caps, to make any information stand out
- Her job descriptions are bland and need action words
- Miscellaneous should be relabeled or integrated into other sections

(5 mins)

Tying It All Together:

Tell students that they will apply these tips to their own resumes in future lessons, and students should learn from Goldilocks' mistakes.

Practice Outside of the Classroom:

- Hand out sample resumes from the Penn Career Services websites. Encourage students to look over these resumes and consider what styles appeal to them. While these are examples of strong resumes, students should also feel free to critique them and think about what they would do differently on their own resumes.

What Worked and What I Would Do Differently:

Students really enjoyed critiquing Goldilocks' resume, and they were able to offer many suggestions for how to improve her work.

We ran out of time to look at the sample resumes from the Penn Career Services websites. It would be worth saving a few minutes at the end of class to discuss at least one of the resumes as a class, and to discuss how college students will/should have more information to put on their resumes. Students should use these examples as guides, but they need not be intimidated by them.