

# Writing a Resume

This lesson is designed to help students gather information and construct a resume that is organized in a professional way.

## OBJECTIVES

Students will:

1. Learn about the typical format and sections necessary for writing a resume
2. Connect information from their own lives to the sections needed for their resume
3. Evaluate the information that they've gathered in order to organize and prioritize what will be included on their resume
4. Create a resume using the Resume Builder on the website

## ACTIVITIES

### PART 1

### Content Knowledge

Ask students to write a reflective response to one of the following prompts:

1. *What do you think employers are looking for in an employee? What type of information would they want to know about a future employee?*
2. *What are colleges looking for in a resume?*

Ask a few students to discuss the information they wrote about in their responses. Next, ask students to take notes about resumes. A resume is a written account of someone's educational, personal, and professional qualifications and experiences for a job or position.

Resume writing tips:

- Limit your resume to one page. While it's sometimes okay to have a two-page resume, most employers request a one-page resume. The shorter, the better. You can adjust margin and text size in order to limit your resume to one page.
- Include your name and contact information at the very top and center it. It's also a good idea to have your name in bold and in a larger font than everything else on the page.
- Organize your resume into sections. Bold your section titles in order to visually separate your sections

Typical sections included on a resume:

- **Education:** A list of the schools you've attended starting with the most recent; includes the attendance dates, location, GPA, and degree earned (if applicable)
- **Employment History:** A list of the jobs you've had starting with the most recent; includes a description of position title, job responsibilities, location, and employment dates.

Grade Level: 10 - 12

### MEFA PATHWAY LINKS FOR LESSON:

- My Portfolio
- Resume Builder

### SUBJECT AREAS:

- College Admissions
- Career Exploration

### MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- Resume Grading Rubric (attached)

Email any questions to:  
[info@mefapathway.org](mailto:info@mefapathway.org)

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# LESSON PLAN

- **Activities:** A list of the activities you're involved in both in and outside of school, including the amount of time you participated in the activity per week, how many weeks per year you participate in it, the position you hold in that activity, and the location of the activity. List in order of most recent.
- **Honors and Awards:** A list of honors and awards you've received starting with the most recent. The honor or award name should be listed as well as the date you earned it.
- **Skills:** A list of the skills you have that could apply to the position for which you're applying. For instance, you might be skilled in Microsoft Word, HTML, or a foreign language. You should include your level of experience, a description of your skill, and the years of experience you've had with your skill
- **Community Service:** A list of any non-paying jobs performed for the benefit of the community.
- **References:** A list of at least three and no more than five references for your employer to contact. You should include each reference's name, affiliation (employer and title), phone number, and email address. When you send your resume out to potential employers, it would be helpful to contact your references to let them know they may be contacted.

## PART 2

### Applying Information

Using their notes from the typical sections of a resume, students should gather information about themselves for each section of the resume.

## PART 3

### Evaluating Information

After gathering information for each section of their resume, students should evaluate which information should be included. Remind students that information from elementary school or early middle school is probably not necessary on a resume because it is outdated.

## PART 4

### Critical Thinking/Creative Application

Students should complete all of the sections listed in the Profile Details (education, employment history, activities, honors and awards, and skills and strengths); if they do not have information for one of the sections, they should leave it blank.

Students then can create a resume using the Resume Builder. Start with an objective and select items to appear on that resume. Students should name and save their resume in MEFA Pathway. Once saved, resumes can be retrieved, format selected (classic or modern), and saved as a PDF or Word Document using the green buttons in the top, right corner. From here, students can edit further if saved as a Word Doc, and add references and/or print. Students should consider the resume writing tips and use the grading rubric to finalize their resumes.

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# Resume Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Format & Content	The format of the resume is clear. Each section has the required content (names, dates, descriptions, locations).	The format of the resume is mostly clear. Each section has most of the required content (names, dates, descriptions, locations).	The format of the resume is somewhat confusing. Each section is missing some of the required content (names, dates, descriptions, locations).	The format of the resume is unclear. Each section is missing required content (names, dates, descriptions, locations) or is missing all together.
Effectiveness	Resume appears professional in appearance and style	Resume is professional in appearance and style; however, there are some inconsistencies	Resume is less than professional in appearance and style. There are many inconsistencies.	Resume is unprofessional in appearance and style. It needs a lot of revision.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	There are no grammar, punctuation, or spelling errors.	There are 1-2 grammar, punctuation, or spelling errors	There are 3-4 grammar, punctuation, or spelling errors.	There are 5 or more grammar, punctuation, or spelling errors.