

Branding Yourself Lesson 2: High School Résumé Writing

SUBMITTED BY: K@WHS Summer Educator

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In this second part of a three-part lesson on résumé writing, students will be able to identify components of a résumé and what goes into each section. Students will also be able to describe characteristics important to convey as they write a résumé.

≡ RELATED ARTICLES:

- [“Who Knew the Job of a Prosecutor Looks Nothing Like “Law & Order?””](#)
- [“Valentina Losada on Getting Experience in the Field of Management Consulting”](#)
- [“Summer at a Social Justice Startup Helps an Undergrad Figure It All Out”](#)
- [“Student Essay: Landing a Summer Internship with Formula One”](#)
- [“Part I: Hip Hop Artist Kayvon Asemani on Building His Brand and Controlling His Destiny”](#)
- [“Masterman’s Nia Weeks Talks about Her Summer Internship with the Penn Museum”](#)
- [“Internship Insider: Josh Hornthal’s Summers at Apple”](#)
- [“Educator Toolkit: Your Personal Statement”](#)
- [“Building a ‘Work Brand’ that People Will Brag About”](#)
- [“An Intern’s Deep Dive into Behavioral Economics”](#)
- [“An Intern Discovers the World of Business and the Strength of a Global Perspective”](#)
- [“After-school Activities Help Students Explore Deeper Connections with Business”](#)

Common Core Standard(s):

- CCR Standard for Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Objectives/Purposes: In this second lesson, students will be able to identify components of a résumé and what goes into each section. Students will also be able to describe characteristics important to convey as they write a résumé.

Knowledge@Wharton Article:

- [“You Are your Brand: Defining a Personal Leadership Style”](#)

Other Resources/Materials:

- Computers and Internet (if possible)

Activity:

1. Do Now: On the board the teacher should write the following question: What do you think branding has to do with writing a résumé? (5 min)
2. As a class just briefly review what was discussed the previous lesson. (5 min)
3. Before writing a résumé, the class will read an article. The purpose of this article is for students to understand the importance of branding themselves and being able to highlight qualities that are important for a job they are applying for. Either as a class, small groups, partners or individually students will read “You Are your Brand: Defining a Personal Leadership Style.” Then they need to answer the following three questions (15 min):
 1. In three to five sentences describe the article.
 2. What do you think this article has to do with constructing your own résumé?
 3. What types of characteristics and qualities did people from the article describe as important to their careers? What types of experiences did they describe as showcasing those qualities?
4. As a class, share answers to the questions. (5 min)
5. Now it is time for students to start writing their résumés. As the class, what is needed in a résumé? Write answers on the board. As students finish providing answers, it is

important for the teacher to make suggestions so that the key features are included.

The following should be included on the board (40 min):

1. Personal Contact Information: Full Name
 2. School Experience
 3. Work Experience
 4. Volunteer Experience
6. Wrap Up: For the remainder of the class time students can begin making notes and writing down some ideas for each section. (5 min)

Tying It All Together:

This is the second part of a three-day lesson on résumé writing. The teacher should make sure students are able to connect what they learned from the previous day to today's lesson and specifically how the article plays into the discussion about résumés. Again, if this lesson is taught in an English class the teacher should be thoughtful about making connections to business classes. If the lesson is taught in a business course, you can make connections to marketing, career development and leadership.

Practice Outside of the Classroom:

If there is not enough time in class, students might need to work on their résumés at home. The teacher might also want to assign students do some research about some possible summer internships, volunteer work or jobs. They should come in with two to five possibilities and why they are interested in these opportunities.

What Worked and What I Would Do Differently:

Teacher needs to make sure the work is relevant to the students.