

Resumes and References:

Employability Standards:

A: A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.

A.3: understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings.

Cultural Standards:

A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

1. assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;

B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

4. identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community

Best Practices:

1- Contact each of your students individually and establish how/when they can reach out to you (the instructor). Phone/Text/Email/Google Classroom/ RemindApp / Etc.

2- Utilize "Google Classroom" to store rubrics, information, create individual assignments, etc.

3- If possible use both Asynchronous and Synchronous activities (If internet allows) - Allow for face to face time for students to interact with each other and with the instructor.

4- Give individual specific feedback to each student as they progress, not waiting till the end when the assignment is due. (Again, google classroom assignments are great for instructor monitoring student work in real time).

5- Be consistent and specific with student expectations and outcomes. Connect the assignments to real life. Explain the "why" behind each part of the activities you assign.

Content Focus—What will students learn?		
Technical	Academic	21 st Century Skills
-Gathering information	-Writing in complete thoughts -Formatting -Competent use of Word/ Open Office/ Google Docs to create a Resume -Incorporating local experiences Coherently into a resume	-Creating a resume that reflects A students certifications and Relevant experiences as they Leave school and enter the work - Force -Professionally ask for references -Utilizing data on jobs/ careers To make informed choices

Activity 1- Fill out all needed information for a resume

How the activity can be delivered:

- Activity 1 is solo work with help from the teacher to clarify sections as needed

Materials and Resources—What do you need to assemble and prepare before the lesson?

“What to Include on Your Resume: High School - Checklist”

- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use “kami” to fill it out (Computer + Internet)

Activity 2- Fill out all information needed for references

How the activity can be delivered:

- Activity 2 is solo work with help from the teacher to clarify sections as needed

Materials and Resources—What do you need to assemble and prepare before the lesson?

“What to Include on Your Resume: High School - Checklist”

- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use “kami” to fill it out (Computer + Internet)

Activity 3 - I spy: Finding mistakes in others resumes

How the activity can be delivered:

- Activity 3 is flexible; either asynchronous or as a whole group via internet

Materials and Resources—What do you need to assemble and prepare before the lesson?

“What to Include on Your Resume: High School - Checklist”

- Where student work will be captured
- Can be printed to be done by hand (No computer/internet)
- Can be downloaded as a PDF and students can use “kami” to fill it out (Computer + Internet)

Activity 4 - Thinking about the future: What is a career I want in CTE and what could I take to get there? (Extension)

How the activity can be delivered:

- Activity 4: Can be done asynchronous
 - ****CAN ONLY BE DONE WITH INTERNET!**

Materials and Resources—What do you need to assemble and prepare before the lesson?

1. **“What to Include on Your Resume: High School - Checklist”**
2. **Internet Access to: AKCIS.ORG (OR O*NET)**

Activity 5 - Create a Resume (Extension)

How the activity can be delivered:

- Activity In person or online (NOT ASYNCHRONOUS!)

Materials and Resources—What do you need to assemble and prepare before the lesson?

1. **“Resumes and Peer to Peer Feedback Protocol” PPT**
2. **“Activity 5: Create a Resume - google doc template”**
3. **“Activity 5: Create a Resume - Grading Rubric”**
4. **“What to Include on Your Resume: High School - Checklist”**
 - Page labeled “Peer to Peer Feedback Protocol”

In person:

*Create a resume from Activity 1 - create a blank document in google classroom for you to monitor and give feedback to students

-After students have created a rough draft, implement a peer to peer feedback protocol

-Use PPT “Resumes and Peer to Peer Feedback”

-Print and distribute worksheet “Peer to Peer Feedback Protocol”

Tele-Conferencing:

*Create a resume from Activity 1 - create a blank document in google classroom for you to monitor and give feedback to students (A template is provided)

-Use PPT "Resumes and Peer to Peer Feedback" to break down what each section of a resume is for/how to format it.

-After students have created a rough draft, implement a peer to peer feedback protocol.

-Share document "Peer to Peer Feedback Protocol" and explain what is expected when providing feedback on a resume.

-Use PPT "Resumes and Peer to Peer Feedback."

*In "Breakout rooms" of 2 have students read a peers resume and give appropriate feedback. Then have them switch roles, provide time for feedback and then editing to make changes.

Think about exposing your students to the following:



The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through advancement of leadership, citizenship, academic and technological skills.

■ www.bpa.org



DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

■ www.deca.org



Bringing business and education together in a positive working relationship through innovative leadership and career development programs.

