

Writing Résumés, Part 3

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

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

≡ OVERVIEW:

Students will read and analyze a Knowledge@Wharton article about job seeking during a recession and consider both the challenges and opportunities involved. Students will apply what they’ve learned about résumés in previous lessons to writing their own. Students will draft rough copies of their résumés and trade with a peer for feedback.

≡ NBEA STANDARD(S):

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

≡ RELATED ARTICLES:

- [“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 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 Writing 10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- 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 apply appropriate formats/styles for résumés.
- Students will work constructively with peers to edit/revise résumés.

Knowledge@Wharton Article:

- [“Not a Lost Generation, but a ‘Disappointed’ One: The Job Market’s Impact on Millennials”](#)

Other Resources/Materials:

- “Not a lost generation” graphic organizer ([Handout A](#))
- Peer evaluation form ([Handout B](#))

Activities:

1. Hand out “Not a Lost Generation, but a Disappointed One.” Before students begin reading, ask if they can define “recession.” Provide students with the dictionary definition: “a period of temporary economic decline during which trade and industrial activity are reduced.” Explain that this article describes both the challenges of and opportunities available to individuals who enter the job market during a recession. Point out that since the United States is currently in a recession, this information pertains to directly to them. Students should read the article to themselves, and complete the accompanying graphic organizer.

(5 minutes)

2. Go over information in graphic organizers with students. Students should identify the following key points:

Challenges to entering the job market...

- Takes longer to enter job force and therefore longer to acquire skills
- Often start behind on the career ladder
- If you don't get a "decent" job to start with, you may never advance
- Recession-era graduates earn less on average
- More education may not help: graduates with advanced degrees have to compete with other out-of-work qualified individuals

Opportunities in entering the job market...

- Job seekers must learn to be adaptable, open-minded, and resilient
- Makes you more "modest" and "realistic"

(5 mins)

3. Remind students that, as discussed in the previous lesson, a good résumé is the first step towards obtaining employment. Today, students will work on rough drafts of their résumés. They should take out their résumé brainstorms from Lesson 1 and gather their sample résumés and handouts with résumé tips. Students organize their experiences into a résumé. While students do not necessarily have access to computers, have them try to recreate (as closely as possible) how they plan to format their information. Go from student to student as they are working to help with individual concerns.

(15 mins)

4. Have students trade résumés with a partner. At this point, students have had practice critiquing résumés, so they should be able to offer constructive feedback to one another. Hand out "Résumé Peer Evaluation" forms and have students read/revise each

other's resumes. Remind students that as they read each other's résumés, they should look for the following:

- Key information that stands out
- Name/contact info
- Education
- Work Experience
- Extracurricular Activities
- Awards/Honors
- Action words to describe job responsibilities

Students may write directly on one another's résumés, as well as completing the accompanying form.

(10 mins)

Tying It All Together:

Students trade résumés back, and review feedback. Ask students what they are finding most challenging, and if time allows, have classmates suggest possible solutions to these difficulties.

(5 mins)

Practice Outside of the Classroom:

- Type up your résumé. Let an adult read/revise it. Continue to edit as you apply for different jobs and acquire new experiences.
- Look online for more examples of high school students' résumés and continue to think about what formats appeal to you the most.
- Reinforce the purpose of a résumé with this short video clip from Wharton Global Youth Program (link below and here's the URL: <https://kwhs.wharton.upenn.edu/wp-content/uploads/2015/10/10z9sq.mp4>). The clip features Valentina Losada, a Wharton student who landed a great internship with McKinsey & Company when she was only a freshman (18 years old). This short clip captures her perspective on the purpose of a résumé. Students who want to watch the full video and read the transcript can go to this link: <https://globalyouth.wharton.upenn.edu/articles/getting-experience-in-management-consulting/>.

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What Worked and What I Would Do Differently:

Students had a lot of questions as they worked on their résumés, and I think they found it helpful that I walked around and gave one-on-one advice. A lot of the questions were specific to the students' own experiences, so it made sense to address them on an individual level.

This lesson ran long; both times I taught it, we had to finish up Lesson 2 at the beginning of Lesson 3 (but it's worth the time, because students get a lot out of discussing Goldilocks' résumé), and students cannot construct an entire résumé in 15 minutes, so there was not time for peers to exchange résumés. This lesson could probably be extended another day; students could finish their résumés at home, type them up and then bring them to class for peer editing. Students could edit 2-3 other résumés, which would take a class period and also give them an additional opportunity to learn from their peers.

Alternatively, if you have access to a computer lab, it would be great to bring all the students to the lab for one period to type up their résumés with the teacher available to troubleshoot/provide guidance as they work on the formatting.

5