**RESUME EDITING LESSON PLAN**

**OBJECTIVE:** Students use peer editing to improve professional resume and experience the value of peer editing. Upon successful completion, students will be able to edit and produce a complete resume representing their skills, experience, and educational background.

**STANDARDS: COMMON CORE: College and Career Readiness**

**WRITING - Production and Distribution of Writing**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology including the Internet to produce and publish writing and to interact and collaborate with others.

**SKILLS UTILIZED:** Listening, English grammar and composition, business etiquette, Word , editing

**NECESSARY SUPPLIES:**

Copies of Resume Checklist

Sample Resume

Individual Student Resumes

**STUDENT ACTIVITIES:**

* Organize computers for split screen of resume and the resume checklist
* Work in small groups to analyze a resume and peer edit each others’ resumes using Track Changes

**TEACHER/LEARNING STRATEGIES:**

* Brainstorm: Ask students to what changes could improve a sample resume. Have them in small groups of 3 or 4 to discuss. Use the resume checklist handout for ideas and guidance. Share out findings and responses in class discussion

Guiding Questions before the group brainstorm include: Why do we need a resume? When is a resume done? What happens if spelling or grammar mistakes are found on a resume? What impression does that make?

Guiding Questions after the group brainstorm include: What did you notice that needed improvement on the resume? What makes a resume aesthetically pleasing? Did you see that on your sample resume? What are examples about how dates should be listed on a resume? What ideas do you have to improve your own resume?

* Peer Editing – in the same small groups students look at each others’ resumes and make comments or edit changes using Track Changes in Word. This can be done using paper and pen if computers are not available. Rotate the resumes every 5-10 minutes
* Group Share out – Meet back in small groups and reflect on what they noticed. What was great about the resumes? What needs improving? What questions do you have now?
* Revision - Students return to their own resume and update. Students learn how to accept or reject the changes made to their resume. Experiment with looking at the final version of the resume without deleting the comments. Students Upload and add to updated resume to online portfolio.
* Reflection: What did you learn from peer editing other people’s resumes? What items did you improve on your own resume?

See examples here: <https://sites.google.com/site/techacademyaaronson/class-of-2014/class-of-2014-personal-pages>

RESUME CHECKLIST HANDOUT:

**RESUME CHECKLIST**

* **One page only**, unless you have significant previous experience
* Does the **overall layout of your resume look pleasing to the eye**?
* Do the dates line up? Is it in reverse chronological order? (most recent to oldest)
* Are all **headings written in the same consistent format**?
* **Does the font stay consistent from section to section?**
* Spell-check and grammar-check your resume twice; **No spelling mistakes! Repeat - No spelling mistakes**
* Do not use the pronoun "I". Just don't.
* Do not switch from past to present tense. Be especially consistent in typing every accomplishment and every activity in the past tense.
* Commas follow words – no spaces between words and punctuation (Reliable, hardworking, and patient)
* Job Titles, headings, words following bullets, and proper nouns begin with capitals. Everything else is lower case.

**ADDRESS:**- **Contact information clearly stated**; *No missing commas, capitals, information*. Of all the things to proofread again, look at your [contact information](http://www.professional-resume-example.com/heading.html). Make sure your phone number(s) and email addresses are accurate. One wrong number or letter and you might never know what you missed.   
-**Include NAME, email, phone Number, Los Angeles, CA zip code**

**OBJECTIVE (OPTIONAL)  
- Clear, focused objective**: Does your resume have a clear and concise [Objective Statement](http://www.professional-resume-example.com/objective.html)? Example: To gain valuable work experience.

**AWARDS/ ACHIEVEMENT** – this is needed for senior portfolio

**EDUCATION**

* GPA listed if over 3.0
* Graduation date listed, even if you have not yet graduated

**EXPERIENCE:**

* Experience section listing notable accomplishments
* Activities section listing your most notable extracurricular activities
* If you go into too much detail about your work experience, you will bore the reader to death. Employers want relevant information, but they don't want to be inundated with every aspect of the position you held. They are not especially concerned if you opened the mail or filed personnel records.