

OVERVIEW

BIG IDEA

The resume provides the first impression--make it count!

OBJECTIVE

15.3: Identify the components of a resume.

AGENDA

1. All About You
2. You Are Hiring
3. What is a résumé?
4. Résumé Components
5. Résumé Critique

HOMEWORK

Create your own resume!

LESSON 15.3

The Resume

SUMMARY:

This lesson will set a basic foundational understanding of the resume. First, students will brainstorm things about themselves. Later they will go back to this list for the homework assignment in which they will create their own résumé. Next, students will work with a partner to develop a list of top five factors that would guide their search for hiring healthcare professionals. Students will continue by reading about resumes and examining their components. Then they will go online to view and critique a sample resume from a athletic training major in college.

STANDARDS:

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



MODULE 15: HEALTH CAREERS
LESSON 15.3

The Résumé

Obj. 15.3: Identify the components of a resume.

All About You!

In the box below, list as many things about yourself as you can.

Here are some hints: Think about your educational history (what school do you attend, what is your average GPA?). Think about what activities, clubs, or sports are you involved in. Think about your hobbies, interests, and leisure activities. Think about any jobs you have had, even if they are informal (e.g. walking the dog, babysitting, mowing the lawn, etc.). Think about any skills or special talents you have. Think about places you have volunteered at or projects you have worked on. THE SKY IS THE LIMIT!

You Are Hiring!

You are opening a new medical center that aims to integrate health professionals of all kinds in a “one stop shop” for the community’s health care needs. You will hire public health workers (e.g., epidemiologists, health educators, etc.), healthcare practitioners (e.g., nurses, physician’s assistants, physicians, medical assistants, certified nurse assistants), physical therapists, nutritionists, dentists, psychologists, social workers, pharmacists, and even veterinarians. (WOW—that is a lot of healthcare professionals!) **With a partner, discuss all of the factors you will consider when hiring. Then narrow your ideas down to the FIVE most important skills or other factors you will use when hiring. List them here:**

- 1.
- 2.
- 3.
- 4.
- 5.

DO NOW:

Encourage students to think broadly about themselves. They will probably catch on that these things are “for” the resume and this may limit them in what they consider. Suggest a way to think about the things they do (or have done) is by “spinning” it the right way. Perhaps a student is very into video games or anime but sees this as a leisurely pursuit or something they have been reprimanded about “wasting time on.” Ask them to think about the skills, mindsets, attitudes, or understandings they have developed from all aspects of their lives, and encouraging them to “spin” these things into positives can go along way in boosting the self-esteem and confidence of many students.

DISCUSS:

Alternatively, to be more specific, ask students to list the FIVE things they would look for on the resume, or in the interview. Remind students to think about the “big picture” (e.g., can interpret, analyze, and respond to data) rather than specific finite skills (e.g., knows CPR)



What is a Résumé?

A résumé is a document used by persons to present their backgrounds and skills. Résumés can be used for a variety of reasons, but most often they are used to secure new employment. A typical résumé contains a summary of relevant job experience & education. The résumé is usually one of the first items, along with a cover letter and sometimes an application for employment which a potential employer sees regarding the job seeker and is typically used to screen applicants, often followed by an interview. In most contexts, a résumé is typically limited to one or two pages of size, highlighting only those experiences and qualifications that the author considers most relevant to the desired position. Many résumés contain key words or skills that potential employers are looking for, make heavy use of active verbs, and display content in a flattering manner.

Source: Wikipedia <<http://en.wikipedia.org/wiki/resume>>



Résumé Components

For each of the components on the résumé pictured at right, write observations of the key things to include and/or remember about each section.

Objective:

Education:

Work Experience:

Volunteer Experience:

JOHN DOE
Full Address • City, State, ZIP • Phone Number • E-mail

OBJECTIVE: Design apparel print for an innovative retail company

EDUCATION:

UNIVERSITY OF MINNESOTA City, State
College of Design May 2011

- Bachelor of Science in Graphic Design
- Cumulative GPA 3.93, Dean's List
- Two-time Iowa Kappa Scholarship

WORK EXPERIENCE:

AMERICAN EAGLE City, State
Sales Associate July 2009 - present

- Collaborated with the store merchandiser creating displays to attract clientele
- Use my trend awareness to assist customers in their shopping experience
- Thoroughly scan every piece of merchandise for inventory control
- Process shipment to increase my product knowledge

PLANET BEACH City, State
Spa Consultant Aug. 2008 - present

- Sell retail and memberships to meet company sales goals
- Build organizational skills by single handedly running all operating procedures
- Communicate with clients to fulfill their wants and needs
- Attend promotional events to market our services
- Handle cash and deposits during opening and closing
- Received employee of the month award twice

HEARTBREAKER City, State
Sales Associate May 2008 - Aug. 2008

- Stocked sales floor with fast fashion inventory
- Marked down items allowing me to see unsuccessful merchandise in a retail market
- Offered advice and assistance to each guest

VICTORIA'S SECRET City, State
Fashion Representative Jan. 2006 - Feb. 2009

- Applied my leadership skills by assisting in the training of coworkers
- Set up mannequins and displays in order to entice future customers
- Provided superior customer service by helping with consumer decisions
- Took seasonal inventory

VOLUNTEER EXPERIENCE:

TARGET CORPORATION City, State
Brand Ambassador August 2009

- Represented Persipco Marketing and Target Inc. at a college event
- Engaged University of Minnesota freshman in the Target brand experience

Source: Wikimedia Commons, Public Domain. User: Rkwriting

READ:

Another great source for information on the resume is Purdue's OWL site:

<https://owl.english.purdue.edu/owl/resource/719/1/>

NEW INFO:

Have students work in small groups to share ideas and discuss their analysis of the resume.



Résumé Critique

Go online and access the resume following the directions listed below. Review its content, style, and format. Then write your comments, both positive and negative, in the table below.

1. Go to: <http://www2.uwlax.edu/Career-Services/Resume-writing/>
2. Click on "College of Science & Health"
3. Click on "Athletic Training - Senior"

Positive	Negative



Your Résumé

It's your turn! Compose your own resume in Microsoft Word. Use the Do Now exercise in which you brainstormed things about yourself to help you get started. You can be creative, since you may not yet have the job experience or other types of experience that typically fill a resume. Use the box below to continue brainstorming before you start typing

Brainstorm!

THINK:

This is an exemplar resume, so the negative side may be a challenge for students. Encourage them to be nit-picky--some students will naturally be good at this! :)

HOMEWORK:

The purpose of this assignment is to provide students will a change to put their learning into practice and create a tangible, useful deliverable that they can use. Suggest having students show it to their parents or other adults who know them well to gather feedback or additional ideas of things to include. Also, remind them that this is a document they can use if they are applying for summer or after-school jobs!