

Lesson Plan 4: The Resume

Core www.cfnc.org Area:

Job Search

Total Time:

One to two 50-55 minute class periods

Target Grades:

Grades 10-12

Suggested Timeline:

Any time

ASCA Correlation

(Which of the ASCA Standards does this lesson address?)

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
	X	X	X	X	X		X	

Lesson Objectives

Students will be able to:

1. Explain the three basic parts to define a resume.
2. Explain what information should be included on a resume based on a student's career interest, skills, education, etc.
3. Create an effective resume using www.cfnc.org

Materials Needed

- Copies of the **Sample Resumes** included at the end of this lesson
- Additional examples from your own teacher files of resumes—both effective and ineffective ones—as part of a display to show students (optional)
- Copy of the **Resume Facts and Tips** included at the end of this lesson
- Access to www.cfnc.org computers, and internet

Advance Preparation

- Print all materials
- Gather additional sample resumes (optional)
- Review basic terms related to a resume:

Resume:

- 1) A brief summary of a job applicant's personal information, education, skills, work experience, activities, and interests
- 2) When applying for a job, a resume would be sent by regular mail, e-mail, or fax to a prospective employer to see if the candidate has the training, skills, etc. to match a job opening
- 3) A "first impression" for a prospective employer to see as a visual representation of a candidate for a job.

Electronic resume: a resume stored as a computer file which can be emailed or posted on the web.

Activator (Typically 5-10 minutes)

Discuss the importance of first impressions:

- Ask students what they notice when they meet someone for the first time.
- Ask students what type of impression they would like to create as a potential employee being met for the first time.



- Explain that the resume is a document that is used to provide a “first impression” to an employer.
 - Ask students how a resume could create a good impression with a potential employer
- Tell students that www.cfnc.org will help them to create a resume that leaves a good impression with a potential employer.

Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)

Session #	Step #	Responsibility	Action Steps
1	1	School counselor	<ul style="list-style-type: none"> • Focus on today’s work: <ol style="list-style-type: none"> 1. Distributes the Sample Resumes 2. Ask students to review the resumes 3. Discuss the following with the students: <ol style="list-style-type: none"> a. Which resume emphasizes employment? b. Which resume emphasizes volunteer work? c. Which resume emphasizes school activities? d. Which type of resume would be the most appropriate for you?
	2	Students	<ul style="list-style-type: none"> • Review and discuss the sample resumes
	3	Counselor	<ul style="list-style-type: none"> • Ask students to sign in to www.cfnc.org and click on: <ul style="list-style-type: none"> ○ Career Planning ○ Get A Job ○ Resume Builder • Ask students to complete all steps in the resume builder
	4	Student	<ul style="list-style-type: none"> • Sign into www.cfnc.org and Complete the Resume Builder • Note – Students may need to complete some sections as homework if they do not have all of the information available
	5	Counselor	<ul style="list-style-type: none"> • Assist students as they complete their resume • Remind students that their resume will be saved and stored in their www.cfnc.org Portfolio • Ask students to print their resume or partner with someone at their computer to complete the Summarizer/Informal Assessment

(chart from RI School Counselor Association’s Toolkits, found at www.rischoolcounselor.org)

Summarizer/Informal Assessment (Typically 5-10 minutes)

Review the three things to remember when thinking of a definition of a resume:

Resume:

- 1) A brief summary of a job applicant's personal information, education, skills, work experience, and activities.
- 2) When applying for a job, a resume would be sent by regular mail, e-mail, or fax to a prospective employer to see if the candidate has the training, skills, etc. to match a job opening
- 3) A "first impression" for a prospective employer to see as a visual representation of a candidate for a job.

Have students form small groups. Provide copies of the resumes they created, and have students go around the group one by one stating all the good things they see when they look at each other's resumes. Then go around the group and name one thing that they each would suggest to improve the resume. (Review the importance of sharing constructive criticism. Practice an example of how to share constructive criticism, if time allows.)

Follow-Up

Opportunities for additional learning could include the lessons provided related to Job Search project lessons.

