

WRITING A RESUME

With the ILP

Grades 9-12

Kentucky Academic Standards

9-10.W.4- Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.4- Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

11-12.W.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

- Copies of **The 3 Fs of Resume Writing**
- Copies of two **Sample High School Resumes**
- Copies of **My Resume Ideas: Getting Started**
- Copies of **Work Experience/Community Service**
- Computers (1 to 1 ratio)
- A list of student passwords (get this from your school's ILP Administrator)

Lessons:

- Lesson 1: What is a Resume?
- Lesson 2: Developing Content For Your Resume
- Lesson 3: Work Experience/ Community Service
- Lesson 4: Using the ILP Resume Builder
- Lesson 5: Peer Review and Rubric

LESSON 1: WHAT IS A RESUME?

MATERIALS:

- Copies of *The 3 Fs of Resume Writing*
- Copies of two *Sample High School Resumes*

INSTRUCTIONS:

1. Introduce students to resumes as a genre of writing: professional writing. Discuss how this is different from academic genres in that it serves a different purpose and is intended for a different audience. In short, it is a type of writing by an author who is trying to get something. As a result, it is an extremely persuasive style of writing. Share examples of when a person would need a resume, such as applying for a job, a scholarship, or an award, or when creating a portfolio of one's work.
2. Distribute copies of The 3 Fs of Resume Writing. Discuss each part, and have students take notes.
 - i. **Function:** The function of a resume is to inform the audience about you in order to accomplish something. What you're trying to accomplish depends on what you're trying to do. This might include getting a job, getting into college, winning a scholarship, or being selected for an internship. There are many reasons to show people your resume.
 - ii. **Form:** Resumes need to look a certain way. This is considered their form. People who read resumes expect them to include specific information, such as your name, address, contact information, education, past jobs, volunteer experience, and special skills. If a resume does not look like a traditional resume, the reader may be confused and think the writer is not educated about writing proper resumes.
 - iii. **(e)ffectiveness:** For a resume to be effective, it must demonstrate your knowledge of both function and form. An effective resume:
 1. Has a clear purpose that shows why you are writing it
 2. Is visually appropriate and appealing, or easy to read
 3. Includes all the necessary information about the writer
 4. Is grammatically correct with no errors in punctuation or spelling
4. Share copies of the two Sample High School Resumes. You might begin discussing these by putting students into small groups first to review. Tell them to identify what they see as the three Fs: Function, Form, and (e)ffectiveness
5. Return together as a class, and discuss each F and how students determined what it was.

Sample High School Resume #1

JANE SMITH

1313 Smalltown Lane

Yourtown, TN 37701

(555) 555-5555

jane.smith@myemail.com

AREAS OF MAJOR EXPERIENCE _____

Childcare Provider

Caring for children ages 6 months to 12 years.

Developing activities for play time and preparing healthy snacks.

Meeting with parents to discuss their child's experiences.

PROFESSIONAL EXPERIENCE _____

*February 2009 to
Present*

Small World Daycare, Yourtown, TN 37701

Daycare Assistant

*May 2008 to
September 2008*

Private Family, Smithville, TN

In-home Daycare Provider

EDUCATION _____

May 2011

John Mills High School, Yourtown, TN

Diploma

OTHER INTERESTS _____

Running on the Cross Country team.

Acting in school plays with the Drama Club.

Teaching Sunday School to 5th graders at church.

SPECIAL ACCOMPLISHMENTS _____

Certified in CPR and First Aid.

Sample High School Resume #2

JOHN ANDREW SMITH

1111 Main Street
Anytown, IA 50701
(555) 555-5555
John.smith@emailserver.com

PROFESSIONAL EXPERIENCE

A.J.'s Pet Shop, Anytown, IA
Assistant

10/10 - Present

Assisting the owner with inventory.
Working with customers to meet their pet needs.

A. Town Foodstores, Anytown, IA
Cashier & Delivery

5/09 - 5/10

Worked the cash register helping patrons.
Assisted manager in training new employees.
Delieverd groceries to home-bound customers.

EDUCATION

Washington Irving High School, Anytown, IA
High School Diploma

2011

OTHER INTERESTS

Habitat for Humanity, Volunteer
Meals on Wheels, Volunteer

SPECIAL ACCOMPLISHMENTS

Honor Roll for 4 consecutive semesters.
First chair trombone in symphonic band.
Student of the Month, January, 2010.

