



High School

National FFA Organization

Lesson HS.37

DEVELOPING A RESUME

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. M2: Demonstrate professional job seeking skills.

National Standards.

NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define the purpose of a resume.
- 2 List common components of a resume.
- 3 Distinguish between chronological, functional and combination resumes.
- 4 Develop a resume that is purposeful, appropriate for the situation, and contains needed information.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Harris, Clark R. *Leadership and Personal Development: Student Reference*. Columbia, Missouri. Instructional Materials Laboratory, 1991.

Tullier, Michelle, et al. *The Princeton Review: Job Smart*. New York, New York. Random House Inc., 1997.

✓ Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Colorful, lined 3x5 cards—one per student
- ✓ Transparencies HS.37.TM.A–E
- ✓ Copies of HS.37.TM.D–E—one per student
- ✓ Copies of HS.37.AS.A and HS.37.AS.B —optional—one per student

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ Resume
- ▶ Functional resume
- ▶ Chronological resume



Interest Approach

Have the students do a Hieroglyphics Moment by drawing skills they have.



We are going to draw some quick pictures representing our skills. Take out a sheet of paper and fold it into four parts. Using the front and back of the paper you now have eight spaces to draw your pictures. Draw quick pictures or icons of the skills and experiences you have. Draw pictures that will represent skills that will help you when applying for a job. Begin.

When most of the students seem to have completed the task have the students discuss their drawings with their neighbor.



Let's stop drawing. Turn to your neighbor and explain your drawings. See if they can guess the skills before you explain them. How are your skills similar and how are they different?

Give them time to discuss the drawings. Then ask students to share drawings one at a time with the class and see if the class can identify the skills that are represented.




We've had good discussion about your pictures. Let's look at a few of your drawings. Who would like to share one?



When a student is willing to share their drawing, hold it up and see if people can guess the skill. Keep the responses positive. Continue with a few more drawings.


 Look at this drawing. What skill does it represent?

After you have looked at several pictures and discussed the skills, make the transition to resumes.

 You now have a pictorial list of our skills. But we obviously couldn't take this to an employer to apply for a job. Today we are going to discover the tools required to apply for a job.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the purpose of a resume.

 All of us have skills and abilities that would be valuable on a job. The question is, how do we let employers know about these skills? How can we put these skills and experiences down on paper so we can share them? We format these skills and experiences into resumes.


Define resume. Write the definition on the writing surface or show HS.37.TM.A.

I. Purpose of a resume

A. The **resume** is the tool we use to tell about ourselves, to share our skills and experience.

1. The main purpose of a resume is to help us get an interview.

25

 You may be thinking, "I don't need a resume or interview to apply for a job. However, as we get older they become a critical part of obtaining a job. As we said, the resume is a chance to tell about ourselves and hopefully get the employer interested enough to contact us for an interview. But the interview is only a snapshot and not the full story of our lives. *List the following basics of resumes on the writing surface or show HS.37.TM.B. Use the Little Professor Moment to teach the basics of resumes.*

 Consider the following basics of resumes.

B. Resume Basics

1. Keep it brief. That means condensing your skills and experience down to one page. As you get older and have much more work and educational experience it is permissible to write two pages. But you should try to limit your resume to one page at this stage in your life.

2. Provide important information. Make sure that important information is included on the resume. Your education, work experience and especially information on how to contact you are all necessary on a resume.

3. Keep it easy to read. Don't write the information in paragraphs. Break up information into bullets.



4. Free of mistakes. You can't make any mistakes on resumes. Don't make typos, spelling or grammar errors. The resume may be your only chance to make an impression and mistakes make the wrong impression.
5. Make it look sharp. Use a consistent style and use a format that is pleasing to the eye. Also, it is important to create it on a computer and print it with a good quality printer. Don't use a dot matrix printer or one that is low on ink

Objective 2. List common components of a resume.



We know there are many things to consider when creating a resume, but what actually goes IN it? Let's find out now.

Have the students write down things they do and skills they have. Pass out 3x5 cards to write the information down. Brightly colored cards would be preferred.



Take your 3x5 card and on the lined side write your name, address, and phone number. Then write under that the high schools and junior high schools you have attended. You might also include your grade point average if you know it.

Give students 30 seconds to think about their skills.



Now take 30 seconds to think about the skills and experiences you have. Don't write anything down just think about the skills. Think about things you do at home. Think about experiences you have had. Think about work you have done, whether it is paid or unpaid.

Give students a minute to write down their skills. You may need to help some students think of their skills. Ideas might include working well with animals, able to ride a horse, can drive a car, able to check fluids under the hood of a car, able to shovel a lot of grain, able to make change.



