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| **Creating a Resume – Part 2** | |
| **Objectives**  At the end of this lesson, students will understand that resumes change over time, and they will be able to critique their own and other’s resumes and make updates to their resumes. | |
| **Materials**   * (Optional) YouTube – Stephen Colbert Helps Obama Polish His Resume (about 6 minutes) - <https://youtu.be/aRQLU3IwNYs?t=38s> * Sally Sad’s Bad Resume – one per student <https://www.educationworld.com/sites/default/files/bad-resume_0.pdf> * Joe Good’s Good Resume – one per student <https://www.educationworld.com/sites/default/files/good-resume.pdf> * Access to Resumes from Creating a Resume – Part 1   + Either [Indiana Career Explorer](https://indiana.kuder.com/my-job-search-tools/my-resumes) access for each student OR   + The worksheets they worked on last session (an extra is provided at the end of this lesson plan)     - If students did not do this activity last session, you can have them critique **Elon Musk’s one-page resume** found at the end of this document, and maybe another [‘bad resume’](https://www.vaprojectlife.org/wp-content/uploads/sites/3/2015/06/Bad-Resume-Example.pdf) see pages 1-2.     - Another option mentioned in Extensions activities is to compile and give them facts about Elon Musk (see Extensions) | |
| **LESSON PLAN** | |
| 5-10 minutes | **Discussion**  Remind students that resume writing is an important life skill, both for college admissions purposes and in today's fast-changing workplace.  Note that where prior generations had one or two steady jobs in their lifetime, today’s workers can expect to have (ask them guess how many jobs before retiring?)...according to the [Bureau of Labor Statistics](https://www.bls.gov/nls/nlsfaqs.htm#anch41), 27% of adults from ages 18 to 48 held 15 jobs or more!  That’s why knowing how to write and maintain a clear, effective and professional-looking resume is key to achieving a successful career  (Optional, if appropriate, show the Stephen Colbert interview. Stop the video at (3:36) at <https://youtu.be/aRQLU3IwNYs?t=38s>) |
| 15 – 20 minutes | **Activity 1**  To help students practice (and have a little fun), we provide two sample resumes for students to review. One comes from "[Sally Sad](https://www.educationworld.com/a_lesson/bad-resume-example.shtml)," a high school graduate with little motivation, job experience or sense of professionalism. The other is from "[Joe Graduate](https://www.educationworld.com/a_lesson/good-resume-example.shtml)," a sharp student who graduated from a state university and has been active acquiring several skill sets.  Hand out the Sally Sad and Joe Graduate resumes for students to critique.  Review and discuss both resumes as a class. First, have students spend a few minutes writing down errors and needed improvements in [Sally’s "bad" resume](https://www.educationworld.com/a_lesson/bad-resume-example.shtml). (NOTE: Four typos were intentionally added in. Can students identify them?) As a class, list the problems on a dry-erase board or chart paper.  Next, go over [Joe’s "good" resume](https://www.educationworld.com/a_lesson/good-resume-example.shtml). Compare and contrast the two resumes, explaining why Joe's is better and writing these aspects and reasons on the board or chart paper. Students also can suggest improvements Joe could have made.  You may want to note that there is no single best way to structure a resume. Additional sections that could have been included in the samples are Computer Skills, Honors and Awards, and School Activities. (See the samples on [this website](https://www.thebalancecareers.com/high-school-student-resume-example-2063279).) Ultimately, the resume should be tailored to the specific job for which one is applying.  Here are some points you will want students to notice when reviewing the sample resumes. You can validate and/or reward students for noticing any of these and mention any that are missing.  Sally’s Missteps:   * She has an unprofessional, cutesy email address. * The Statement of Objective and Summary are unprofessional and not workplace-relevant. Photography might be a skill for her, but she has not emphasized how she has used this skill professionally. * Time availability should not be included on a resume. * There are several typos (see highlights below). * She uses unprofessional wording (e.g., "awesome," "cool," "cute," "pics"), as well as inappropriate clipart and exclamation points, which have no place in a resume. * No date is listed for her high school diploma; there is no description of coursework that might be relevant to the workplace. * Her work history isn’t in order (jobs should be listed in reverse chronological order), and she included a questionable volunteer experience (cupcake tester) under Work Experience. * Her descriptions of past job duties fail to emphasize skills gained (e.g., "flip burgers and fill condiment containers"), and also reflect negatively on her customer service skills (e.g., "deal with annoying customer requests"). * She includes information that doesn’t pertain to job skills (hobbies should only be listed if they are highly related to the job for which one is applying).     