LESSON 2: DEVELOPING CONTENT FOR YOUR RESUME

MATERIALS:

- Copies of *My Resume Ideas: Getting Started*

INSTRUCTIONS:

1. Review the *The 3 Fs of Resume Writing* from the previous lesson.
2. Discuss the two types of resume: chronological and functional. Ask students which style they think is best for them.
3. Show the sample resumes from the previous lesson. Ask students to identify which one is chronological and which one is functional.
4. Have students brainstorm content for their resumes using copies of My Resume Ideas: Getting Started as a guide.
5. Begin completing the parts of *My Resume Ideas: Getting Started*. Move around the room answering questions as students work.
6. Ask students to complete the printout on their own before the next lesson.

LESSON 3: WORK EXPERIENCE/ COMMUNITY SERVICE

MATERIALS:

- Student copies of *My Resume Ideas: Getting Started*
- Copies of *Work Experience/Community Service*

INSTRUCTIONS:

1. Hand students their *My Resume Ideas: Getting Started* page and give them a copy of the Work Experience/Community Service sheet.
2. Explain that one of the most time consuming, yet important, parts of writing a resume is the section that highlights work experience and community service.
3. Have students help you fill out a *Work Experience/ Community Service* form for your job as a teacher. Do this together- using a document camera or projector.
4. Discuss the importance of the “Description” portion of the resume.
5. Give students as many copies of the *Work Experience/ Community Service* sheet as they need in order to record information about work or volunteer experience (have them reference their *My Resume Ideas: Getting Started* page if needed).
6. Have students fill out one *Work Experience/ Community Service* form for each job or volunteer experience on their *My Resume Ideas: Getting Started* page.

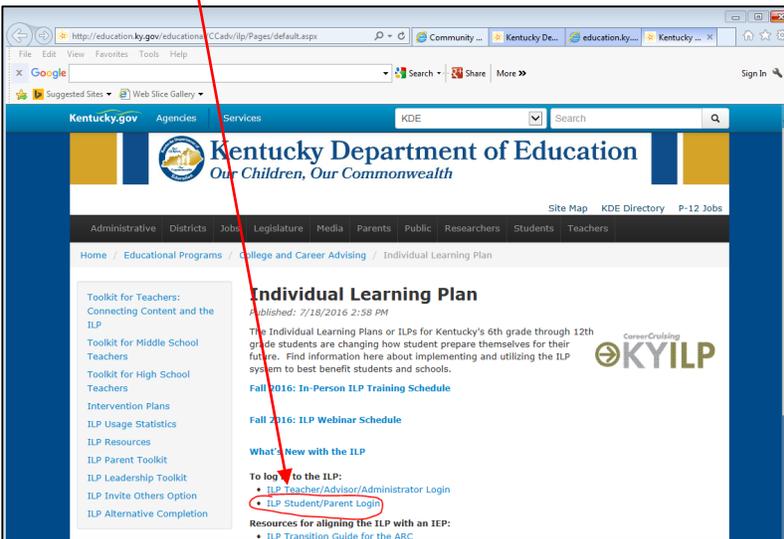
LESSON 4: USING THE ILP RESUME BUILDER

MATERIALS:

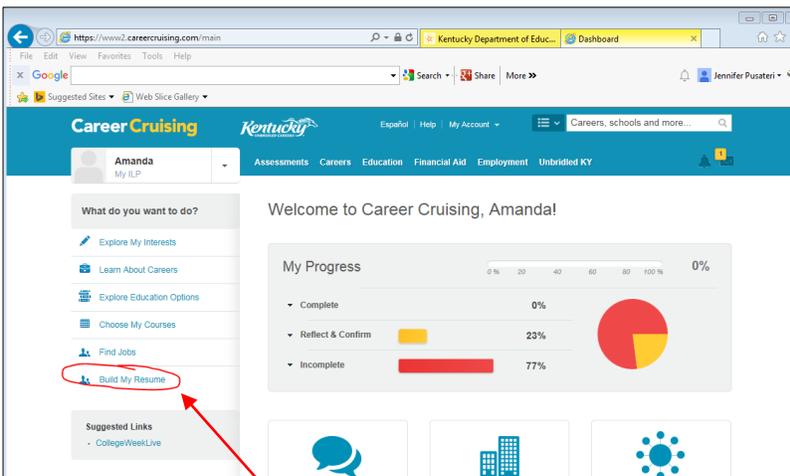
- Student copies of *My Resume Ideas: Getting Started*
- Student copies of *Work Experience/Community Service*
- A list of student passwords (get this from your school's ILP Administrator)
- Access to computers and a printer

INSTRUCTIONS:

1. Take students to a computer lab with access to the Internet and have students log into their ILP account. They can log in through the KDE ILP page (go to KDE's site and in the search box type in ILP).

