

Creating Resumes I

The **BIG** Idea

- What is a resume and how can I use it to feature my strengths and skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Uncovering Accomplishments (5 minutes)
- II. Sharing Accomplishments (10 minutes)
- III. Identifying Accomplishment Statements (10 minutes)
- IV. Your Accomplishments (10 minutes)
- V. Wrap Up: What Goes Where? (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 99, Accomplishment Questionnaire
- Student Handbook page 100, Model Resume
- Student Handbook pages 101-102, Creating Accomplishment Statements
- Student Handbook page 103, Resume Action Words

FACILITATOR PAGES:

- Facilitator Resource 1, Parts of a Resume
- Overhead projector
- Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Identify their own skills and strengths and describe their accomplishments.
- Examine a sample resume to identify accomplishments and to determine resume conventions (e.g., contact information, profile, education, experiences, etc.).

OVERVIEW

In this lesson, students discover that one of the main purposes of a resume is to reveal their strengths and skills to potential employers or admissions directors. Using a model resume, students discover how to translate their skills into accomplishment statements. Finally, they review the parts of a resume.

PREPARATION

- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 100, Model Resume**
 - **Student Handbook pages 101 - 102, Creating Accomplishment Statements**
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.

BACKGROUND INFORMATION

An outstanding resume is a vital tool for students pursuing their goals, whether they plan to enter the workforce upon graduation or go on to postsecondary education.

With so many candidates applying to a limited number of jobs and placements in colleges, most employers must make a decision about the strength or weakness of a potential employee or student within 10 seconds of reviewing his or her resume. Upon a deeper, 30-second review of a resume, hiring managers reject all but the top candidates. These statistics make clear the need to help students develop precise resumes that make their accomplishments stand out.

In addition to landing a job or gaining placement in a college or university, there are other important reasons for writing a resume, including:

- Constructing a professional or academic image of yourself and establishing your credibility
- Providing an example of your written communication skills

VOCABULARY

Accomplishment: A special skill or ability that is usually gained by training.

Resume: A summary of your career experience and education that describes your skills and experiences so an employer can see, at a glance, how you can contribute to the workplace.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 99, Accomplishment Questionnaire** as a DO NOW. Give the students three minutes to complete it. Once the students have completed their questionnaire, begin with the discussion in the Warm Up.

With lower-level learners, you may prefer to do **Activity IV, Your Accomplishments**, on the overhead as a whole-class activity.

ACTIVITY STEPS

I. WARM UP: Uncovering Accomplishments (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about the upcoming job shadow day, when you'll have an opportunity to spend time in the workplace. You'll find out about specific jobs, and what it might feel like to work in a particular business. You'll also get a chance to share information about yourself with the employer.
2. Ask for a show of hands of students who have set up a job shadow. Congratulate them on being on top of things. Ask students to share any difficulties they've encountered, and quickly brainstorm some solutions out loud.
3. **SAY SOMETHING LIKE:** During the last unit (careers), you got a chance to look over your transcripts to see if you're academically prepared for your top career choice. Today we're going to talk about how your experiences outside of the classroom can make you stand out to an employer. Over the next two weeks, you will learn how to create the document that formally presents your skills and accomplishments . . . your resume.

You've probably heard people who are looking for jobs talk about their resumes. What do you think of when you hear the word "resume?" [Jot students' responses on chart paper or the board.]

Draw students' attention to the definition of **resume** on the chalkboard. Invite a volunteer to read the definition aloud.

4. **SAY SOMETHING LIKE:** A successful resume needs to grab the attention of the person who's reading it. Most employers make a decision about the strength or weakness of a potential employee within 10 seconds of reviewing his or her resume. And after a 30-second in-depth review of a resume, hiring managers reject all but the top candidates.

All of your great qualities as a potential employee should leap off the page. To get started, you need to identify your **accomplishments** so far.

Draw students' attention to the definition of **accomplishment** on the chalkboard. Invite a volunteer to read the definition aloud.

5. Refer students to **Student Handbook page 99, Accomplishment Questionnaire**. Instruct them to answer two of the four questions.