■ www.fbla.org



To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

■ www.fcclainc.org



The Future Educators Association (FEA), sponsored by PDK International, is a student organization that provides students interested in education-related careers with activities and materials that help them explore the teaching profession in a variety of ways.

■ www.futureeducators.org



Making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education.

■ www.ffa.org



The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the student meet the needs of the health care community.

■ www.hosa.org



SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.

■ www.skillsusa.org



The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.

■ www.tsaweb.org

What to Include on Your Resume: High School - Checklist

Identification

- Include your **name, address, telephone number, and email address** at the top of your resume
 - Use a professional email address (like your school address!) with NO HYPERLINK!

Education

- Be sure to include the **name of each institution, location, and your date of graduation** (or expected date).
- Include your education in **reverse chronological order** (the most recent listed first).
- List your overall GPA if it is 3.0 or higher.
- List your awards or honors related to your education (such as honor roll, or perfect attendance)

Experience

- Include your experience in **reverse chronological order** (the most recent listed first).
- Include **internships, jobs, clubs, sports teams, relevant classes, summer camps, CTSO, subsistence activities**
- Include work history: **name of the company, the position, location and dates of employment.**
- List roughly **3-4 important tasks, accomplishments, or skills gained at each experience.**
 - Use **action verbs** to describe your achievements.
 - DO NOT USE "I" or "ME" or "MY"

Skills

- Include any **computer skills** you have (Google docs, microsoft, powerpoint, java, etc.)
- Include **foreign languages** and your skill level (beginning, intermediate, proficient, fluent).

Certifications

- Include any **Certifications** you have (write their expiration date or date received)
 - Examples: QPR, First Aid, CPR/AED, Safe Zone training, Teen Mental Health First Aid, etc.

Formatting Tips:

_____ Resume Length (One page ONLY)

_____ Font (Times New Roman, Arial, Calibri) and Size (10, 12)

_____ Page Margins (1 inch or ½ an inch)

_____ Layout: Uniform and consistent

_____ Verb tenses (Currently = Present vs. Something that has ended = Past Tense)

_____ Action Verbs - Use a variety of them! (You can always google synonyms)

ACTIVITY 1:

Instructions: Fill out the following information about yourself that you would need to put on your resume.

Identification

Name: _____ Address: _____
Telephone number: _____ Email address: _____

Education

High School Name: _____ Location: _____
Expected Graduation Date (month/year): _____ Overall GPA: _____
Honor Roll? (Y/N) If yes, how many semesters? _____
Perfect attendance? If yes, how many semesters? _____
Other Academic awards (science fair, etc.) _____

Relevant Coursework: _____

Did you attend more than one high school? No worries!

High School Name: _____ Location: _____
Month/Year attended: _____
Honor Roll? (Y/N) If yes, how many semesters? _____
Perfect attendance? If yes, how many semesters? _____
Other Academic awards (science fair, etc.) _____

Relevant Coursework: _____

Experience

Name of Experience: _____ location: (town/state) _____
Position: _____ Start to End date: _____ - _____
(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

- 1- _____
- 2- _____
- 3- _____

Name of Experience: _____ location: (town/state) _____

Position: _____ Start to End date: _____ - _____

(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

1- _____

2- _____

3- _____

Name of Experience: _____ location: (town/state) _____

Position: _____ Start to End date: _____ - _____

(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

1- _____

2- _____

3- _____

Name of Experience: _____ location: (town/state) _____

Position: _____ Start to End date: _____ - _____

(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

1- _____

2- _____

3- _____

Name of Experience: _____ location: (town/state) _____

Position: _____ Start to End date: _____ - _____

(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

1- _____

2- _____

3- _____

Name of Experience: _____ location: (town/state) _____

Position: _____ Start to End date: _____ - _____

(club? Did you hold a board position?) (still going? Write "current" or "present" in the 2nd blank)

What are three things you do/did at this experience?

1- _____

2- _____

3- _____

ACTIVITY 2:

Instructions: Fill out the following information for your references. In addition to a Resume, most jobs require 2-4 references. These are individuals who know you and that are not family members. Such as coaches, former employers, teachers you have had.

REFERENCES:

Reference #1:

Name: _____

Telephone #: _____

Address: _____

Their job title: _____

Email Address: _____

How they know you: _____

How long they've known you: _____

***Did you ask them if you can use them as a reference? (Yes / No)**

Reference #2:

Name: _____

Telephone #: _____

Address: _____

Their job title: _____

Email Address: _____

How they know you: _____

How long they've known you: _____

***Did you ask them if you can use them as a reference? (Yes / No)**

Reference #3:

Name: _____

Telephone #: _____

Address: _____

Their job title: _____

Email Address: _____

How they know you: _____

How long they've known you: _____

***Did you ask them if you can use them as a reference? (Yes / No)**

Reference #4:

Name: _____

Telephone #: _____

Address: _____

Their job title: _____

Email Address: _____

How they know you: _____

How long they've known you: _____

***Did you ask them if you can use them as a reference? (Yes / No)**

ACTIVITY 3: I Spy....

