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| **Creating a Resume – Part 1** | |
| **Objectives**  At the end of this lesson, students will:   * learn the basics of what a good resume looks like * create a basic resume in Indiana Career Explorer * learn that a resume must regularly be updated over time * know the difference between a functional versus a chronological resume | |
| **Materials/Preparation**   * **How to Write a Resume Handout** – one for each student * Computer/internet access for each student to use Indiana Career Explorer   + Be prepared with Student login/password info for Indiana Career Explorer   + If there is no online access, use x instead * **Practice with Resume Writing Activity:**   **OPTION A - PREFERRED**  ACTIVITY: PRACTICE WRITING RESUMES ON INDIANA CAREER EXPLORER   * Pre-load YouTube Video on Various resume formats (2:19) <https://www.youtube.com/watch?v=lj1yAYOqcJs> * Indiana Career Explorer Website: <https://indiana.kuder.com/landing-page> * Copy for all students of **How to Write a Resume** – Handout Page 2 * Copy for all students the **Indiana Career Explorer Resume Help** * **Optional:** you might want to print a couple copies of the form in Option B in case any of your students have trouble logging into INCE. * **Optional**: You may want to give all of your students a copy of these useful **Resume Writing Tips**: <http://www.cia.edu/files/resources/bestpracticesforresumewriting.pdf>   **OPTION B - BACKUP**  ALTERNATE ACTIVITY FOR NO Indiana Career Explorer ACCESS   * Prep YouTube Videos   + How to Write a Resume for a Teenager (2:14): <https://www.youtube.com/watch?v=WZS_GqM-nHM> AND/OR   + College Admissions: Resume, Activities List, and More (3:00) <https://www.youtube.com/watch?v=EZKQB9N03Ps> * Print copies of **Writing a Resume** from pages 5-6 of the PDF at: <http://www.fldoe.org/core/fileparse.php/7531/urlt/writing-a-resume.pdf> * **Resume Writing Tips**: Some best practices for writing a resume. <http://www.cia.edu/files/resources/bestpracticesforresumewriting.pdf> | |
| **LESSON PLAN** | |
| 5-10 minutes | **Discussion**  Have each student think of their favorite famous person or super hero, ideally someone with a really cool job or super power, and on a piece of paper or in their mind, list 3 unique skills /superheroes that their hero has.  Ask for a student to volunteer their hero’s 3 skills to the class. See if the class can guess who the hero is.   * Ask whether these skills qualify these heroes for their jobs? * If more people want to volunteer, you can do this a couple of times. * Tell students that skills are something you can put on a resume. Your skills are your super powers that make you uniquely qualified to do a job. Let’s think about the kinds of jobs we might want and the kinds of skills we’d need to have.   Ask students to imagine what job they would do if they could have any job they wanted. Encourage students to give you specific job titles. Distinguish if there is one dream job a majority of students want to use, otherwise, choose one that will serve as an example for the following activity.  Write the name of the dream job on the board. Then ask students:   * If you were on a hiring committee looking for a candidate to hire to do this dream job, what would you want to know about them? * What kind of skills would you want them to have? * What kind of education? * Experience? * Volunteering? * Anything else (perhaps contact info)?   *(Optionally you can write on the board resume heading sections for each of these topics, so that the information becomes organized much like a resume would. For example, as students give ideas, translate them into resume headings of: CONTACT INFORMATION, EDUCATION, SKILLS, EXPERIENCE, etc.)*  Explain that employers and even college admissions professionals need to know who their candidate are, and they want that information to be provided in a way that is quick and easy to see. Explain that resumes help with that, and that’s what we will be talking about today. |
| 10 – 15 minutes | **Activity 1**  **How to Write a Resume Handout**  Explain to students about the importance of keeping a resume:   * A résumé is a list of your experience, skills and educational background, and is an important piece of the college application. * Many colleges let you submit your resume with your application, and the resume allows colleges to learn more about you outside of your classroom work and academic performance. * Your résumé should be a “living document” that you add to throughout high school until it’s time to apply to colleges in your senior year.   Show students the following video (2:19) that introduces different kinds of resumes, chronological versus functional, and combination -  <https://www.youtube.com/watch?v=lj1yAYOqcJs>  Distribute and ask students to fill out the **How to Write a Resume** handout, which asks students to share their interests, abilities, favorite subjects in school, awards and recognitions if they have any, and responsibilities. Remind them that it’s okay if one of these sections is blank now. Students will have more to put on their resume as they get older.  (Optionally have the student sitting next to them look over their worksheet and tell them if they notice something that they should add).  Explain that the information on this worksheet can be used to build a resume, ideally online, and saved in a place where it won’t be lost. Like.... Indiana Career Explorer. |