If time, you may want to expand upon this lesson. For example, additional activities could include students interviewing human resource personnel in their community and ask them about their experiences related to resumes. Have the students write a short paper of their findings and share with the class.

Another additional activity could be that the students write "thank you" notes to the people they interviewed. (Include basic information like how to address an envelope and the three parts to the body of a "thank you" note—tell why you are writing, write about something specific, and conclude the note with an appropriate closing.)



Brian Johnson

11223 45th Avenue South
City, ST 00000
Brian.Johnson@email.com
(000)000-0000

Objective

To be selected for the Presidential Scholarship from Ohio State University.

Volunteer Service

Sunday School Teacher, River of Hope Church, September 2008-Present

- Effectively taught 4th graders the Sunday school curriculum
- Designed individualized lessons to go with each month's theme
- Developed relationships with all students

Food Drive, Northland Rescue Mission, November 2009

- Organized school-wide food drive sponsored by National Honor Society
- Solved logistic problems of food collection and distribution
- Collected and donated over 10,000 food items

Lawn Care & Snow Removal, Elderly Neighbors, May 2006-August 2009

- Provided free lawn care and snow removal services to next door neighbors
- Initiated contact with neighbors to establish service
- Maintained high quality lawn care and snow removal services

Activities & Community Involvement

National Honor Society	2009-Present
Mayor's Youth Commission	2008-Present
Marching Band	2007-Present
Tennis	2005-Present

Awards & Recognitions

Elected President of National Honor Society	2009-2010
Voted "Hardest Worker" by tennis team	May 2009
Received "Respectful Award" from principal	April 2009
Elected Vice President of Youth Commission	2008-2009
Small Group Leader in youth group	2008-2009

Education

Central High School, City, ST
Anticipated graduation date: May 2011
3.8 grade point average



Jordan Davis

4549 Meadow Lane
City, ST 00000-0000
jdavis@emailme.com
(000) 000-0000

Objective

To receive a degree from the Automotive Technology Institute.

Skills

Automotive

- Reconstructed engine on 1959 Ford Mustang
- Received diagnostic specialist training
- Competent in carburetor repair

Computer

- Proficient in Microsoft Office Suite
- Competent internet-based researcher, familiar with multiple search engines
- Successfully rebuilt four computers

Interpersonal

- Middle child, great at conflict resolution
- Chosen as team presenter for Auto Skills USA competition
- Responsive to problems and able to communicate solutions

Hobbies & Interests

Repairing and rebuilding classic cars, auto-racing, tinkering with computers, small electronics, and video equipment

Education

Goodness High School, City, ST
Anticipated Graduation Date: May 2011

Relevant Courses Completed

- Automotive Technology I
- Automotive Technology II
- Microsoft Applications
- Speech Communications



KELLY ANDERSON

1234 States Avenue ~ City, ST 00000 ~ 000-000-0000

Summary

A motivated high school student with skills and abilities necessary to succeed in any employment situation. Experienced with computers, customer service, and sales. Honest, dependable and willing to accept responsibility and take on new challenges. Ability to get along with others and work as a team player.

Skills

Communication Skills

- ◆ Experienced with providing friendly customer service in a fast-paced environment
- ◆ Participated in debate for two years and won a first-place award in persuasive speaking
- ◆ Served as a team member on prom and yearbook committees

Computer Skills

- ◆ Experienced with operating computers, Microsoft Office Specialist certified
- ◆ Set up personal web page and assisted other businesses and individuals with web design
- ◆ Achieved an “A” in Computer Applications course

Organizational Skills

- ◆ Helped organize a food drive to benefit a Hunger Project
- ◆ Served as chapter president for Future Business Leaders of America
- ◆ Received perfect attendance award

Work Experience

Clerk, The Gap, City, ST

June 2006-present

- ◆ Responsible for selling merchandise, running cash register, opening and closing store
- ◆ Achieved over \$6,000 in sales during the summer working part-time

