

TGR EDU:
EXPLORE



MIDDLE
SCHOOL
AND HIGH
SCHOOL

BUILDING AN ACADEMIC RESUME

Mindset
Method
Mastery



BUILDING AN ACADEMIC RESUME

OVERVIEW

In this activity, students will understand the importance of leadership and community service in the college application process. The activity will begin with students reflecting on what leadership and community service are and how they relate to one another. They then will share unique ways that they have demonstrated leadership and community service, and practice “bragging” about these examples to a peer. Finally, students will compile and organize information to help them “brag” about their activities, interests and leadership qualities in a personal academic resume that could be used as part of their college admissions process.

SUGGESTED TIME

1–2 class periods

GRADE LEVELS

7–12



POWER SKILLS

- Leadership
- Positive Self-Perception
- Empowerment

OBJECTIVES

Students will:

- define** and share examples of leadership and community service.
- reflect** on their own leadership skills and on the contributions they make/have made to their communities.
- envision** what kind of contribution they will make to their college campus community.
- create** a first (i.e. “working”) draft of a personal academic resume.

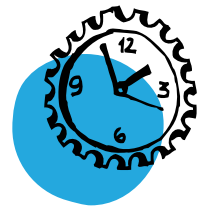
COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS/ ANCHOR STANDARDS:

- CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BUILDING AN ACADEMIC RESUME

MATERIALS:

- Two large sheets of butcher paper and markers
- Sticky notes (four per student)
- Leadership Development student capture sheet (one per student)
- Sample Academic Resume student capture sheet (one per student)
- Highlighters
- Access to a computer (optional)



PROCEDURE

1. Hang or lay on the ground two large sheets of butcher paper: one with the word "leadership" written in large letters in the middle and the other with the phrase "community service" written in large letters in the middle.
2. Divide the class into two groups. Invite one group to write or illustrate words, examples or images that they believe exemplify or illustrate leadership. Invite the other group to write or illustrate words, examples or images that they believe exemplify or illustrate community service. After five minutes, direct each group to switch papers and complete the exercise with the second word/phrase.
3. Direct students to review all of the words, phrases and illustrations on the papers. Challenge them to identify examples that they think best exemplify each concept, common themes for each individual concept and any commonalities among both leadership and community service. Lead a discussion using the questions below:
 - a. How would you define leadership?
 - b. How would you define community service?
 - c. How do the two words relate to one another?
 - d. How can we show leadership and service through our family responsibilities?
 - e. Is it important for young people to demonstrate leadership skills? Why or why not?
 - f. Is it important for young people to contribute to their communities? Why or why not?
 - g. How could your leadership or community service now impact your future?
4. Explain to students that college admissions officers look at many different factors as they review applications. In addition to grades and test scores and extracurricular activities, admissions officers often look at what makes an applicant stand out, what makes them unique and how they have demonstrated leadership and community service. This helps give admissions officers an idea of how an applicant might contribute to the college campus. That's why it's important to make sure that these qualities come out as part of the college admissions process.
5. Distribute four sticky notes to each student. Explain that, in this part of the activity, they will have an opportunity to reflect upon and brag about how they have personally shown leadership and how they have contributed to their communities up to this point. Direct students to use each sticky note to write an example of how they have either shown leadership or how they have contributed to their communities.
6. Invite students to share the examples they have written with a partner. Challenge partners to identify the strongest examples of leadership and the strongest examples of community service. Then, direct students to join another pair, making a new group of four. Ask each student to choose one member of the new group to be their imaginary college admissions officer who has asked to hear about an example of leadership or community service and how this example shows what a great contribution the student will make to their campus community. Students should feel free to really brag about their accomplishments and qualities during this exercise! Give students ample time for each group member to brag about themselves to their imaginary admissions officer.
7. Invite students to reflect on the exercise. Was it easy or hard for them to brag about themselves? How could this exercise apply to the actual college admissions process?
8. Distribute copies of the Sample Academic Resume student capture sheet. Explain that one way of sharing your contributions/accomplishments with others is through a resume. Discuss the purpose of having a resume,

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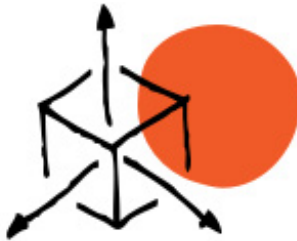
and invite students to highlight examples of how the student in the sample resume showcased her leadership and community service experiences.

9. Distribute copies of the Leadership Development student capture sheet. Invite students to complete the prompts and questions, which will help them organize/compile information necessary for them to draft their own Academic Resume.
10. Finally, on paper or on the computer, instruct students to create a first (i.e. "working") draft of their Academic Resume using the information they've compiled on the Leadership Development student capture sheet, and the "Sample Academic Resume student capture sheet" as a guide.
11. If time allows, encourage students to present their working drafts to their small groups and invite students to peer edit each other's drafts.

