



# Classroom, Inc.

## Your First Résumé

### LESSON



#### OBJECTIVE

Students will produce a résumé for a character in *After the Storm: Day One*.



#### PREPARE (5 MIN)

- After students have played the game—but before the next class session begins—copy onto the board the résumé template (with labels) on the last page of the lesson.
- When students arrive, let them know that they will each get to choose an employee at *The Daily Byte* and write an imaginary résumé for that person.
- Before you explain the details, ask:
  - What is a résumé? (*e.g., a short written description of a person's education, previous jobs, special skills, and sometimes volunteer and personal interests, that you send to an employer when you are trying to get a job*)
  - Why would an employer want to see a job applicant's résumé? (*Lead students to understand that by seeing a job applicant's résumé an employer can very quickly find out if that person has the kind of background needed for the job. If so, the employer will probably call that person in for an interview.*)



#### INSTRUCT (5 MIN)

- Help students understand the purpose of each section in a résumé. Refer in turn to each field in the template on the board and explain to students what type of information goes there.
  1. Complete name, address, and phone number and/or email address.
  2. Next is the person's professional objective. What is the short-term career goal?
  3. This is where professionals list where they've worked, including name and location of employer, period of employment by month and year, job title, and description of major duties at each job.

4. In this section, young students write the name of their middle or high school and what grade they're in. Professionals provide the name of the college or technical school they went to, the dates they attended, and the degree or certificate they earned. If they got special training after college, they list that too.
5. Employers like to know about special skills or interests that will make job applicants better employees—or just interesting people to work with!



### MODEL AND PRACTICE (10 MIN)

- Tell students that you're going to use the character Ernie to model what should go in the résumé. Then tell them something like this:

*Hopefully the Editor-in-Chief already has his or her dream job. But what about Ernie? Let's imagine he wants to be a reporter, either for The Daily Byte or a similar online magazine. Let's build a résumé for him.*

- Explain that you are going to read aloud information that either belongs in a particular section of Ernie's résumé or does not belong there at all. After each entry you read, ask a volunteer to provide the number and section name of where that entry belongs—or say that the information doesn't belong in the résumé. \*Note on 3<sup>rd</sup> and 4<sup>th</sup> bullets: provide your own state and zip code.
  - » Moonrise Primary School (*doesn't belong*)
  - » Acquire a junior-level position as a news reporter for a respected community or national news organization (*2, Professional objective*)
  - » Ernie Velasquez, 12 Court Avenue, Apt. 3, Port Douglas, \*[your state and zip code] evelasquez@dailybyte.site (*1, Name, address, contact info*)
  - » Intern, *The Daily Byte*, Port Douglas, \*[your state and zip code]. (Sept, 2014–present) (*3, Experience*)
  - » Playing video games with my sister (*doesn't belong*)
  - » Proficient Spanish speaker (*5, Special Interests/Skills*)
  - » Pinard College, Bachelor of Arts in Journalism, 2013 (*4, Education*)
  - » National Pinball Competitor (*5, Special Interests/Skills*)
  - » Managing Editor, Pinard Gazette, Pinard College's student newspaper, Mountain Lake, IA, (Sept 2010–May 2011) Responsible for supervising student staff and creating and enforcing publication schedule (*3, Experience*)

- Before going on in the lesson, make sure that students understand why “Moonrise Primary School” and “Playing video games with my sister” don’t belong in Ernie’s résumé.



### APPLY (20 MIN)

- Have students copy in a notebook or on a piece of paper the template on the board. While they’re doing this, or right afterward, copy the appropriate information from the list above into the template on the board so that it becomes Ernie’s résumé.
- Then write down on the board: *Maggie Ito, Social Media Editor; LaDonna Watkins, Senior Reporter; Grace Howard, Director of Technology; Azizi Lari, Photographer.*
- Spend some time reviewing each of these game characters and discussing, in broad terms, the type of experience and education that each would have needed to get their present jobs.
- Have students choose one of the game characters from among those you’ve listed on the board.
- Tell students that in this case the Professional Objective would be a brief description of a job very similar to the one they have at *The Daily Byte*.
- Have students fill in their templates with appropriate entries for their character’s résumé. Make sure they understand that they need to make up reasonable job experience, education, and other entries for their character’s résumé, but encourage them to refer to the model of Ernie’s résumé on the board to confirm where their entries should go.
- As students work, go around the room and help them by discussing the types of job(s), education, and interests their character would have needed to get their job at *The Daily Byte*.



### REVIEW (5 MIN)

- Ask a volunteer to share his or her character’s completed résumé. Using a classroom projector or SMART Board®, show the résumé and encourage students to give feedback based on what they know about the character from the game and what they learned in this lesson.

**1. NAME, ADDRESS, & CONTACT INFORMATION**

**2. PROFESSIONAL OBJECTIVE**

**3. EXPERIENCE**

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**4. EDUCATION**

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**5. SPECIAL INTERESTS/SKILLS**