

Skills Resume

ESTIMATED TIME

This lesson will require one session for teaching and another for writing. To save time, students may be expected to complete the *Skills Resume Rough Draft* at home between the teaching and the writing sessions.

PREREQUISITES

- Access to computers to word process the resume.
- Student records such as grades, GPA, class rank, places of employment, references to include in the resume.

RESOURCES AVAILABLE

- *Skills Resume Rubric*
- *Resume Information*
- *Sample Skills Resume Rubric*
- *Skills Resume Rough Draft*
- *Resume Template*
- *Example Skills Resumes*

ACROSS THE CURRICULUM

There are connections between this lesson and an English classroom that could support the teaching of how to draft a resume or could use class time to review completed drafts.

LESSON PLANNING

LESSON GOAL

Develop an effective skills resume.

Essential Question

What strategies can I use to build an effective resume of my skills?

Student Expectations

1. Participate in a discussion about resumes.
2. Critique resume examples.
3. Complete a rough draft of a resume.
4. Compose skills resume according to a template.
5. Edit skills resume to improve it.
6. Write a reflection about the lesson.

LESSON OBJECTIVES

1. Assess personal skills and communicate them in a way that highlights personal strengths and abilities.
2. Communicate personal skills, work and employment experience into a resume.
3. Follow the instructions and create a standard skills resume.

RATIONALE

A skills resume is useful to students who have not had previous job experiences. Students' skills resume reflects their sense of their own skills and the types of internship experiences they would like to perform. The skills resume develops the habit of constructing and maintaining a resume, allows them to present themselves to potential mentors, and also provides a basis for the construction of a professional resume in coming years.



Skills Resume Rubric



Resume Information



Sample Skills Resume Rubric

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Distribute the *Skills Resume Rubric* to introduce this lesson and explain how students will be evaluated. Then begin with a brief overview of a resume that includes the following.
 - a. what is a resume
 - b. what is a resume used for
 - c. how do you develop and update a resume
 - d. students' experience with a resume (i.e. have they ever composed one, have they seen their parents' resume, etc.)
 - e. if the teacher is comfortable, he or she can share his or her own resume with the students.

Explain that the students are going to develop a special type of resume, a skills resume, to give to internship site mentors or other potential advisors or employers.

2. **WHOLE GROUP** Review the *Resume Information* with students. This document provides a thorough overview of a resume. Have sample resumes available for students to read.
3. **SMALL GROUP** Divide students into groups of 3-4 and give them 10 minutes to use the *Sample Skills Resume Rubric* to critique one of the sample resumes.
4. **WHOLE GROUP** Have each small group present their review to the class explaining the reasons for the ratings. Then discuss the following.
 - a. Ask students to put themselves in the mindset of the employer or mentor and make a list of the qualities they would want in a potential employee or intern.
 - b. Make a list of appropriate types of experience, skills, and education to include on a skills resume.
 - c. Discuss experience, skills, and education that would not be appropriate to include.
 - d. Discuss how to highlight skills and interests when you have no experience.

ASSESSMENT

Evaluation Evaluate a sample resume and discuss appropriate resumes.

5. **INDIVIDUAL** Have students complete the *Skills Resume Rough Draft*.



ASSIGNMENT 1

This worksheet will guide students through the construction of their skills resume. Students should follow the directions on the worksheet. Have them use the *Sample Skills Resume Rubric* to evaluate their draft. When complete, have students use the *Sakai Assignments Tool* to submit their rough drafts for review.

ASSESSMENT

Rough Draft Write a skills resume rough draft.



Skills Resume Rough Draft



Resume Template



Student Pages

6. INDIVIDUAL After students receive comments on their rough drafts, have them use the draft to complete the *Resume Template* on computer. When complete, have students use the *Sakai Assignments Tool* to submit their resumes for review. Have them revise the resumes based on the comments they receive. Explain that they may need at least two revisions before they have a completed skills resume.

 **ASSIGNMENT 2**

ASSESSMENT

Resume Complete a skills resume.

REFLECTION

Have students reflect in writing on the following prompt and use the *Sakai Assignments Tool* to submit their reflection for evaluation.

 **ASSIGNMENT 3**

- What was the most difficult part about writing a skills resume?
- What do you think is the biggest contribution you can make to a mentor or employer?
- If you were talking to a potential mentor or employer, what would be one question you would expect them to ask?

ASSESSMENT

Reflection Complete a reflection on the skills resume.

ASSESSMENT

Use the *Skills Resume Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Technology

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Productivity Tools

2. Demonstrate proficiency in all productivity tools (e.g., word processing, spreadsheet, database, desktop publishing).

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Use of Communications

2. Use technology to publish information in electronic form (e.g., Web, multimedia, digital video, electronic portfolio).

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Work with the students' IEP coordinator or the school's IEP specialist to appropriately adapt this lesson to the student's individual capabilities.

GIFTED AND TALENTED

Students who are identified as gifted can be asked to assist other students on completing their skills resumes. They may also be expected to share their skills resume with other students who are having difficulties.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Access this site or others like it for examples and tips on resume writing. Job Star Central <http://jobstar.org/tools/resume/index.php>

BOOK RESOURCES

- Bolles, Richard Nelson, Carol Christen, and Jean M. Blomquist. *What Color Is Your Parachute for Teens?* Ten Speed Press, 2006. Use this book to explore career interests and skills analysis for students.
- Ireland, Susan. *The Complete Idiot's Guide to the Perfect Resume.* Alpha Books, 2003. Use this book for examples and tips for resume writing.