EXTENSION ACTIVITY

Encourage students to share their Academic Resumes with a parent, teacher, counselor, supervisor or other adult mentor and seek feedback/suggestions on how it might be revised/improved. Stress the importance of always maintaining a professional-looking resume that has been:

- edited for brevity/conciseness.
- proofread for correct spelling, grammar, punctuation, etc.
- kept up-to-date.



BUILDING AN ACADEMIC RESUME

SAMPLE ACADEMIC RESUME STUDENT CAPTURE SHEET

AALIYAH MOORE

1234 College Bound Avenue • Anaheim, CA 92801 appropriateemail@yahoo.com

ACADEMIC HISTORY

TGR Learning Lab High School (Anaheim, CA)
GPA 3.1/Weighted GPA 3.45

ADVANCED COURSEWORK

- AP Art History
- AP English Language & Composition
- AP Calculus AB
- AP Spanish Literature

SKILLS

Computer: Proficient with Microsoft Word, Excel and PowerPoint
Languages: Fluent in English and Tagalog; proficient in Spanish
Social Media: Created blog via WordPress focused on the power of feminism

WORK EXPERIENCE

China Wok Fast Food, Cashier (10th, 11th & 12th)

- Provide customer service and improved on interpersonal skills

SCHOOL INVOLVEMENT AND EXTRACURRICULAR ACTIVITIES

Associated Student Body, Treasurer (11th & 12th grade)

- I take the lead in keeping track of supply and advertisement expenses for events.

Future Doctors of Tomorrow Club, Historian (12th grade)

- This program is dedicated to guiding and mentoring high school youth interested in pursuing a career as a future physician. Along with capturing memories, I keep our members updated on upcoming events.

COMMUNITY SERVICE

Read2Youth, Core Service Volunteer (10th & 11th grade)

- I helped coordinate the summer reading program for elementary school children at local elementary schools. In addition, I helped organize, clean and shelve books.

AWARDS AND SPECIAL HONORS

Principal's Honor Roll (9th–12th grade)

Pre-Med Mentorship Program, Mentee (10th–12th grade)

- A selective program in which I was matched with a health professional at the local hospital. Through this mentorship, I had the ability to conduct research on causes of various cancers.

HOBBIES AND OTHER INTERESTS

I enjoy writing short stories, reading science fiction books and love to skateboard.

BUILDING AN ACADEMIC RESUME

LEADERSHIP DEVELOPMENT STUDENT CAPTURE SHEET

SELF-REFLECTION QUESTIONS

What makes you a successful leader?

How do you think your peers would describe you as a leader?

Explain how you could improve as a leader or do more to showcase your leadership skills.

ACADEMIC HISTORY

This provides background on where you are attending school.

High School, Location: _____

Expected Graduation Date: _____ Cumulative GPA: _____ Cumulative Weighted GPA: _____

ADVANCED COURSEWORK

List any courses that will highlight your academic rigor as a student (i.e. Honors, Advanced Placement or even a class that you have taken at the community college level).

Course Name: _____

Course Description (Provide an example of a special project you worked on):

Course Name: _____

Course Description (Provide an example of a special project you worked on):

Course Name: _____

Course Description (Provide an example of a special project you worked on):

SKILLS

List areas that make you unique as a student and an individual.

Language(s): _____

Computer Software: _____

Social Media Outlets: _____

Other: _____

WORK EXPERIENCE

List any summer, temporary or long-term jobs you have had during your high school career. What lesson did you take away from this job opportunity?

Employer/Company: _____ Job Title/Position: _____

BUILDING AN ACADEMIC RESUME

Lesson Learned: _____

SCHOOL INVOLVEMENT AND EXTRACURRICULAR ACTIVITIES

List a leadership role you have had within school or an extracurricular activity. In addition, describe and provide an example of a project you led.

Club/Organization Name: _____ Leadership Role: _____

Lesson Learned: _____

Club/Organization Name: _____ Leadership Role: _____

Lesson Learned: _____

COMMUNITY SERVICE

List a community service activity that is most meaningful to you. Explain what you have gained from your involvement.

Club/Organization Name: _____ How long was your commitment? _____

Lesson Learned: _____

AWARDS AND SPECIAL HONORS

List any special recognitions and/or highly-selective programs you have been acknowledged for in or outside of school.

- 1.
- 2.
- 3.

HOBBIES AND OTHER INTERESTS

List one or two hobbies that excite you intellectually and fuel your curiosity during your free time. Why do these activities inspire you?