| 20-30 minutes PLUS | **Activity 2**  **OPTION A** (for students with access to Indiana Career Explorer)  With whatever method you wish, have all students Login to Indiana Career Explorer. Say:   * Login to Indiana Career Explorer * On the left hand side of the screen, click **My Job Search Tool**. This expands a menu, exposing options for **My Resumes** and **My Cover Letters** * Click **My Resumes** * Click **Create a New Resume** * If you have questions along the way, click the “help” button in Red, or read the **Indiana Career Explorer Resume Help** handout.   There are two choices for the rest of this activity:  ***CHOICE******1***: **Free Flow:**  For the purposes of this exercise, instructors can let students practice in pairs, or they can give more direction. If more direction is needed, the following steps are recommended. If students do this exercise one their own, instruct them to uncheck the button for sharing their address, and tell them to focus on the sections including: Skills, Work Experience, Education (they can list courses they took), and anything else that they think they have experience with. They can skip some sections today if they want to.  ***CHOICE 2:* Structured:** (you might want to copy and paste and edit these into printable instructions for students)   1. Name the Resume: Under Resume Name, put “Chronological 8th Grade Professional Resume” 2. Fill out the student name, email address, and phone number. 3. The form asks if the resume should be displayed. The answer is that it depends on where it is being shared. If the resume is being shared on a public websites or people not actually hiring them, there can be privacy concerns. For this exercise, have them ***uncheck Display my address on my resume*** because other students will be critiquing their resume. 4. Tell students to **Save** the resume (and encourage them to do this frequently). We will look at these resume’s again not only today, but in another session. 5. Explain that the **Summary** is optional today. For the sake of time, leave this for last. 6. Have them add **Work Experience**. From their earlier worksheets, this is the *Responsibilities* section. Since this is a middle school resume, this can include chores, or babysitting jobs, or anything they have done. If possible start each job with a past tense verb, and no “I” statements. For example, under “dog walker” they might put that they “Walked dogs for several families,” or even “Applied learnings on animal behaviors during walks with dogs with behavioral challenges.” 7. Have students add any skills they listed on their worksheet earlier here. 8. Tell students the other areas are optional but worth looking at. For kids who speak foreign languages, for example, adding a Languages section in can be great.   ***CHOICES 1 AND 2:***  Preview the resumes. Tell students to stop wherever they are, to **Save,** and *click* **Preview** to see their resumes. You may need to make sure they don’t have any questions. Ask students what they think so far.  Reminders:   * Students may not be done when you stop them, but that’s okay. * This is the perfect time to remind them that they can add to all of these sections as they go through high school. * Tell them to always keep a copy of a résumé in a safe place, ideally online like this, since it can be used not only for completing applications, but also as an informative piece to share with their school counselor and teachers who may write recommendations for them. Encourage them to use Indiana Career Explorer so their counselor can see and give feedback. * Encourage them to show an adult their resume at home |
| Alternate Activity – 20-25 minutes | **Activity 2 –** **OPTION B** (for students without access to Indiana Career Explorer).  Show students a video or two about what should go on a resume.   * How to Write a Resume for a Teenager (2:14): <https://www.youtube.com/watch?v=WZS_GqM-nHM> AND/OR * College Admissions: Resume, Activities List, and More (3:00) <https://www.youtube.com/watch?v=EZKQB9N03Ps>   Distribute copies of the **Writing a Resume** handout from pages 5-6 at:  <http://www.fldoe.org/core/fileparse.php/7531/urlt/writing-a-resume.pdf>  This handout includes a blank form which students can fill out or use information from Activity 1. It is the instructor’s choice. What is important is that they understand how this information gets put into a resume and can see what a student resume can look like. The 2nd page provides a sample resume so that students can envision an end product.  Ask students to look at their handouts and determine what format of resume they think was used? Ask what format would they prefer for their resume?  