Turn the 3x5 card over lengthwise. Write down five skills you have. Then move on to the next item. Have students list their experiences.



Now list five experiences you have had. What kinds of paid, unpaid, or volunteer work experience do you have? List five kinds of work experience that you have. Don't necessarily list where you have worked, but what you did while you were at work.

Possible answers might include, making flower arrangements, working cattle, driving a grain truck or tractor, planting a garden, and participating in a committee. The students should have some good information that will allow them to start thinking about formatting their information into a resume. Transition from this exercise to talking about the components of a resume.



We have some great information that we can use on our resumes. Now we need to think about the components of a resume. In other words, how are they arranged?

First have the students brainstorm to see if they can come up with most of the components themselves.





Let's see if we can make a list of the components. Take 30 seconds to think about what components should be included.

After 30 seconds have the students start suggesting possible components and write them all on the writing surface. Focus students' attention on the categories, not individual items. Discuss the topics as they are being suggested. Try to move them in the right direction. Write the responses on the writing surface.



Now give me some of your ideas. What are possible components for the resume?

List the following components on the writing surface or show HS.37.TM.C.



Let's look at another list of components. Many of them are the same as the ones that we came up with.

II. Common Components of Resumes

- A. Job objective
- B. Education
- C. Work experience
- D. Skills or capabilities
- E. Significant accomplishments
- F. Activities or organizations
- G. Honors or awards

Objective 3. Distinguish between chronological, functional and combination resumes.

Discuss with the students how you should arrange a resume.



We have talked about components that might be included in a resume. Now let's talk about how you should arrange it. Some components may or may not be included depending on the type of resume you are creating.

Pass out copies of HS.37.AS.A and show the sample chronological resume in HS.37.TM.D.


III. Distinguish between chronological, functional and combination resumes

- A. **Chronological resumes** put your experience from most recent to oldest. Most resumes are chronological resumes or a combination type. Look at the way this resume is arranged. All chronological resumes will not necessarily look like this one.

Pass out copies of HS.37.AS.B and show the sample functional resume in HS.37.TM.D.

- B. **Functional resumes** list past experience by skill areas, such as leadership, public speaking, or working with customers. These are good for people with gaps in their work experience. They may also work for students that don't have paid work experience.




 A combination type includes components of both. After your name and contact information is listed, a combination resume probably will have the education or job objective listed first followed by experience, and then has skill areas listed. Many people use the combination resume.


Discuss how the three are different, how you might use each type, and which one they should use for the skills and experience that each student possesses.

Objective 4. Develop a resume that is purposeful, is appropriate for the situation, and contains needed information.

Have the students look at the 3x5 cards that they wrote information on in Objective three.

 Let's now examine our skills that we will want to include on a resume. Take a look at the 3x5 cards where you wrote your skills and experiences. Consider how you can group the experiences and skills. Do the experiences and skills you listed fit best as groups of jobs you have had, or do they fit best in categories of skills, such as leadership or computer skills? Mark on a separate sheet of paper the categories you will include in your resume and the information that will be included with each category.

Have the students refer to copies of HS.37.AS.A and HS.37.AS.B to use as samples. Discuss that they are examples and only the format should be copied.

 Take the two sample resumes and your information and create a resume for yourself. Use computers to create the resumes. Some word processing programs have resume creators on them to help with format. The first draft of the resume is due next class period.

Review/Summary

Use a Choral Response Moment to reinforce learning. Have students repeat the definition of a resume, the main purpose, the common components, and the difference between functional and chronological resumes.

Application

► Extended Classroom Activity:

Have students create a second resume using the other style of resume.

► FFA Activity:

Have students compete in the FFA Job Interview Contest.

► SAE Activity:

Have students create a resume that can be used to apply for a placement SAE.



✓ Evaluation

A written test HS.37.Assess is provided to measure Objectives 1, 2 and 3.

Objective 4 is evaluated by assessing the resumes that each student is developing. Use the rubrics HS.37.Assess.A and HS.37.Assess.B to evaluate the resumes.

Answers to Assessment:

1. Tool, ourselves, experiences, get an interview
2. Job objective
 - Education,
 - Work experience
 - Skills or capabilities
 - Significant accomplishments
 - Activities or organizations
 - Honors or awards
3. C
4. A
5. B



DEVELOPING A RESUME

Complete the blanks for the purpose of a resume.

1. The resume is the _____ we use to tell about _____, to share our skills and _____.

The main purpose of a resume is to help us _____.

