3.2 Writing Professional Resumes

Related Areas: Communication, Academic Skills

Lesson Objective(s): *By the end of this lesson, students will identify the function of a resume and how to create a resume to benefit the reader.*

Outcome Goal(s): *Students will have a resume completed that they can edit and update in the future.*

Instructor Preparation Checklist

⬜	Supplies and Tasks	Materials and Resources
	Media & Audio	Video player, computers, printers
	Websites	https://www.youtube.com/watch?v=UP-S9rvAYYo
	Read/Review	
	Field Trips/Co-op/Outings	
	Supplies Needed	
	Print/Copy/Laminate	3.21: Correct a Resume, 3.2A Resume Checklist, General Peer Editing Worksheet
	Miscellaneous	

Additional Notes:

Warm Up: Select the Best Candidate

Description: Explain that resumes are the way that professionals and students present themselves to potential employers and academic programs. Often times, a potential employer or school will see someone's resume before they ever meet the candidate. This is why resumes are so important. It's your first introduction to someone who may be able to help you on your educational and vocational journey. You may be a very skilled candidate, but if your resume is poorly written or badly laid out, it won't give an accurate representation of who you are.

Break students into groups and give them **3.21: Correct a Resume**. Allow them 10-15 minutes to edit Truman T. Tiger's resume. Before they begin, ask them to consider a few key things:
- Does this resume seem professional? If not, how could it be improved?
- Does this resume have all the relevant information that an employer might need? If not, how could it be improved?
- Is this resume easy to read and understand? If not, how could it be improved?
- Does this resume tell you enough about the candidate? If not, how could it be

improved?
- Would you hire Truman Tiger?

Once the groups have finished, project the improved resume to the class and discuss the differences. Sample Questions:
- What are some differences between the corrected resume and the first one?
- Were you able to find all or most of the mistakes in the resume? If not, which mistakes did you miss?
- Were you surprised to see any of the changes on the corrected resume?
- How does the corrected resume present a better image of Truman T. Tiger?
- Would you hire Truman Tiger?

Purpose/Key Skills: The purpose of this activity is to show students how important resumes are as their first impression for school or work. By correcting a resume, they are considering how an employer or school might think so that when they write their own resumes, they're better able to consider what to highlight and include from their own background.

Notes/Vocabulary:

Materials: 3.21: Correct a Resume

(1) What IS a Resume?

Description: Now that students have looked at resumes for a job, ask them to collectively write a single sentence about what a resume *is* on the board or on a large pad of paper. For example, "A resume is a document that highlights the skillsets and credentials that make an applicant a good fit for a position."

Have them discuss as a class what a resume should include and why. The teacher may have to prompt students; for example, your contact information should go at the top so that someone who wants to hire you can reach you.

Next, have them write down the things a resume should include.

Purpose/Key Skills: The purpose of this activity is to build on considering what's necessary and relevant in a resume. By considering what each section provides to an employer — e.g. contact details help them find you easily, awards tell them that you excel in your field, etc. — students will understand what's important to include and exclude.

Notes/Vocabulary:
Here is an example of what a resume might include:
1. Contact details
2. Opening statement

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3. Professional history, including bullet points of duties and skills
4. Educational history
5. Professional skills, e.g. software they've used
6. Awards/Achievements
7. Volunteer Experience or Relevant Hobbies
8. References

Materials: Chalk or white board

(2) Resume Structure

Description: Have students watch the video "A résumé expert reveals what a perfect résumé looks like" to see how their resumes should be formatted. Formatting can be just as important as content because it decides whether a resume is easy to read or not. For example, very small print will be difficult for many people to read. Formatting also acts as a guide for how to read a resume.

After the video, ask the class to discuss how using good formatting can improve a resume. Sample questions:
- Why is formatting so important?
- Have you ever picked up an instructional manual, brochure, or book that was difficult to read? Did you continue to read through it? How might the same principle apply to reading resumes?
- How does formatting change the way we look at something?
- How can proper formatting help an applicant stand out?

Purpose/Key Skills: This video further cements the idea that a resume should be created with the reader in mind. Students will have a foundation of understanding for how to build a professional resume.

Notes/Vocabulary: formatting

Materials: Video: https://www.youtube.com/watch?v=UP-S9rvAYYo

(3) Create Your Resume

Description: Give students time to create their own resume, including formatting. Have them print out the first draft of their resume.

Hand out **3.2A: Resume Checklist** and have students read the five- and fifteen-minute review aloud. Then allow them time to use the checklist to edit their resume on paper before changing

it on the computer.

Purpose/Key Skills: Not only will this allow students to create a working resume that they can update and use in the future, it will also allow them to learn to give constructive feedback to one another.

Notes/Vocabulary: Critical feedback, constructive criticism

Materials: Computers and printers, 3.2A: Resume Checklist

(4) Resume Peer Editing

Description: Have students get in pairs and exchange resumes to edit. Have them start with the checklist from **3.2A Resume Checklist**. Then have students use the General Peer Editing Worksheet to provide critical feedback to their classmates.

Finally, allow students to update their resume using their peer feedback.

Purpose/Key Skills: Not only will this allow students to polish their own resumes, it will also allow them to learn to give constructive feedback to one another.

Notes/Vocabulary: Critical feedback, constructive criticism

Materials: Computers and printers, 3.2A Resume Checklist, General Peer Editing Worksheet

Formative Assessment

	Skill Description and Assessment	Notes
	Student understands what a resume is	
	Student has a completed resume	
	Student has helped their partner with revision	

Reteach and Supplemental Materials

Concept	Lecture/Activity
What to include in a resume	Video: https://www.youtube.com/watch?v=l_v12n1bZFc&feature=youtu.be

Resume Building	Resume Builder: https://www.resume.com/builder#Step1
Revising Resumes	Monster Career Advice Checklist: https://www.monster.com/career-advice/article/resume-critique-checklist

Resources:
https://www.wwu.edu/careers/docs/Resume%20Checklist.pdf
https://career.missouri.edu/wp-content/uploads/2017/08/CorrectaResumeWeb.pdf

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