Crew Member, Hardees, City, ST

March 2005-May 2006

- ◆ Worked as part of a team to provide quality customer service
- ◆ Trained in all areas of the restaurant and received two raises based on performance

Volunteer Experience

Meals on Wheels, Fordville Humane Society, Senior Citizen Center, church activities

Activities/Hobbies

Volleyball, Future Business Leaders of America, National Technical Honor Society, Band, Drama, Hiking

Education

Fordville Central High School, City, ST

Anticipated Graduation Date: May 2011

Elective Coursework: Microsoft Computer Applications, Accounting, Web Design



Achieved “B” Honor Roll, Freshman-Sophomore years

Sandy K. Miller
7289 Plains Drive
City, ST 00000-0000
(000) 000-0000
emailaddress@hotmail.com

Summary of Qualifications

- Strong leadership skills, responsible, dependable
- Hard working, reliable, flexible
- Precise, follows instructions, organized, and gets along with others easily

Volunteer Experience

- Carved Pumpkins for Valley Memorial Homes, October 2007, 2008, 2009
- Collected cans for the Food Cupboard as FBLA Chapter Project, 2009
- Organized selling of Daffodils for the American Cancer Society through NHS, Spring 2008-2010

Extracurricular Activities

- National Honor Society (NHS) 2008-present
- Renaissance Club 2008-present
- Future Business Leaders of America (FBLA) 2007-present
- Yearbook Committee 2007-present
- Distributive Educators Club of America (DECA) 2007-present
 - Elected chapter president of DECA, 2009
 - Took 1st place in International Business Plan for State Competition, Spring 2010 DECA
 - Took 2nd place in the Free Enterprise System for State Competition, Spring 2010 DECA
- Volleyball 2005-present
 - Lettered in Volleyball, 2009-2010
 - Awarded Most Valuable Player, Volleyball 2009

Academic Achievements

- 4.0 cumulative GPA
- Achieved “A” Honor Roll, 2007-present
- Certified Microsoft Office Specialist: Word, Excel, PowerPoint
- Studied in Spain through Foreign Student Exchange Program, 2008

Education

Central High School, City, ST
Expected Graduation Date: May 2011



Angela Rodriquez

1515 36th Street South
City, ST 00000

(000)000-0000
Angela.Rodriquez@email.com

OBJECTIVE

To obtain an intern position with a veterinarian, learning the roles and responsibilities of a veterinary technologist.

WORK EXPERIENCE

Farm Worker, City, ST

Summers 2008-2009

- Acquired experience in raising and caring for cattle, hogs, rabbits, ducks, chickens, and sheep.
- Administered vaccinations.

Veterinary Assistant, Animal World, City, ST

January – May 2009

- Learned about veterinary medicine dealing with anesthetic, prescription drugs, and heartworm testing.
- Observed spray and neuter surgeries, along with other various surgeries performed on cats and dogs.
- Scheduled appointments, cleaned facilities, and maintained accurate records.

Crew Member, Burger King, City, ST

October 2007- May 2008

- Accurately placed customers' orders and operated till.
- Assembled food orders for customers in timely fashion.
- Consistently built sandwiches according to quality control standards.

EDUCATION

Central High School, City, ST

Anticipated Graduation: May 2011

Related Classes: Physical Science, Honors Biology, Health, Medical Careers

Achievements:

“A” Honor Roll, five semesters
Accepted into National Honor Society (NHS)
Accepted into National Technical Honor Society (NTHS)
Awarded “Kindness Award” by administration and staff

School Activities:

Photographer for school newspaper
Administrator of yearly school-wide blood drive
President of French Club
Participant in band and choir
Member of Yearbook Committee



RESUME FACTS & TIPS

What is a resume?

A resume is a living, changing document that summarizes your skills, qualifications, education, work history and other relevant information. Each resume should be customized to fit the job you are applying for.

How can a resume be used?

A resume can be used to...

- market yourself.
- get you an interview (but it is the interview that gets you the job).
- apply for jobs.
- apply to colleges, clubs, organizations, or for scholarships.
- assist you in filling out job applications, and/or attach to applications.
- network with other people.
- assist your references.
- give teachers/counselors information about you when writing letters of recommendation.