2. List six of the seven common components of a resume.

- a.
- b.
- c.
- d.
- e.
- f.

Match the features with the different types of resumes.

- A. Chronological
- B. Functional
- C. Combination

_____ 3. Components are included such as a job objective, honors, education in order of occurrence, and job skills listed in categories.

_____ 4. Components such as education, work experience, accomplishments, and awards are listed in order of the most recent occurrences to the oldest occurrences.

_____ 5. Components listed in skill areas such as dealing with customers, knowledge of agricultural chemicals, and computer skills.



RUBRIC FOR GRADING THE CHRONOLOGICAL RESUME

Student Name: _____

►Required Components

Name and Contact Information _____/10
Information is included and accurate

Education _____/10
Name of school and town included
Information is included and accurate

Work Experience _____/10
All recent work experience included
Information is included and accurate
Main responsibilities of the job are listed

►Activities

You can move points between the two activity categories if the student is very strong in one area.

School Activities _____/15
Important activities are included
Action verbs are used to highlight activities

Other Activities _____/15
Important activities are included
Action verbs are used to highlight activities

Honors or Awards _____/10

Overall appearance of the resume _____/30
Neatness, spelling, capitalization
Consistent style and quality format

►Optional components

You need to adjust points depending on categories used.

Job Objective _____/_____

References _____/_____

Total _____/100



RUBRIC FOR GRADING THE FUNCTIONAL OR COMBINATION RESUME

► Required Components

Name and Contact Information _____/10
Information is included and accurate

Job Objective _____/5
Clearly and concisely stated

Education _____/10
Name of school and town included
Information is included and accurate

Categories of Skills _____/50
Sufficient categories of skills should be included to
illustrate the student's qualification for the job objective
Information is included and accurate

Overall appearance of the resume _____/25
Neatness, spelling, capitalization
Consistent style
Quality format

► Optional components

You will need to adjust points depending on which components are brought into the resume. As components are brought into the resume, the points for the categories of skills will be reduced.

Activities _____/____
Important activities are included
Action verbs are used to highlight activities

Honors or Awards _____/____

References _____/____

Total _____/100



PURPOSE OF A RESUME

- ◆ **The resume is the tool we use to tell about ourselves, to share our skills and experience.**
- ◆ **The main purpose of a resume is to help us get an interview.**



RESUME BASICS

- ◆ **Keep it brief**
- ◆ **Provide important information**
- ◆ **Keep it easy to read**
- ◆ **Free of mistakes**
- ◆ **Make it look sharp**



COMMON COMPONENTS OF RESUMES

- ◆ **Job objective**
- ◆ **Education**
- ◆ **Work experience**
- ◆ **Skills or capabilities**
- ◆ **Significant accomplishments**
- ◆ **Activities or organizations**
- ◆ **Honors or awards**



FUNCTIONAL RESUME

Beverly Johnson
1458 North Walnut, Middleville, Ohio, 78380 (555) 894-2390, bevJ@technet.net

- Job Objective:** To become a sales person in a local agribusiness
- Education:** Rosa Parks High School, 2001-present
Middleville, Ohio
- Sales and Customer Service Skills:** Worked to satisfy unhappy customers during concession stand at home football games
- Excelled as high seller at Middleville FFA Chapter fruit sales with \$3,000 in total sales
- Was high sales person during "Dog Days" sale at Joe's Agri Supplies
- Leadership Skills:** Provided leadership as officer in the Middleville FFA Chapter for two years as vice-president and reporter
- Raised \$6,000 as chair of the FFA labor auction, solicited buyers, worked with committee of seven members
- Served as president of the Greenwood Meadowlarks 4-H Club, participation at meetings increased by 25%
- Computer Skills:** Developed the Middleville FFA Chapter web site, manipulated photos with Photoshop to reduce file size
- Familiar with Microsoft Word, Microsoft PowerPoint, and Quicken
- Connected printers, scanners, CD burners, and external drives to computers
- Advertising Skills:** Developed advertisement for FFA football concession stand
- Created the advertising campaign to promote the FFA web site that received 2045 hits in the fall of 2002
- Produced and distributed flyers for the FFA labor auction that brought 84 buyers to the auction
- Organizational Skills:** Coordinated the FFA concession stand at all home football games, ordered food items & beverage, deposited money, and scheduled workers for each game
- Coordinated the Smith County 4-H Roundup Days, scheduled junior leaders to monitor each event, sent and managed registration information, and purchased awards
- Managed 12 campers as a camp counselor at summer camp, kept campers on schedule, provided duties for cleanup, and handled disagreements

