

11B 2.6 Grade My Resume

PHASE OVERVIEW

This phase will begin in December and last until the end of February. Students will carry out a set of self-reflection activities, with their mentor's support, to better understand their interests, skills and the links between their passions and career pathways. Pairs will work on a resume that the mentee can use to apply to summer opportunities of interest.



LESSON OBJECTIVE

Students will identify the different components involved in writing a resume.

PURPOSE

Writing a strong resume is a professional skill that students will need to acquire in order to succeed in their career pathway. In this lesson, students will identify the characteristics of a strong resume in preparation for crafting their own resume in the following lesson.

AGENDA

4 min	<i>Do Now: My Skills</i>
24 min	<i>Learn and Engage: Characteristics of a Strong Resume</i>
12 min	<i>Mentor Connection</i>



KEY TAKEAWAY

Understanding how to write a professional resume will help me all throughout my professional life.

MATERIALS: [2.6 Presentation](#), [2.6 Handout](#)

Do Now: My Skills		Notes:
Students will think through the skills they possess.		
Slide 2: 4 min	TALKING POINTS Turn and talk with your neighbor: What is one skill or ability that you possess? You can include: athletic abilities, linguistic abilities, household skills, technological skills, etc.	

Learn and Engage: Characteristics of a Strong Resume		Notes:
Students will identify the use of a resume and the characteristics of a strong resume.		
Slide 3: 1 min	<i>Have a student read the key takeaway.</i>	
Slide 4: 5 min	TALKING POINTS What is a resume? What is it used for? <i>Anticipated Responses: a way to share your achievements with others, used for applications and to showcase your abilities.</i>	
Slide 5: 1 min	TALKING POINTS Your resume demonstrates that you are capable to the position/opportunity that you are applying to! You will need a resume all throughout your professional life.	
Slide 6: 2 min	TALKING POINTS Your resume allows you to highlight your education, achievements, abilities/interests and any work experience or personal responsibilities (babysitting, translating for family, etc.). You need a resume for: college/certification program applications, internship/job applications and scholarship applications amongst other uses!	

<p>Slide 7: 10 min</p>	<p>TALKING POINTS</p> <p>Take 4 minutes to read the sample resume. What did you notice as you went through the resume?</p> <p>Consider:</p> <ul style="list-style-type: none"> - Organization or Categories - Formatting - Language (word choice/structure) - Length of writing <p>STUDENT DISCUSSION</p> <p>How is the resume organized, what categories are included? <i>Anticipated Responses: contact information, skills, achievements, education, and extracurricular activities</i></p> <p>What did you notice about the formatting? <i>Anticipated Responses: includes location & length of time; traditional font, indentation; uses bullet points for descriptions</i></p> <p>What did you notice about the language (word choice and sentence structure)? <i>Anticipated Responses: each description begins with an active verb</i></p> <p>What did you notice about the length? <i>Anticipated Responses: all descriptions are short and concise</i></p>	
<p>Slide 8: 5 min</p>	<p>STUDENT DISCUSSION</p> <p>The way you word your resume can make a huge impact on the reader! Let's look at an example.</p> <p>Here, a student is describing their involvement in an after-school program.</p> <p>"Helped kindergarten students work on their writing with a group of other students."</p> <p>VS.</p> <p>"Collaborated with peers to coach kindergarten students in developing their writing abilities."</p> <p><i>Which description seems stronger and why?</i></p>	

Slide 9: Mentor Connection	TALKING POINTS Now let's write to our mentors.	
Slide 10: Extend	<i>If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.</i>	



Mentor Connection

MENTEE PROMPT

1. Respond to your mentor's message and share your high point and low point for the week.

My high point is...

My low point is...

2. Write a description for one experience you would like to include on your resume. Ask your mentor for feedback.

Example: Collaborated with peers to coach kindergarten students and assisted them in developing their writing abilities.



Mentee Connection

OVERVIEW

In this class, the goal was to familiarize your mentee with the language of resumes, to recognize the different types of skills they may have, and to start to understand how to communicate those skills effectively in a resume format. Your mentee should have shared with you one experience that they would like to include on their resume.

During your mentee's next class, they will begin to craft their own resume. You can support your mentee by providing encouragement and sharing your own story of how you developed your resume.

Most high school juniors have a limited number of skills to include. Assure your mentee that this is normal and expected. Help your mentee focus on their strengths and identify the way they have demonstrated those both in and out of school.

RESPONSE:

- 1. Share your high point and low point for the week.**
- 2. Examine the "experience" your mentee shared with you and provide feedback and edits. Your feedback can include both direct edits and higher-level feedback about how your mentee is framing this experience.**

Make sure your response includes both positive reinforcement and critical feedback.

Remember that description should:

- Start with an action verb (verb tenses the same) not "I"
- Describe relevant skills to the "experience"
- Be concise
- Contain no typos
- Show the best strengths of the mentee