Joe’s Good Moves:   * Based on his professionally stated objective, he listed skills that are relevant to his chosen career field. * His email address is professional and appropriate. **Tip!** *Students may want to have an extra email address they use professionally, and make sure to check it regularly or set up forwarding to their ‘normal’ email address.* * He had no spelling errors or inappropriate/unprofessional wording. * He arranged his work history in reverse chronological order. * He described past job duties in a way that emphasizes his skills and leadership qualities.   You can close this activity by asking students what they learned, and what lessons they might apply to their resumes. |
| 20-30  minutes | **Activity 2 – Resume Updates and Reviews**  Have students access the resumes they started earlier (either paper versions or those saved in Indiana Career Explorer.)  For Indiana Career Explorer, have students:   1. Login to Indiana Career Explorer- <https://indiana.kuder.com/home/dashboard> 2. 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** 3. Click **My Resumes** 4. Click **the pencil icon** to Edit.      1. If you have questions along the way, click the “help” button in Red, or read the **Indiana Career Explorer Resume Help** handout.   Give students the [Best Practices for Resume Writing](http://www.cia.edu/files/resources/bestpracticesforresumewriting.pdf) handout if they do not already have it. Or review it on your Smart Board or a PowerPoint together as a class.  Give students 5-10 minutes to update their resumes based on these tips.  Then, ask students to pair up and critique each other’s drafts. Give them 10 minutes to do this. |
| 5 minutes | To wrap up this lesson, debrief with students as a group. Ask students   * What questions they had while doing this activity. * What sections they hope they can update after their first year of high school? * What steps they can take during high school to make sure their resume looks good to colleges? * Where to go for help if they want someone to help them find activities that can help flesh out their resume? (Answer = adults in their family, teachers, school counselors, professionals in fields they may want to work in someday)   Early Finisher Options: For students who finish early, have them watch the optional video mentioned in Extensions. |
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| **Homework Assignment**  Set some SMART goals that you can work on to improve your resume when you are in high school | |
| **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**   * Resume grading rubric – you can consider grading their resumes using this rubric, or including the rubric when they pair up to critique each other’s resumes. <https://ericcarterbchs.weebly.com/uploads/9/2/6/4/92648396/personal_resume_-_rubric___content__updated_.pdf> * LinkedIn   + Discuss LinkedIn and where it fits in. <https://www.youtube.com/watch?v=fS73_HnCoe0>   + Review of famous people’s LinkedIn profiles <https://www.thestreet.com/slideshow/12797363/1/famous-resumes-what-job-seekers-can-learn.html> * Watch some or all of ‘*Hilarious Resume Typos* ‘video (4:55) and note that 40 percent of hiring managers surveyed said “one typo and you’re out.” <https://www.youtube.com/watch?v=FClWySJ6Sxs>   + An optional add on would be to have students write ‘bad resumes’ just to get the mistakes out of their system, and have others critique them. * Elon Musk Resume activity ideas:   + Option 1. Give students facts about Elon Musk – all the ones on his resume, provided at the end of this lesson plan, only make the facts poorly worded. Have students build a resume for Elon Musk using those facts. Then show them his actual resume. Ask what they like about the actual resume. What in his actual resume would they use in their own? Is there anything they don’t like? OR   + Option 2. Give them Elon Musk Resume, and have them use it to build a resume in Indiana Career Explorer. Point out that there are many different formats for a resume. They don’t all have to be as fancy as Elon Musk’s, and that different tools will offer different templates that you can use. | |
| **Credit:**   * Bureau of Labor Statistics Frequently Asked Questions: <https://www.bls.gov/nls/nlsfaqs.htm#anch41> * Education World, *Writing a Good Resume: Student Critique and Practice Exercise* <https://www.educationworld.com/a_lesson/writing-good-resume-career-readiness.shtml> and [Best Practices for Resume Writing](http://www.cia.edu/files/resources/bestpracticesforresumewriting.pdf). * Elon Musk Resume - <https://novoresume.com/career-blog/elon-musk-one-page-resume> | |