Go over the following resume tips, shared by Indiana Career Explorer’s Resume Help page:  In addition to the fact that your resume must represent strong skills and experience for the position, it should have the following characteristics:   * Look attractive and be totally accurate in spelling, punctuation, and format. * Adequately state your skills and experience and how these relate to the position for which you are applying. * Indicate, if possible, positive outcomes that the organization will have as a result of your use of your skills and experience on its behalf. * Avoid use of the pronoun "I." * Omit information such as your weight, description of a disability, or number of children that might exclude you from an interview or raise unwanted questions. * Have some characteristics that will set it apart from other resumes. (Print on high-quality, lightly colored paper and use good formatting.) * Not be more than two pages in length and usually only one for a recent graduate. * Be printed on a laser printer, using high quality bond paper that matches the quality and color of paper you use for your cover letter, envelope, and references list.[[1]](#footnote-1)   Reminders:   * Ask students to keep their resumes because we will do more work with them in the next lesson. * Students may not be done when you stop them, but that’s okay. * This is the perfect time to remind them that they can add to all of these sections as they go through high school. * Tell them to always keep a copy of a résumé in a safe place, ideally online, since it can be used not only for completing applications, but also as an informative piece to share with their school counselor and teachers who may write recommendations for them. Encourage them to use Indiana Career Explorer so their counselor can see and give feedback.   Ask students how this activity went, and what questions they have, and what they can do to make sure that by the time they start 12th grade, they have more things to put on their resume.  Remind them they’ll be updating their resumes regularly. Even next session.  (In the next lesson, students will critique a sample resume found online and look at some good and some bad resumes. Then they will critique each other’s Indiana Career Explorer or hand written resumes, and if there is time, maybe even make some updates. ) |
| Remaining time | Options: if there is any time left students can do any of the following:   * Watch videos in extensions section of the lesson plan * Discuss LinkedIn and where it fits in. <https://www.youtube.com/watch?v=fS73_HnCoe0> * Watch some videos/Explore some resumes Do’s and Don't’s |
| **Homework**  Tell students to have an adult look at their resume. Whether they completed a resume on paper or in Indiana Career Explorer, encourage students to work on it more outside of class. | |
| **Standards/Competencies**   * ASCA Mindsets and Behaviors   + M 4 Understanding that postsecondary education and life-long learning are necessary for long-term career success * ECC Course Standards   + ECC 2.2 Locate, understand and use career information and resources   + ECC 2.3 Identify workplace and labor market trends; ECC 4.1 Identify skills needed for career choices and match to personal abilities and interest   + ECC 1.2 Describe personal aptitudes, interests and skills   + ECC 1.3 Explore personal priorities and goals for life and career * PCC Course Standards   + PCC-7.1 Demonstrate knowledge, skills and attitudes needed for seeking employment | |
| **Extensions**  Activities   * Creating Resume Magic lesson plans: Students learn how to draft a resume and portfolio by first creating one for Harry Potter author J.K. Rowling and then writing one for themselves. <https://www.scholastic.com/teachers/lesson-plans/teaching-content/creating-resume-magic/> * Writing a Good Resume: Student Critique and Practice Guide <https://www.educationworld.com/a_lesson/writing-good-resume-career-readiness.shtml>   Videos   * 6 Things Every Highschool Student Should Have on Their Resume (3:34) <https://youtu.be/jHh_ct0KzS8> * College Admissions: Resume, Activities List, and More (3:00) – Discusses benefit of having a resume for a college application from an Admissions perspective. You can disagree with his comment that your resume should not look polished, and just say make sure you make your own resume, and don’t have someone do it for you. *If not already watched.* <https://www.youtube.com/watch?v=EZKQB9N03Ps> * Should I Sign Up for LinkedIn as a Student: <https://www.youtube.com/watch?v=fS73_HnCoe0> | |
| **Credit:**   * Some of this lesson was inspired by Read Write Think’s ‘Creating my First Resume’ - <http://www.readwritethink.org/parent-afterschool-resources/activities-projects/writing-first-resume-30304.html?main-tab=2#tabs> * Blank Resume to fill out found from the Florida Department of Education: Module G: Lesson Plan 23: Job Search. <http://www.fldoe.org/core/fileparse.php/7531/urlt/writing-a-resume.pdf> * Tips for Resumes came from the Help Pages of the Kuder Indiana Career Explorer website: <https://indiana.kuder.com/my-job-search-tools/resume-help> | |



