

Writing Résumés

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 teen employment and discuss the challenges of finding work as students. Students will consider how resumes are helpful in the job-search process and learn about the key elements to include in a resume. The students will have an opportunity to begin brainstorming ideas for their own resumes at the end of class.

≡ 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”](#)
- [“CEO Katlyn Grasso Connects Young Women with Executive Role Models”](#)
- [“5 Ways to Prepare for Success in the New Year”](#)

Common Core Standard(s):

- 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 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 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 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.
- ELA CCR Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives/Purposes:

- Students will read and analyze an article.
- Students will understand the purpose and elements of a resume.
- Students will begin to brainstorm ideas for their own resumes.

Knowledge@Wharton Article:

- [“Why Teens Aren’t Finding Jobs, and Why Employers are Paying the Price”](#)

Wharton Global Youth Program Resource:

- Biz Ed Blog: [“The Broader Impact of Teen Joblessness”](#)

Other Resources/Materials:

- “Why Teens Aren’t Find Jobs” graphic organizer ([Writing Resumes – Handout A](#))
- “Parts of a Resume” handout ([Writing Resumes – Handout B](#))
- Resume brainstorm handout ([Writing Resumes – Handout C](#))

Activities:

1. Hand out “Why Teens Aren’t Finding Jobs, and Why Employers are Paying the Price,” along with graphic organizer for note taking. Read the first section aloud (through “Leveraging Early Work Experience”): can ask for student volunteers to read different paragraphs, or teacher can read. Based on the introduction, what is this article about? Students should take notes in the “Main Idea” section of their graphic organizers. Responses should reflect the following main points:

- Teen unemployment is at a historic high.
- Teens often want to work but can’t find jobs.
- Teens are being replaced by older workers/immigrants in the work force.
- Certain teens are hurt most by the unemployment rate, specifically minority youth and boys.

(5 mins)

2. Break students into four groups. Each group should read their assigned question and answer the relevant question in the appropriate space in their graphic organizer:

- Group 1: Leveraging Early Work Experience: Why does it matter if teens can’t find jobs?
 - Teens gain important work experience that will help them and their employers.
 - Employers look for past work experience when hiring.
 - Employment allows teens to “try out” different careers.
- Group 2: Adequate Rather Than Excellent: What are the effects of teen unemployment?
 - When teens finally do get jobs, they are not prepared.
 - High school graduates lack skills they need to compete in global workplace.

- Group 3: Strategic Solutions: What can be done to address teen unemployment?
 - Corporations and universities can work together to provide teens with meaningful work experiences.
 - City government can encourage businesses to hire teens.

- Group 4: “Not the Jobs of Five Years Ago”: How can schools and corporations work together to prepare students for employment?
 - Corporations believe schools have a responsibility to prepare students for work.
 - Corporations should communicate their needs to local school systems and work directly with schools.

Each group should share their findings with the class, and students should all complete their organizers. Make sure student responses address key points listed above.

(10 mins)

3. Explain that while finding work may be challenging for teens, there are some steps they can take to have a better chance of getting hired when they apply for jobs. This unit will address writing resumes and cover letters and preparing for interviews. Ask students: What is a resume? Why are resumes important? Make sure that students understand that one’s resume provides a concise overview of his/her education, experiences, and skills. Employers expect job applicants to submit resumes with job applications.

(5 mins)

4. Hand out “Parts of a Resume” and go over each section with students. Allow students to ask questions and address any concerns they may have.

(10 mins)

5. Give students the remainder of the class to brainstorm lists for each section of their resume. Have each student put their notes in a manila folder with their name on it; they will continue working with these notes in the next lesson.

(10 mins)

Tying It All Together:

Save the last five minutes of class to discuss the brainstorming process with students. What sections did they have a difficult time completing? Why?

(5 mins)

Practice Outside of the Classroom:

- Look on the Internet for examples of resumes. Keep track of what you think works/looks good in a resume and what doesn't.
- Think about the empty spaces on your brainstorm sheet. What can you do to gain experience in areas where you have little? For example, if you don't have any community service, where could you try volunteering? If you don't have any extracurricular activities, are there any clubs or sports you've wanted to join? Etc.

What Worked and What I Would Do Differently:

Throughout this unit, I draw upon articles about current challenges in the job market. Sometimes students did not find the articles compelling or relevant. I tried to make a link between the importance of understanding the current job market and tailoring a resume that is "right" for it, but I think I could be more explicit about the connections I am making.

Also, some students had crafted resumes already. I need to stress that this unit is useful for creating a resume from scratch but also for *revising* current resumes, and I should emphasize that students can bring in their own resumes to continue to work on instead of starting over.

☺