

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Synthesis	Correlation to Framework - 01.04, 1.06	Lesson Number - 19
<p>Activity Title - Resume Writing</p> <p>Goal/Objective</p> <p>To provide students with the basics regarding resume writing and enable them to write an effective resume</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Resumes are an important part of the job search process. Students need to know what makes a good resume, and should be familiar with one or two standard layouts. Students need to understand the basic concepts regarding layout, sentence structure, and what NOT to include such as age, race, etc. Then move on to how the format can solve problems, such as a lack of work experience (skills vs. chronological format). Because many GED students do not have a lot of work experience, help them understand how other activities may provide potential employers with an understanding of their skills. An example might be a student's volunteer work conducted at a local church or community center.</p> <p>Activity</p> <p>Review the basics of resume writing as provided in the handout. Provide students with some examples of resumes and review the various formats and information contained in them. Review sample resumes and discuss what is effective about them and what is ineffective. Then, as a class, select a resume and change it from one format (chronological) to the other (skills). This will assist students in focusing on positive language describing strengths and skills, rather than a historical recitation of where the applicant was when.</p> <p>Debriefing/Evaluation Activity</p> <p>Review with students the changes they made in the resume. Ask them which format they prefer and which would work well for them. Discuss the advantages and disadvantages of each.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Rules and Tips for Resume Writing • Sample Resumes (to be provided by the teacher) • Paper and pencils or pens • Word processing program if available to produce final drafts of resumes
<p>Real-Life Connection</p> <p>Review sample resumes of real life people. Have students review them as if they were going to hire the person for a job at their local business. Did the person change jobs too frequently? Are there unaccounted for periods of time in the person's job history? Is there some additional education needed, or would more on the job experience help? This activity will demonstrate how useful a resume is, not only for seeking work, but also career planning.</p>			<p>Extension Activity</p> <p>Have students write a job description for their "dream" job. The job description should include education, experience, etc. required to get the job. Then have students write a resume that would show them as qualified for that position.</p> <p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p> <p>Provide students with a graphic organizer as a guide to assist them in their resume writing.</p>

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Activity Title—Resume Writing

Introduction

Say: Your resume is one of the most important documents you will ever write for yourself. How many of you have ever written a resume? If you haven't written an resume, then today you will have a chance to view some resumes and begin to build your own resume. The word resume comes from the French and means to summarize. It is not an autobiography. It is an outline meant to be looked over very quickly. Most employers spend about 30 seconds with someone's resume before deciding whether to schedule an interview or toss the applicant in a reject pile.

Main Activity

Say: Before you can write a resume, we need to know what information should and should not be included in the resume. Let's begin by going over the basics that everyone should know about resume writing. Distribute handout and review. *Say:* Perhaps the most helpful way to learn what makes a good resume is to look at some. I have a series of sample resumes that I'd like for us to consider together. Let's look at these and discuss their format, their content, and in general figure out why they are or aren't effective.

Distribute resumes and ask the class questions like, "What format is this in, chronological or skills" and "Would you hire this person?...Why or Why not? As a class, select a resume and have the students change it from one format (chronological) to the other (skills). This will help students focus on positive language describing strengths and skills, rather than a historical recitation of where the applicant was when.

Debriefing/Evaluation Activity

Ask: What have you learned about the different types of resumes? Based on the information in the resume would you hire that individual? Why or why not? Which type of resume do you find easier to read and understand? *Say:* I think everyone here understands how important a resume can be. But I want you to understand how valuable looking at other people's resumes is to you as well. Not only can it help build your own resume writing skills, but it also reveals some of the information needed for specific types of careers. *Ask:* Do you have a particular job you'd like to get one day...a dream job that you're working for? Have students share their "dream jobs" with each other. Discuss what they would need to obtain that job.

Language Arts, Lesson 19
The Comma vs. The Semicolon

RULES AND TIPS FOR RESUME WRITING

1. Keep it Short!

One to two pages, never more.

2. Easy on the Eyes

A resume should be easy to read – and especially easy to scan. Use spaces between entries; set headings away from the rest of the text so the reader can easily find what he is looking for.

3. Make it Top Heavy

Put the most important information first. If you're inexperienced and just starting your career, lead with your skills, rather than your work history.

4. The Glass is Half Full

Include only positive aspects about yourself. Watch your phrasing.

Negative

Took 3 years to earn GED after leaving high school

Some College, No Degree

Positive

Earned my GED while working full time

Coursework in Computer Programming and English

5. Balanced White Space

Do not put in so much information, it is hard to read. Leave some white space.

6. Format

Your resume should contain blocks of text that are set off by headings that make for easy reading and scanning. Keep it simple. Keep it clean.

7. Consistency

If you decide to use all caps for your headings (EMPLOYMENT HISTORY, EDUCATION) be sure that all your headings follow the same format. Keep your format consistent throughout.

8. Precision

Be precise about what your responsibilities were by saying that you “supervised two employees” or “purchased and inventoried office supplies”.

9. Accuracy

Be honest. Your resume should never contain inaccurate information.

10. Taboo Information

Do not include information regarding age, sex, marital status, health, height, weight, hair color or eye color. Do not include a photograph of yourself, or insert one into the resume itself.

11. Sentence Structure

The resume is a summary, not an autobiography. Use phrases rather than complete sentences. It should be concise and contain no unnecessary words.