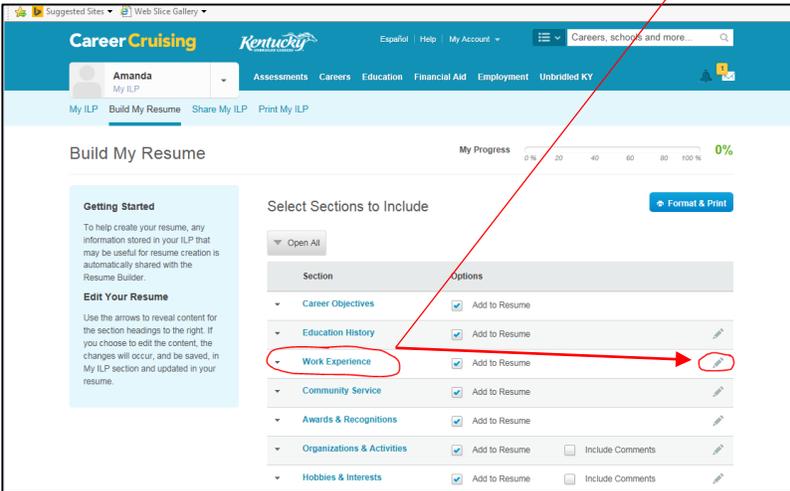


2. Students will log in to their ILP. When they open their ILP, it will look like this:

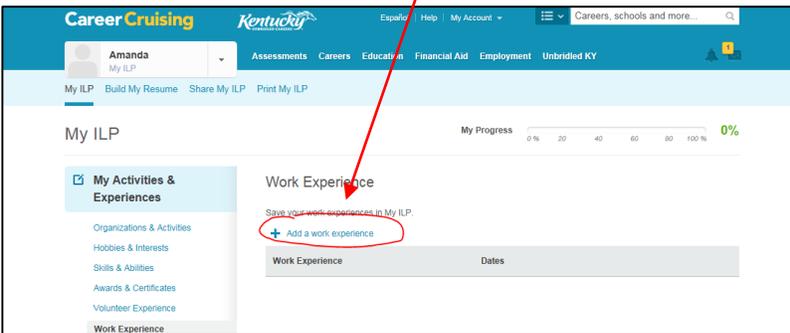


Have students click on **Build My Resume**

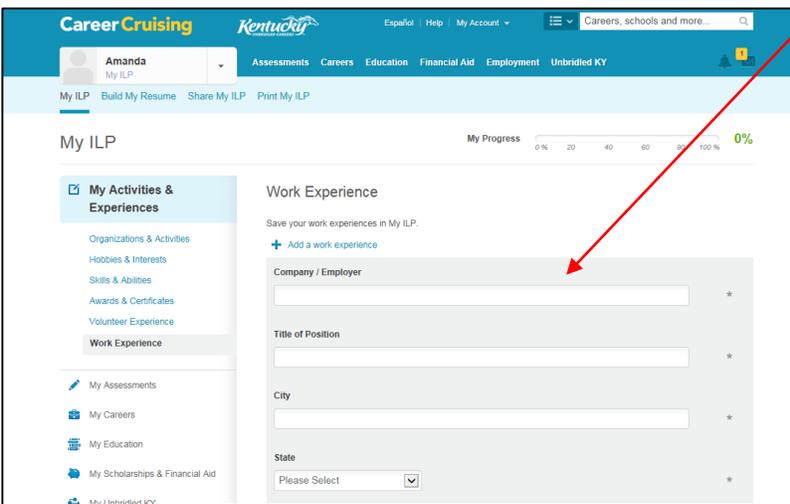
3. Have students click on the **Edit** icon that corresponds to **Work Experience**.



