

VOLUNTEER INSTRUCTIONS

Resumé Building Activity

Setup:

- The students' desks should be arranged into five groups. As students enter the classroom, help arrange equal numbers of students in each group.
- Place a pouch of Bad Resumés at each group.

Goal:

- Students will understand how to create a basic resumé for their first job.

***When text is in red, please read it to the students exactly as written.**

Introduce yourself and briefly share your career/education background.

Opening Remarks: (2 minutes)

- Ask if students know what a resumé is.
 - A resumé is a brief account of a person's education, qualifications, and previous experience, typically sent with a job application.
- Ask students why a resumé is important.
 - Think of a resumé as a tool for marketing yourself. Many times, you send your resumé before meeting the interviewer face to face. It is their first impression of you.

Resumé Video: (4 minutes)

- In the first activity, students will watch video about writing a resumé.
 - The teacher should have a link to the video already downloaded onto a computer. If not, insert the flash drive in your bin into the computer or scan the QR code.
 - Play the video. (You can click this link to watch the activity video now if you'd like.)
<https://vimeo.com/919219935/f939730058?share=copy>
 - As the students watch the video, please distribute the Resumé handouts; place a pile with enough for each student somewhere at each group.

Activity 1 - Examine Bad Resumés: (10-15 minutes)

- Point out the side of the handout that reviews good and bad resumé qualities (highlights from the video) and tell students they can refer to it for the next activity. No need to discuss.
- Have someone from each group get the “Bad Resumé” pouch that contains 5 bad resumes, 5 dry erase markers, and an eraser and distribute resumés and markers to group members. Have the groups figure out what’s wrong with each of the resumés. Some things will be obvious without even having to read the resumés, but others will require closer reading. They can use their handouts while they work. Have students circle or underline mistakes on the laminated resumés with the dry erase marker.
- As a class and using your teacher answer keys (in the instruction folder), have students share what they found wrong with each resumé. Start with everyone looking at #1 and discussing, then #2, etc. **Follow up with the information from your answer keys.**
- **PLEASE** have students use their eraser to remove all marks from the resumés. They should then put the resumés, 5 pens, and the eraser back in the large pouch.
 - If students tell you that their marker is dry, please throw it away and replace it with one of the extras in your bin.
 - **Collect the bags before moving to the next activities.**

Activity 2 - Resumé Content: (3 minutes)

- Looking at the other side of their handout, point out the basic parts of a resumé for a first job. Students SHOULD NOT be writing down their details yet – they can do this at a later time.
 - This should just be a brief overview for students (though it’s fun to ask students if there is a teacher in their school who would be a good reference for them). They may keep this handout to use for reference when they need to write a resumé.

Activity 3 - Resumé Building: (5 minutes)

- Tell students that they will work with their group to create a resumé using blocks. They will be creating a resumé for **Devon Harrison**.
- Give each group a bag of blocks and a 14” laminated blank resumé template.
- Have someone from each group **give a few blocks to each student.** This is so that everyone participates.
- It is their job, as a team, to develop the best resumé using the blocks given to them.
- There are **8** blocks that have poor examples and do NOT belong on the resumé. The students should determine which are the “bad” blocks, put those to the side and not use them.
- They have about 4 minutes to look at all the blocks and build their best resumés on the resumé template.
- When a group thinks they have their resumé built correctly, have them raise their hands.

- Using your answer sheet (in the instruction folder), check the team's answers and correct them if necessary.
 - The back of the answer key lists the blocks NOT used in the Resumé along with explanations of why they are not used. This can be used for discussion if you have additional time.
- Show them the laminated copy of Devin Harrison's resumé (in the instruction folder) so that they can see a copy of a GOOD resumé.
- Students should return the 25 blocks to the baggie. Collect the baggies and the resumé template.
 - We don't want the dry erase markers and the resumé templates to ever be at the students' desks at the same time **to prevent them from writing on the templates!**

Closing/Talking Points: (remaining time)

- Remind the students that everyone who applies for a job will need a resumé. Even if you're a teenager going for your first job, a resumé will help you to stand out from other applicants.
- Remind the students to take the resumé worksheet with them. Ask them to keep it in a safe place and update it as things change in their lives. Students may begin filling it out if there is remaining time.