Instructions: Here are “pieces” of actual resumes. Use page 1 “What to Include on Your Resume: High School - Checklist.” **There are mistakes or something is missing in each example. Circle the mistakes in each section. Write how you could correct the example.**

Example 1 Experience: What could be improved here? Or what is missing?

Pipefitter/Welder

Iron Workers Local 808

Completed work safely following all OSHA standards.

Consisted of fitting, grinding, arc gouging and welding (FCAW/SMAW).

Erected and welded mostly bar joyce buildings using cranes, forklifts, and chain falls welded with SMAW process.

Worked with JLG lifts, scissor lifts, Lulls and various hydraulic equipment.

Welded petroleum piping using TIG and Stick processes.

Example 2 Experience: What could be improved here? Or what is missing?

Maintenance Electrician

-grounding grids

run underground conduit

Trained to identify conditions

Example 3 Your Information: What could be improved here? Or what is missing?

Vanessa Muskox

Female, 907-443-0000 MuskoxRox@yahoo.com

100 front street, Nome

ACTIVITY 4: Thinking about the future.
Instructions Below.

1- Alaska Students go to: AKCIS.ORG
and create an account
2- On the top bar scroll over "Occupations" →
then click on "Career Clusters"

1- www.onetonline.org
2- Click on "Find occupations" → "Career
Clusters"

4- Click on one you find interesting, and scroll through the listed jobs (does not have every single job ever)
5- Fill out some information about it below (Pick 3)

Job Title: _____

****Cluster this job is in:** _____

This job does: _____

Wage: _____

Employment: _____

10 year growth: _____

Annual Openings: _____

Preparation: This job typically needs to:

- _____
- _____
- _____

Helpful High School Courses:

Why am I interested in this job?

Job Title: _____

****Cluster this job is in:** _____

This job does: _____

Wage: _____

Employment: _____

10 year growth: _____

Annual Openings: _____

Preparation: This job typically needs to:

- _____
- _____
- _____

Helpful High School Courses:

Why am I interested in this job?

Job Title: _____

****Cluster this job is in:** _____

This job does: _____

Wage: _____

Employment: _____

10 year growth: _____

Annual Openings: _____

Preparation: This job typically needs to:

- _____
- _____
- _____

Helpful High School Courses:

Why am I interested in this job?

ACTIVITY 5: Create a Resume (Continuation/ Extension Activity)

Instructions:

STEP 1: Your instructor will either:

- A. Share an online guide for you to change to your own information (google doc, microsoft word, open office, etc.), or,
- B. Share a blank document to create a resume from scratch.

STEP 2: Your instructor will lead you through different parts of your resume, please use **“What to Include on Your Resume: High School - Checklist”** to follow along and **“Activity 1”** to enter and edit the information you have already collected to your blank document.

STEP 3: Check your first draft resume against **“Create a Resume - Grading Rubric”**

STEP 4: Swap Resumes with another person in your class and follow the **“Peer to Peer Feedback Protocol”** found on the next page.

- a. Partner 1 will go first, then partner 2. Take turns.

STEP 5: Incorporate the feedback you received from your partner and/or teacher into your resume to create a second draft.

STEP 6: Repeat Steps 3 - 5 until you are satisfied with your work.

Peer to Peer Feedback Protocol

When giving feedback to your peer we are going to be using S.P.A.R.K.

- **Specific:** Comments are linked to a discrete word, phrase, or sentence.
- **Prescriptive:** Offers a solution or strategy to improve the work. (Revisions/ resources / examples)
- **Actionable:** The feedback leaves the peer knowing what steps to take for improvement.
- **Referenced:** The feedback directly references the task criteria, requirements, or target skills.
- **Kind:** It's mandatory that all comments be framed in a kind, supportive way.

Step 1: Evaluate.

Ask your peer if you may read their resume. Read silently to yourself. Reference your rubric to see where there is alignment and areas of improvement.

"May I read your resume?"

Step 2: Praise.

Writing can be very personal, so it is important to tell your classmate what they did right! We shouldn't focus on only negatives or areas of growth! Tell your peer where they did a great job!