4. Have students click on **+ Add A Work Experience**

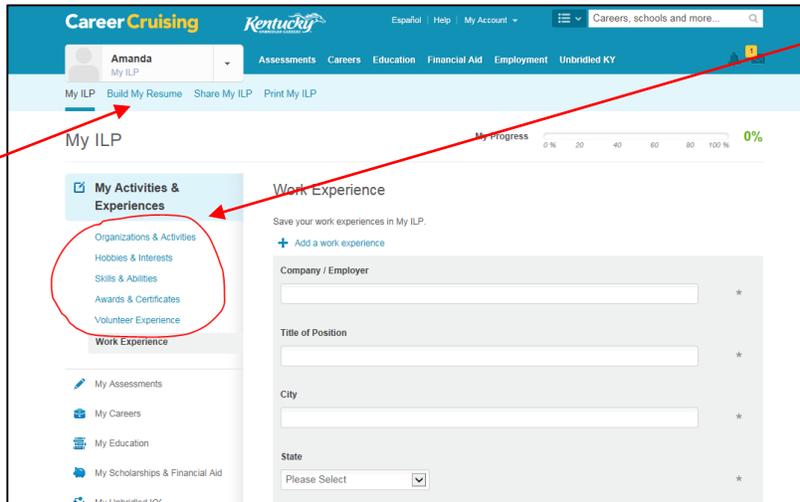


5. A page will open up with a document that is nearly identical to the **Work Experience/ Community Service** page that students filled out in the previous lesson.



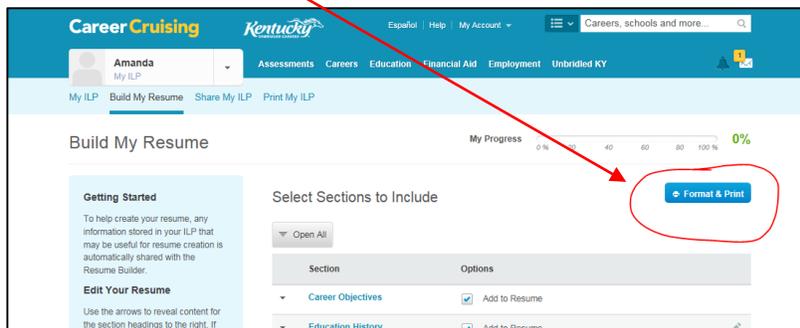
6. Have students begin entering the information that they filled out on their **Work Experience/ Community Service** page into the Resume Builder Tool. To add another work experience entry, they click on **+Add A Work Experience**.

7. To fill out the other sections of their resume, have students click on the different sections on the left and add their information.



8. When they have finished putting information into each of the categories, have students click on **Build My Resume**.

9. Click on **Format & Print**.



10. Have students follow the directions to choose a font and layout for their resume.
11. Then, have students print two copies of their resume. One for you and one for them to keep.

LESSON 5: PEER REVIEW

MATERIALS:

- Copies of student resumes
- Copies of *Resume Rubric*

INSTRUCTIONS:

1. Put students into small groups to peer review their resumes. Encourage students to review their peers' resumes for the 3Fs: Function, Form, and (e)ffectiveness.
2. Give students a chance to update their resumes based on the findings from their peer review.
3. Give students a copy of the Resume Rubric and have them score themselves.
4. You can also score their resume and average your score with their self-score if desired.

Name: _____

Work Experience/ Community Service

Company/ Employer

Title of Position

City

State

Start Date

Month

Year

End Date

Month

Year

Description

Reference/ Supervisor

Hours Worked (*Community Service ONLY*)

Name: _____ Date: _____

The 3 Fs of Resume Writing

Class notes

Directions: Summarize information discussed in class about each of the 3 Fs.

Function:

Form:

(e)ffectiveness:

Sample resumes

Directions: Review the sample resumes provided. Take notes describing each of the 3 Fs.

Resume 1

Function:

Form:

(e)ffectiveness:

Resume 2

Function:

Form:

(e)ffectiveness:

Name: _____ Date: _____

My Resume Ideas: Getting Started

Directions: Brainstorm content you can include in your resume. Be sure to include dates.

Education:

Work experience:

Volunteer experience:

Academic honors (honor roll, awards, etc.):

Extracurricular activities (band, sports, yearbook, newspaper, etc.):

Special skills (working with computers, speaking different languages, etc.):

Objective (what kind of jobs/internships/scholarships might you apply for?):

Which type of resume do you think will be better for you, functional or chronological? Why?

Resume Rubric

Name: _____ Date: _____

Traits	4	3	2	1	Score
Function	Audience and purpose of the resume are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.	
Form <i>(functional or chronological)</i> & Content	Format of the resume is clear. Each major section includes required information (<i>description, names, dates, locations, etc.</i>).	Format of the resume is mostly clear. Each major section includes most of the required information (<i>description, names, dates, locations, etc.</i>).	Format is confusing. Major sections are missing information (<i>description, names, dates, locations, etc.</i>).	Format is hard to see. Major sections are missing information (<i>description, names, dates, locations, etc.</i>).	
Effectiveness	Resume shows a very professional appearance, tone, and style.	Resume shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Resume shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Resume does not have a professional appearance, tone, or style. Much revision is needed.	
Grammar & Mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.	

Notes: