

LESSON PLAN

RESUME AND MASTER APPLICATIONS: PUT IT ALL TOGETHER

Grade Range: 11-12

Time Needed: Two 45-60 minutes sessions

Learning Objectives:

- Students will identify the various components of resumes
- Students will identify their own personal skills to add to resumes
- Students will come up with creative “objectives/summary” for personal resumes
- Students will create their own personal resume

Supplies/Materials:

- Pocket Resume handout
- The Resume – Making Yourself Look Good on Paper pamphlet
- Attached Worksheet 1.1: Job Description and Connections to Yourself
- Attached list for action words
- Attached list of skills
- Computer access with Word Doc and internet on it

At this age most students have been exposed to resumes and the very minimal basics. This lesson will help with the basics and put a focus on the two hardest parts of resumes; objective field and skills.

1. Give students “Pocket Resume” to lay out the basic information that goes on resume and have them start filling this out:
 - Name and contact information
 - Education
 - Experience
 - References
 - Skills and abilities
 - Honors/awards/leadership activities
2. Also give students The Resume – Making Yourself Look Good on Paper pamphlet that is full of tips for resumes and go over this in class. Have students take turns reading parts of this pamphlet out loud and discussing as needed.
3. Ask the questions to process the basic material for resumes:
 - a. What tips have you heard about resumes and what to put on them?
 - b. Why is the resume’s appearance so important?
 - c. What are the key points to put on your resume to make it stand out?
 - d. Why is it so important for your resume to stand out?
4. Have Student complete the 6-second challenge at the following website:
<https://resumegenius.com/6-second-resume-challenge>
5. Say to class “Now we will focus on one of the hardest parts of a resume – Skills. For some, it is hard to identify our own skills”
6. Go to Careeronestop.Org and complete the Skills Matcher

7. After answering all the questions, it will give you a list of occupations. However, on the left side of the screen it will talk about your skills and click on “see your full list of skills”
8. Read through this list and find skills that you feel are true to you and could explain to employers “Why” you possess this skill
 - a. Example: If “time management” showed up on your list and you add it to your resume, think of a time that you used/showed time management. “While working on a group project for American Lit, I helped my classmates stay on the timeline to finish our project by reminding them every day in class to get their portion done by Monday, than we finished with a week before the project was due!”
 - b. Remember to be truthful and can explain each piece of your resume for when you are in your interview.
9. Next focus specifically on the objective/summary portion of the resume. Discuss the following points:
 - a. A paragraph format
 - b. About 3~4 sentences
 - c. Written in the third-person without “I” or “[your name]”
 - d. Uses adjectives, verbs, and other focused keywords that “match” qualifications for the sought position. Ask the class to identify keywords in example.
 - e. Describes the scope of roles, responsibilities, achievements, career highlights
10. Have student research a job they want and look at the description, on O*Net, OOH, Career One Stop or look for job openings on Indeed or Monster.
11. Students should complete Worksheet 1.1 Job Description and Connection to Yourself. This worksheet will have students look for keywords in the job description and relate them to oneself.
12. Write up an objective/summary with action words and specific words in the job description

Process Questions:

- Why are resumes important?
- What aspects will you use in your own resume?
- Think about if you were an employer and got 100 resumes? What would stand out to you and make you read one over the other?

WORKSHEET 1.1
JOB DESCRIPTION AND CONNECTIONS TO YOURSELF

1. What is the job title you are researching?

2. What are some specific words/duties/skills you are finding in the description?

3. What are your current/past volunteer or job experience roles/duties/skills?

4. Are there any similarities with your current/past experiences and your job description you are researching? If so what are the similarities?

5. Choose some action words in your Summary/Objective as listed on the attached form:

6. Write a summary/objective. Using key words in the description and the action words.

ACTION VERBS FOR RESUMES AND PROFESSIONAL PROFILES

Management/Leadership

Administer	Contract	Enforce	Incorporate	Oversaw	Terminate
Analyze	Control	Enhance	Increase	Plan	Translate
Appoint	Convert	Establish	Initiate	Prioritize	
Approve	Coordinate	Execute	Inspect	Produce	
Assign	Decide	Generate	Led	Recommend	
Attain	Delegate	Handle	Manage	Reorganize	
Authorize	Develop	Head	Merge	Replace	
Chair	Direct	Hire	Motivate	Review	
Consider	Eliminate	Host	Organize	Strengthen	
Consolidate	Emphasize	Improve	Originate	Supervise	