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| **How To Write A Resume – Handout 1** |
| **GRADE 8 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Resume Treasure Chest

You are a treasure chest full of interests, abilities, and experiences. Open   
your treasure chest to discover all that you have to offer.

Interests - Things I Like to Do:

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Abilities - Things I Do Well:

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My Favorite Subjects:

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Awards and Recognitions:

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Responsibilities and Experiences: (such as babysitting, club offices or peer tutoring)

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**How to Write a Resume – Handout Page 2**

**Instructions:**

Use your How to **Write a Resume Handout** to help you update your resume on Indiana Career Explorer or elsewhere. If using Indiana Career Explorer, here are some useful mappings.

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| **How to Write a Resume Handout** | **Indiana Career Explorer Resume Creator** |
| Interests – Things I like | **Summary:** Type in a brief, clearly worded statement of what you want to do, where you want to do it, and your skills that are relevant for the desired position. Your objective should be customized to each type of position for which you apply. |
| Abilities – Things I Do Well | **Skills:** If you plan to complete a functional resume, this area is vital; it is optional for a chronological resume. List specific skills such as Management Skills, Organizational Skills, and Leadership Abilities; then provide specific evidence indicating how you have developed and used those skills. |
| My Favorite Subjects | **Add a section (optional):** There is not really a section for this, but for a middle or high school resume, you can add a section called Favorite Courses, and list your favorite topics here. |
| Awards & Recognitions | **Honors & Awards:** Describe any awards or honors you have earned. If you haven’t earned any yet, no problem. You can update this section later. You might want to talk to your school counselor about how to approach this. |
| Responsibilities and Experiences | **Work Experience or Organizations:** Work Experience is for jobs you’ve had, whereas Organizations relates to extracurricular activities you’ve done. See the **Indiana Career Explorer Resume Help** worksheet for more information. |

**Indiana Career Explorer Resume Help**

## Creating Your Resume

To begin a new resume using the *Kuder Career Planning System*, simply click on Add New resume from the resume Builder main page. Begin by completing the following fields:

* **Resume Title** - Give your new resume a unique name.
* **Summary -** Type in a brief, clearly worded statement of what you want to do, where you want to do it, and your skills that are relevant for the desired position. Your objective should be customized to each type of position for which you apply.
* **Resume Format** - There are two basic resume formats. Choose the one that will best highlight your strengths.  
  + The chronological resume stresses continuity of employment. It is especially effective if your work history is related to your career goals and you can show increasing responsibility. Items under each heading are presented in reverse chronological order, beginning with the most recent dates or the most relevant experience. Include dates of employment, names and addresses of employers, job titles, and brief descriptions of your responsibilities and accomplishments in each instance. [**Chronological resume example (Opens in a new window.)**](https://indiana.kuder.com/Resources/File/Chronological-Resume.pdf)
  + The functional resume is arranged according to skills and/or job function experience (such as Organization, Research, Management, Communications, etc.). All experiences that show proficiency in a specific skill are grouped together, minimizing or not mentioning names of past employers or dates. This format can be useful for persons with considerable volunteer (rather than paid) experience, career changers, and recent college graduates with limited employment who wish to emphasize skills they have acquired in schooling. [**Functional resume example (Opens in a new window.)**](https://indiana.kuder.com/Resources/File/Functional-Resume.pdf)
* **Resume Style** - Choose a style that best expresses your personality. While the Kuder system offers you a great deal of flexibility in choosing which items will be included in your resume and in which style that information will be presented, you may wish to customize the resume further or create your own unique style. In order to do this, select and copy the information from your resume and paste it into word processing or desktop publishing software to edit it further.  
  + The basic resume style has the least amount of formatting. It is suitable for copying into another program for additional editing as described above or for use as an electronic resume which can be submitted in print form or on diskette to be scanned into a searchable database or included in or attached to an e-mail message.
  + The contemporary, elegant, and professional styles are all suitable for printing. Simply choose the style you prefer. PLEASE NOTE: In order to print a resume that can be given to potential employers, you may need to change your browser's default setting so that it does not print the web page header and footer information. Changing this setting is usually done through the browser's Page Setup dialogue.

When you have completed the required information, click "Save" to save your resume. If you do not wish to save this resume, click on the "Cancel" button.

Begin to build the body of your resume by adding content in the appropriate fields. Use the information you collected during your preparation stage, as described above. If you do not have information for a particular category, that category will not appear on your final resume.

* Work Experience - Provide information about your work experience, including full-time, part-time, summer, volunteer, and internship experiences. Describe accomplishments and specific tasks rather than "responsibilities." Emphasize transferable skills, especially as they relate to the employer who will read your resume. Begin phrases with "action" verbs such as organized, planned, led, advised. Omit personal pronouns and be positive and concise.
* Education - List educational institutions you have attended. If you are completing a postsecondary degree, you may not wish to include high school information.
* Skills - If you plan to complete a functional resume, this area is vital; it is optional for a chronological resume. List specific skills such as Management Skills, Organizational Skills, and Leadership Abilities; then provide specific evidence indicating how you have developed and used those skills.
* Certifications - List any certifications you have received that may help show your skill level.
* Languages - Enter any languages you speak.
* Honors and Awards - Describe any awards or honors you have earned.
* Organizations - List extracurricular activities if they are relevant to work, describing them in the same style as work experience. Include examples of leadership, offices held, and program planning involvement. Include information about any memberships in professional organizations or fraternities, mentioning offices, titles, special duties, and achievements.

As you complete the information in the resume Edit form, you may wish to click periodically on the "Print" button at the top of the page to see how your resume looks as you complete the information. Modify the content as necessary so that it accurately and attractively portrays your strengths and skills.

## Resume Tips

Besides the fact that your resume must represent strong skills and experience for the position, it should have the following characteristics:

* Look attractive and be totally accurate in spelling, punctuation, and format.
* Adequately state your skills and experience and how these relate to the position for which you are applying.
* Indicate, if possible, positive outcomes that the organization will have as a result of your use of your skills and experience on its behalf.
* Avoid use of the pronoun "I."
* Omit information such as your weight, description of a disability, or number of children that might exclude you from an interview or raise unwanted questions.
* Have some characteristics that will set it apart from other resumes. (Print on high-quality, lightly colored paper and use good formatting.)
* Not be more than two pages in length and usually only one for a recent graduate.
* Be printed on a laser printer, using high quality bond paper that matches the quality and color of paper you use for your cover letter, envelope, and references list.[[2]](#footnote-2)

1. These Instructions come from the Help Pages of the Kuder Indiana Career Explorer website: <https://indiana.kuder.com/my-job-search-tools/resume-help> [↑](#footnote-ref-1)
2. These Instructions come from the Help Pages of the Kuder Indiana Career Explorer website: <https://indiana.kuder.com/my-job-search-tools/resume-help> [↑](#footnote-ref-2)