

My High School Resume

This lesson is designed to help students gather information and construct a resume that is organized in a professional way.

OBJECTIVES

Students will...

1. Learn about the typical format and sections necessary for writing a resume
2. Connect information from their own lives to the sections needed for their resume
3. Learn why resumes are an important part of postsecondary planning
4. Create a resume using the *Resume Builder* within MEFA Pathway

ACTIVITIES

PART 1

Content Knowledge

Explain to students that a resume is a written account of someone's educational, personal, and professional qualifications and experiences for a job or position. Sometimes colleges or scholarship organizations will ask students to provide a copy of their resume along with the other application materials. A resume is another way for an employer, college, or scholarship organization to get to know an applicant.

Resume writing tips:

- Limit your resume to one page. While it's sometimes okay to have a two-page resume, most employers request a one-page resume. The shorter, the better. You can adjust margin and text size in order to limit your resume to one page.
- Include your name and contact information at the very top and center it. It's also a good idea to have your name in bold and in a larger font than everything else on the page.
- Organize your resume into sections. Bold your section titles in order to visually separate your sections

Typical sections included on a resume:

- Education: A list of the schools you've attended starting with the most recent; includes the attendance dates, location, GPA, and degree earned (if applicable).
- Work Experience: A list of the jobs you've had starting with the most recent; includes position title, job responsibilities, location, and employment dates. Include all forms of work experience including summer or part-time jobs, internships, and volunteer experience.
- Activities: A list of the activities you're involved in both in and outside of school, including the amount of time you participate in the activity per week, how many weeks per year you participate in it, the position you hold in that activity, and the location of the activity. List in order of most recent.

Grade Level: 9

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Profile Details
- Resume Builder

DOMAIN:

- College and Career Exploration
- Academic Skills

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Communication
- Self-Knowledge

VOCABULARY:

- Work experience
- Resume
- Summer job
- Part time job
- Internship

Email any questions to:
info@mefapathway.org



LESSON PLAN

- **Honors and Awards:** A list of honors and awards you've received starting with the most recent. The honor or award name should be listed as well as the date you earned it.
- **Skills/Technology Skills:** A list of the skills you have that could apply to the position for which you're applying. For instance, you might be skilled in Microsoft Word, HTML, or a foreign language. You should include your level of experience, a description of your skill, and the years of experience you've had with your skill.
- **Community Service:** A list of any non-paying jobs performed for the benefit of the community.
- **References:** Contacts that can testify to your character, skills, and abilities. Listing references on a resume will depend on the circumstances. Be prepared to provide 3-5 references on a separate list and include your reference's name, current job/position, company, phone number, email address, and your relationship to the person.
- **Certification:** A document that proves you have specific expertise and is issued by an authorized organization. It is helpful to add a professional certification to your resume as it proves evidence of a particular skill.

PART 2

Applying Information

Using their notes from the typical sections of a resume, students should gather information about themselves for each section of the resume.

PART 3

Evaluating Information

After gathering information for each section of their resume, students should evaluate which information should be included. Remind students that information from elementary school or early middle school is probably not necessary on a resume because it is outdated.

PART 4

Critical Thinking/Creative Application

Students should log in to MEFA Pathway and navigate to the *Profile Details* page under the *Create Profile* tab. Students should complete all of the sections listed; if they do not have information for one of the sections, they should leave it blank.

Students then can create a resume. Have students navigate to the *Resume Builder* under the *Create Profile* tab. Students should start with an objective and select items to appear on that resume. Students should name and save their resume in MEFA Pathway. Once saved, resumes can be retrieved, with a format selected (classic or modern), and downloaded as a PDF or Word Document. From here, students can edit their resume further if saved as a Word Doc, and/or print it. Students should consider the resume writing tips and use the grading rubric to finalize their resumes.

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Writing a Resume Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Format & Content	The format of the resume is clear. Each section has the required content (names, dates, descriptions, locations).	The format of the resume is mostly clear. Each section has most of the required content (names, dates, descriptions, locations).	The format of the resume is somewhat confusing. Each section is missing some of the required content (names, dates, descriptions, locations).	The format of the resume is unclear. Each section is missing required content (names, dates, descriptions, locations) or is missing all together.
Effectiveness	Resume appears professional in appearance and style	Resume is professional in appearance and style; however, there are some inconsistencies	Resume is less than professional in appearance and style. There are many inconsistencies.	Resume is unprofessional in appearance and style. It needs a lot of revision.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	There are no grammar, punctuation, or spelling errors.	There are 1-2 grammar, punctuation, or spelling errors	There are 3-4 grammar, punctuation, or spelling errors.	There are 5 or more grammar, punctuation, or spelling errors.