II. Sharing Accomplishments (10 Minutes)

1. **SAY SOMETHING LIKE:** What did you learn about yourself from the questionnaire? Share what you discovered with a partner by following these instructions:
 - Partner A has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner B.
 - Partner B has 30 seconds to repeat or summarize what he or she learned about Partner A.
 - Partner B has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner A.
 - Partner A has 30 seconds to repeat or summarize what he or she learned about partner B.
2. Remind students that this is good practice speaking positively about themselves. Talking about their strengths does not mean they are bragging or being conceited. In a job interview, being shy could make an employer think they're not qualified for the job. Select students to share specific accomplishments or abilities that they learned about their partners. List these on chart paper and save for the next activity.

SAY SOMETHING LIKE: Great job uncovering your accomplishments and abilities and listening to each other! You should feel proud of yourselves. Did you notice how your accomplishments and abilities cover so many different areas? [Point out examples that illustrate the range.]

III. Identifying Accomplishment Statements (10 minutes)

1. **SAY SOMETHING LIKE:** Many young people entering the workforce for the first time wonder what accomplishments to include in a resume when they don't have a lot of work experience. Let's take a look at a sample resume to see how a high school student might handle this issue.

[Project a transparency of **Student Handbook page 100, Model Resume** on the overhead projector, or display on chart paper.]

2. **SAY SOMETHING LIKE:** This student's accomplishment statements are sprinkled throughout the resume. For example, right at the very top, in the profile section, it says, "Always completed class assignments on time." I will circle this statement. What does this say about this student? [Allow students time to respond.]

This statement shows the employer that the candidate is a responsible person. Rather than just say he is responsible, he shows how he is responsible.

3. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 100, Model Resume**, and with your partner, review the resume for other accomplishment statements. Circle all the examples you find. When you are done, I'll ask each pair to provide a different example of an accomplishment from the sample resume, which we'll add to the list we've begun.
4. Have the students provide examples of accomplishments from the model resume, and add these to the list of student accomplishments started in **Activity II**.

IV. Your Accomplishments (10 minutes)

1. Refer to the list the class has created.
SAY SOMETHING LIKE: These are great examples of accomplishments that a potential employer or director of admissions would want to know about. They reveal important information about professionalism, work ethic, problem solving, and teamwork. Notice how the accomplishments from the model resume begin with action verbs. Action verbs like *built*, *coached*, *designed*, *launched*, etc. enable the reader to picture you as an active employee or student. They add strength to your statements that grab the reader's attention.
2. **SAY SOMETHING LIKE:** Now it's your turn to create action-packed accomplishment statements based on your skills and abilities. Open to **Student Handbook pages 101 - 102, Creating Accomplishment Statements**. [Project a transparency of the page on the overhead]. First, look at the activities in the left-hand column. Place a check mark beside any you participate in. At the bottom of the page, write additional activities, jobs, or work experience in the spaces under "other." [Allow a minute or two to do this.]

Let's read the "Skills" list in the right-hand column. [Have volunteers read skills aloud.] Notice that these skills are general, and could relate to any number of activities or jobs. To bring these skills to life, and create powerful accomplishment statements, think about how your activities demonstrate these skills.

You're going to create your own accomplishment statements. Let's take a look at a few examples to see how this is done. In example A, the writer has provided specifics about his babysitting duties. Notice that each item begins with a verb: cared, created, and fixed. In resumes, these verbs provide a picture of the work you performed.

Ask students to identify the action verbs in the "Band" and "Vehicle Maintenance" examples.

SAY SOMETHING LIKE: Now you try writing action-packed accomplishment statements based on your skills. You can use the list of action verbs on **Student Handbook page 103, Resume Action Words**, to help.

3. Instruct students to complete **Student Handbook pages 101 - 102, Creating Accomplishment Statements** by following these steps:
 - Review the what you checked off in the "Activities and Work Experience" column.
 - Review the "Skills" list in the right column, and check the ones that apply to you.
 - On the second page of **Creating Accomplishment Statements**, write statements next to your activities and jobs that show how you've demonstrated the skills you've checked. Begin each statement with an action verb.

Have students work independently. Circulate throughout the classroom, helping individuals as needed.

V. Wrap Up: What Goes Where? (10 minutes)

1. **SAY SOMETHING LIKE:** Employers have limited time to review resumes, so it is very important that your resume is easy to read, organized, and includes the most relevant information.
2. Display Model Resume on overhead projector again. Draw students' attention to it. **SAY SOMETHING LIKE:** Notice how the resume is divided into sections to make it easy to read: PROFILE, EDUCATION, EXPERIENCE, HOBBIES, AND INTERESTS.

Review what goes into each section by pointing to that section on the overhead projector as you read each of the section descriptions from **Facilitator Resource 1, Parts of a Resume**.

Next week, we'll continue to work on creating your resumes. We'll discuss ways people with little to no work experience can show employers they'd be great for a job.

3. Collect **Student Handbook pages 101 - 102, Creating Accomplishment Statements**, and review before next week's meeting.

Parts of a Resume

Contact Information

Start with a heading that includes the following:

Name (first and last):

Address (street, city, state, zip code):

Phone (include area code):

E-mail address (if checked daily):

Profile (also known as a Summary)

Two to four bulleted statements highlighting your skills that entice the employer to want to read the rest of the resume. *Make your statements specific — show, don't tell!*

Education

List all education, training, and certifications. List degree(s) awarded, school(s) attended, dates of attendance or year of graduation/completion. List your education by dates attended, starting with your most recent first. Include your grade point average if it is B or better.

Special achievements, activities, or honors may be included here or in a separate section, titled "Interests & Awards."

Experience

List employer name, city, state; your dates of employment; and your job title. This may include both paid and volunteer work experiences. Follow this information with a concise description of your responsibilities in each job, using short phrases and lots of action verbs. List each work experience separately, by date, with your most recent job first.

Hobbies & Interests (could also be titled Interests & Awards)

List interests and activities that demonstrate job-related skills, such as teamwork, leadership, organization, etc. You may include personal accomplishments (e.g., raising money for a charity), and any honors, awards or formal recognitions of outstanding achievements.

Accomplishment Questionnaire

Directions: In this lesson, you'll learn how to create a resume that shows off your accomplishments. To prepare, answer *two* of the questions below.

1. Think of a family member, teacher, coach or friend you have a good relationship with. If this person were asked to speak about your best qualities, what would he or she say?

2. Describe a school project you are proud of and why you are proud.

3. Think of a problem you were able to solve that was difficult for others. How did you solve the problem? What does that say about your abilities?

4. Describe something you designed, created, built, or fixed. Tell why you felt good about this accomplishment.

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- PROFILE**
- High School Senior good in athletics and working with children in sports-related activities.
 - Dependable and mature. Always completed class assignments on time.
- EDUCATION**
- FLORIDA PUBLIC HIGH**, Orlando, Florida
High School Diploma, 2004
- *Member*, Swim Team, 2000-2004
 - *Member*, Track Team, 2000-2004
- EXPERIENCE**
- ORANGE STATE PARK**, Orlando, Florida 2002 - Present
Lifeguard
- Work full summer schedule as part of a five-lifeguard team.
 - Rescued a seven-year-old when he was pushed under by a wave.
 - Teach children safety rules and how to behave when on the beach.
 - Never missed a day of work.
- SELF-EMPLOYED**, Orlando, Florida 2000-2002
Lawn Care Worker
- Mowed neighbors' yards.
 - Trimmed plants.
 - Operated lawn care equipment.
- HOBBIES AND INTERESTS**
- **MEMBER**, Boy Scouts of America, Present
 - **COACH**, Little League Baseball, Present
 - Enjoy skateboarding, swimming, going to Disney World, hiking, and boating.

SOURCE: www.resumeedge.com

Creating Accomplishment Statements

Even if you've never collected a paycheck, you have lots to offer an employer. Your resume should show that you have the skills they're looking for.

1. In **Column A** below, check all of your activities and work experience. Please add anything that's not included on the list.
2. In **Column B**, check the skills you think you've demonstrated. At the bottom of the list, add any skills specific to the job you're considering.

Column A

Column B

| Activities and Work Experience | Skills |
|---|--|
| <input type="checkbox"/> Sports team | PROFESSIONALISM |
| <input type="checkbox"/> School club | <input type="checkbox"/> Come to work on time, return on time from breaks and lunch. |
| <input type="checkbox"/> Band | <input type="checkbox"/> Use language appropriate for work. |
| <input type="checkbox"/> Choir | <input type="checkbox"/> Wear clothing appropriate for work. |
| <input type="checkbox"/> Musical instrument | <input type="checkbox"/> Treat customers and employees with respect. |
| <input type="checkbox"/> Art | WORK ETHIC |
| <input type="checkbox"/> School play | <input type="checkbox"/> Accept responsibility. |
| <input type="checkbox"/> School newspaper | <input type="checkbox"/> Work hard even when no one is watching. |
| <input type="checkbox"/> Youth group / | <input type="checkbox"/> Finish what you start. |
| Place of worship | PROBLEM SOLVING |
| <input type="checkbox"/> Scouts | <input type="checkbox"/> Know what to do in an emergency. |
| <input type="checkbox"/> School project | <input type="checkbox"/> Think before acting. |
| <input type="checkbox"/> Babysitting | <input type="checkbox"/> Resolve a conflict without getting angry. |
| <input type="checkbox"/> Political campaign | <input type="checkbox"/> Choose between alternatives. |
| <input type="checkbox"/> Mentoring program | <input type="checkbox"/> Find creative ways to solve problems. |
| <input type="checkbox"/> Volunteer program | GROUP AND TEAM SKILLS |
| <input type="checkbox"/> Part-time job | <input type="checkbox"/> Be friendly. |
| <input type="checkbox"/> Help family or | <input type="checkbox"/> Cooperate with others. |
| community member | <input type="checkbox"/> Pitch in where needed. |
| <input type="checkbox"/> Academic competition | <input type="checkbox"/> Clarify responsibilities. |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Take direction. |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Demonstrate leadership. |
| <input type="checkbox"/> Other: | JOB-SPECIFIC SKILLS |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

List three of your activities next to the letters D through F below, followed by specific evidence showing you have the skills your employer is looking for. Start each item with an action word that tells what you did. Examples have been provided for you.

A. Babysitting

- Cared for infant and four-year-old
- Created list of emergency phone numbers
- Fixed healthy snacks

B. Band

- Moved from 4th-chair to 2nd-chair trumpet
- Practiced during lunch period, five days a week, during football season in ninth, 10th, and 11th grade

C. Family Responsibilities

- Changed oil and maintained family car
- Made repairs to tractor and four-wheeler on family farm

D. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

E. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

F. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

Resume Action Words

Show employers what you can do by choosing action words that call attention to your accomplishments. See examples below. (For online lists of more verbs that will get you noticed, type “resume action words” into your search engine.)

Example 1: Babysitter

- **Created** a list of emergency phone numbers
- **Prepared** healthy after-school snacks
- **Cared for** three children under the age of seven

Example 2: Computer Consultant

- **Taught** new computer users the basics of e-mail and MS Word
- **Backed up** files each week

| Communication/ People Skills | Creative Skills | Management/ Leadership Skills | Helping Skills | Organizational Skills |
|---------------------------------|-----------------|----------------------------------|----------------|--------------------------|
| Collaborated | Combined | Assigned | Aided | Arranged |
| Communicated | Created | Coordinated | Arranged | Categorized |
| Developed | Developed | Decided | Assisted | Distributed |
| Edited | Drew | Improved | Contributed | Organized |
| Incorporated | Illustrated | Led | Cooperated | Recorded |
| Proposed | Planned | Managed | Encouraged | Responded |
| Suggested | Revised | Organized | Helped | Updated |
| Synthesized | Shaped | Oversaw | Motivated | |
| | | Recommended | Supported | |
| | | Reviewed | Prepared | |
| | | Supervised | | |