"I noticed that you did a great job on _____."

Step 3: Question.

Sometimes we need clarification on why a writer chooses to do something. Instead of making assumptions on the part of your peer, ask them! Make sure it is relevant and specific.

Step 4: Suggest.

As humans we always have room for improvement, so kindly suggest a way to help improve their resume. A second opinion can help us proof-read and catch small mistakes that our mind skips over.

"Can I suggest that _____."
"If this were my resume I would _____."

Step 5: Thank.

It can be scary to let someone read and provide feedback on something you have written. It takes a lot of courage and so it is important that you thank your peer for letting you provide feedback.

"Thank you for letting me read your resume."

Resume Grading Rubric My name: _____

Criteria	Excellent (3)	Average (2)	Needs Improvement (1)
<p>Style, Appearance, & Tone</p> <p>Goal: To ensure your strengths are highlighted for your specific audience and that the resume is polished and easy to read.</p> <p>Score: 3 2 1</p>	<ul style="list-style-type: none"> -Fills one page without overcrowding -Margins are acceptable -Font style & size is readable -Formatting is consistent -Relevant info appears on the top ½ of the page -Section headings reflect content 	<ul style="list-style-type: none"> -Page appears crowded, but doesn't exceed one page -Less than 5 formatting errors 	<ul style="list-style-type: none"> -Exceeds one page -Does not fill majority of one page -Margins are less than ½ inch or more than 1 inch -Font style is unreadable -Text size is not between 10 and 12 -More than 5 formatting errors
<p>Grammar, Spelling, & Punctuation</p> <p>Goal: To ensure your resume is polished.</p> <p>Score: 3 2 1</p>	<ul style="list-style-type: none"> - Error-free spelling -Error-free punctuation -Error-free spacing -Grammar is appropriate 	<ul style="list-style-type: none"> -Contains 1-2 minor errors (punctuation or spacing) -Has a pattern of a single error (e.g. some bullets have periods, some do not) 	<ul style="list-style-type: none"> -Resume contains 3 or more individual errors -Has a pattern of 2 or more of the same type of error
<p>Contact Information</p> <p>Goal: To ensure a reviewer can easily reach you.</p> <p>Score: 3 2 1</p>	<ul style="list-style-type: none"> -Includes name, address, email, phone -Name stands out on the resume -Provides professional email 	<ul style="list-style-type: none"> -Name does not stand out -Email used is too casual 	<ul style="list-style-type: none"> -Missing name, email, address, email, or phone number -Email used is inappropriate or unprofessional
<p>Section(s)</p> <p>Goal: To contextualize your skills & qualifications, showing relevance to the position desired.</p> <p>Score: 3 2 1</p>	<ul style="list-style-type: none"> -Entries are in reverse chronological order -Organization name, position title, location, & dates are included -Bullets begin with strong action verbs and are in correct verb tense (present? Past?) -Personal pronouns are omitted -Bullets are concise and direct 	<ul style="list-style-type: none"> -Entries are in reverse chronological order -Entries have a pattern of one type of error (e.g. locations are omitted) -Action verbs are repeated -Verb tense is incorrect for 2 entries -Bullets are written in complete sentences 	<ul style="list-style-type: none"> -Entries are not in reverse chronological order -3 or more entries do not include organization name, dates, position title, or location -Bullets are written in complete sentences -Verb tense is incorrect for 3 or more entries -Irrelevant or outdated information is listed

<p>Skills & Interests</p> <p>Score: 3 2 1</p>	<p>Listings are concise</p> <p>-Level of proficiency is indicated for language or computer skills</p>		<p>-Items are wordy -Items are irrelevant Level of proficiency is not indicated</p>
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YOUR NAME

111 Someplace Rd, Nome, AK, 99762

yourname@nomeschools.org

907-555-5555

EDUCATION

Nome-Beltz Jr./Sr. High School, Nome, AK

Expected June 2020

Diploma

GPA: ___/4.0

EXPERIENCE

Name of the place, Nome, AK

Start Date- End Date

Position Title

-

-

-

VOLUNTEER EXPERIENCE

Name of the place, Nome, AK

Start Date- End Date

Position Title

-

-

-

EXTRACURRICULAR ACTIVITIES

Name of the place, Nome, AK

Start Date- End Date

What you do

-

-

-

Name of the place, Nome, AK

Start Date- End Date

What you do

-

-

-

CERTIFICATIONS

- First Aid Certification

September 2020

-Food Safety Certification

When you got it date

SKILLS

-

Start Date- End Date

-

Start Date- End Date

-

Start Date- End Date