Communication/People

Address	Condense	Direct	Influence	Mediate	Publicize
Advertise	Confer	Discuss	Interacted	Moderate	Reconcile
Arbitrate	Consult	Draft	Interpreted	Negotiate	Recruit
Arrange	Contact	Edit	Interview	Observe	Refer
Articulate	Convey	Elicited	Involved	Outline	Report
Authored	Convince	Enlist	Joined	Participate	Resolve
Clarify	Correspond	Explain	Judge	Persuade	Respond
Collaborate	Debate	Express	Lecture	Presented	solicited
Communicate	Define	Formulate	Listen	Promote	Spoke
Compose	Describe	Furnish	Market	Propose	Summarized

Research

Analyze	Gather	Invent	Adapt	Educate	Present
Clarify	Identify	Investigate	Advocate	Encourage	Resolve
Collect	Inspect	Locate	Aided	Ensure	Simplified
Compare	Interpret	Measure	Answered	Expedite	Supplied
Conduct	Interview	Organize	Arrange	Facilitate	Supported
Critique	Invent	Research	Assess	Familiarize	Volunteer
Detect	Investigate	Search	Care For	Furthered	
Determine	Locate	Solve	Clarified	Guide	
Diagnose	Measure	Summarize	Coach	Help	
Evaluate	Organize	Survey	Collaborated	Insure	
Examine	Research	Systemize	Contribute	Intervened	
Experimented	Search	Test	Cooperate	Motivated	
Explore	Solve		Counsel	Provide	
Exacted	Summarize		Demonstrate	Refer	
Formulate	Survey		Diagnose	Rehabilitate	

Technical

Adapt	Engineer	Regulate	Adapt	Facilitate	Simulate
Advise	Evaluate	Persuade	Coach	Focus	Stimulate
Clarify	Explain	Set Goals	Communicate	Guide	Taught

Helping

Teaching

Assemble	Fabricate	Remodel	Coordinate	Individualize	Tested
Build	Fortify	Repair	Critique	Inform	Train
Calculated	Install	Replace	Conduct	Instill	Transmit
Compute	Maintain	Restore	Develop	Motivate	Tutor
Conserve	Operate	Solve	Enable	Persuade	
Construct	Overhauled	Specialize	Encourage	Set Goals	
Convert	Print	Standardized	Evaluate	Instruct	
Debug	Programmed	Study	Explain		
Design	Rectify	Upgrade/Utilize			

Financial/Data

Administer	Correct	Reconciled	Act	Display	Initiate
Adjust	Determine	Reduce	Began	Draw	Invent
Allocate	Develop	Research	Combine	Entertain	Model
Analyze	Estimate	Retrieved	Conceptualized	Establish	Modify
Appraise	Forecast		Condense	Fashioned	Originate
Assess	Manage		Create	Formulate	Performed
Audit	Market		Customize	Found	Plan
Balance	Measure		Design	Illustrate	Perform
Calculate	Planned		Develop	Integrate	Revised
Conserved	Projected		Direct	Introduce	Shaped

Creative

Organized/Detail

Approve	Distribute	Obtained	Registered	Standardized
Arranged	Execute	Operated	Reserve	Systemized
Cataloged	Filed	Operated	Respond	Updated
Categorize	Generate	Ordered	Review	Validate
Charted	Implement	Organize	Route	Verified
Classified	Incorporate	Prepare	Schedule	
Coded	Inspect	Process	Screen	
Collect	Logged	Provide	Set Up	
Complied	Maintain	Purchase	Submitted	
Corresponded	Monitored	Recorded	Supplied	

More Action Verbs/Words or Accomplishments

Achieved	Exceeded	Reduced (loss)	Spearheaded	Transformed
Completed	Improved	Resolved	Succeeded	Won
Expanded	Pioneered	Restored	Surpassed	

List of Skills

Critical Thinking	Leadership/Management Skills	Second Language
Problem Solving	Observation Skills	Sign Language
Data Analysis	Delegating	Negotiating Skills
Flexible	People Management	High Energy
Dependable	Dedication	Leadership
Accountable	Goal Setting	Planning

Interpersonal Skills
Communication Skills
Motivated
Ambition
Attendance
Attitude
Appearance
Accountability
Acceptance
Appreciation
Respect
Social Perceptiveness
Service Orientation
Decision Making

Time Management Skills
Project Management Skills
Strategic Planning Skills
Teamwork Skills
Collaboration
Listening
Verbal, Nonverbal, Written Communication
Public Speaking
Self-Management
Networking
Innovative
Reading Comprehension
Coordination
Professional

Detail Orientated
Handling Pressure
Self-Confidence
Strong Work Ethic
Adaptability
Creativity
Motived
Conflict Resolution
Customer Service
Business Etiquette
Speaking Skills
Good Judgement
Trouble Shooting Skills