Resume Tips:

Content

- Keep it simple and clean
- Limit your resume to one page
- Use action verbs
- Stress skills and accomplishments
- Be honest and don't exaggerate
- Be specific and accurate
- Put information in order of interest to your targeted reader
- Use key words to "speak" readers language
- Be positive and enthusiastic
- Have someone proofread and critique your resume

Formatting

- Use standard 8.5" x 11" paper
- Avoid fancy type or difficult-to-read styles
- Bold, underline, or capitalize headings
- Double space between sections
- Single space within sections
- Copy or print on quality resume paper

All resumes should be targeted, meaning they are written to an employer's specific needs.

Things to Avoid

- Don't use "I," "he/she," "we," "us," etc.
- Don't write in sentences
- Don't list personal references
- Don't include personal information (marital status, religion, appearance, etc)
- Don't mention salary or wage



As a high school student, you may think that you don't need a resume until you are about to graduate from college and begin your search for a full-time job. However, high school students need resumes just as much as college students do. From getting into college to obtaining a part-time job, a resume is essential because college recruiters and employers alike want to see a brief summary of your abilities, education, and experiences.

[Taken from:

<http://www.ecampustours.com/collegeplanning/applyingforcollege/highschoolresume.htm>]

Five Tips for Better Resume Writing

1) Avoid the first person pronoun

Instead of this:

I increased sales because I gave customers a chance to try out the merchandise.

Write this:

Increased sales by giving customers a chance to try out merchandise.

2) Keep your sentences short and don't worry about fragments

Resumes call for short, crisp statements. These statements do not necessarily have to be complete sentences; you can frequently leave out the articles *a*, *an*, and *the*.

Instead of this:

I was involved in the creation and implementation of statistical reports for a large metropolitan hospital, which required the use of spreadsheet software for cost analysis and, in addition, the creation of a database to track patient visits.

Write this:

Created and implemented statistical reports for large metropolitan hospital. Analyzed costs with spreadsheet software. Created database to track patient visits.

Or try a bulleted format:

- Created and implemented statistical reports for large metropolitan hospital.
- Analyzed costs with spreadsheet software.
- Created database to track patient visits.



3) Use plain English

Keep things simple. Go easy on the adjectives. Don't use a bulky phrase that can just as easily be expressed in a single word. See the examples in the table below.

Using Plain English

<u>Bulky Phrase</u>	<u>Better</u>
Effectuated the solution of	Solved
Engaged in the operation of	Operated
Offered assistance in the facilitation of	Helped facilitate

4) Use bullet statements when appropriate

You usually have a choice when you are writing your resume to combine a series of related statements into a single paragraph or to list each sentence in that paragraph as a separate statement, each occupying its own line. There are pros and cons for each option, and sometimes you have to base your decision on the *amount* of information you need to get across. Bulleted information is more readable and tends to stand out more than the same information contained within a paragraph. But bulleted information also takes up more room.



If you decide to express information in bulleted style, keep the bulleted items brief and pay attention to parallelism. That is, try to make all the items in a sequence adhere to a similar grammatical pattern.

Examples of *nonparallel* statements include (bad)

- Reconcile all statements for cardholders
- Purchases are approved
- Have experience in performing training of tellers

Examples of *parallel* statements include (good)

- *Reconcile* statements
- *Approve* purchases for Marketing department
- *Train* tellers

5) Go from general to specific

Sequence the information in a section by beginning with a general statement and following it with more specific ones.

Instead of this:

Supervised training of seven toy-making elves. Responsible for all toy-making and customer-related activities in Santa's workshop. Answered customer complaints during peak season.

Write this:

Responsible for all toy-making and customer-related activities in Santa's workshop. Supervised training of seven toy-making elves. Answered customer complaints during peak season.

[Modified From : <http://www.dummies.com/WileyCDA/DummiesArticle/Five-Tips-for-Better-Resume-Writing.id-551.html>]

