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The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website www.dreamcatchercurriculum.com for additional info, resources, and new curriculum topics.

➤ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

RESUMES FOR STUDENTS OBJECTIVE & INCLUDED TOPICS

To provide high school students with information about student resumes, how to create them, when to start, what to include, how to use resumes, information on cover letters, and how to tailor materials for application requirements; *Who, What, Where, Why, and How of Resumes, Practice Resume and Tips, Aspire to Depth not Breadth, Cover Letters, Tailoring your Resume and Cover Letter*

BEFORE THE WORKSHOP/SESSION

This workshop would be appropriate for any level of student in high school, but particularly for those in 9th and 10th grades as this workshop is introductory level. As a complement to this workshop, consider inviting an admissions representative to discuss the importance of meaningful extracurricular involvement when making admissions decisions. If the workshop space has access to technology, have students do internet research on resume templates or create/work on their own.

STEP ONE TIME: 5-10 MINUTES

Begin the session with a discussion about resumes by asking: **What is a resume? Why is it used? Why would you want to have one? How would you use it? Does anyone already have a resume or student leadership transcript?** Take time in between questions to discuss responses and process the appropriate answers.

Distribute the *Resumes for Students* handout. Direct students to review the first page. Discuss the Who, What, Where, When, Why, and How sections. Review each bubble, beginning with the *Who?* section. Feel free to discuss any section in more detail, if needed. Some important points to make:

Many colleges and scholarships request a student leadership transcript or student resume.

Keeping track year-to-year beginning in 9th grade will make the resume writing process easier.

Brag on yourself! A resume is your chance to display skills, achievements, awards, and education to others.

Don't let your resume replace any section on a college application; don't state "see resume" as a response.

You'll need a resume in your adult life; starting early will help you learn to manage your resume as you gain experience.

Answer any student questions and facilitate discussion as needed.

STEP TWO TIME: 15 MINUTES

Ask students to turn to the inside of the handout and direct their attention to the "Your Turn" section. They should fill in each section of the resume with their own information as practice (even if some already have a resume).

While they are working on their practice resume, go over each of the "sticky notes" on the side. State that if they don't have anything to fill out on a particular section, that should be an indicator of work needed to be done or experience needed to be gained. Students should leave off lacking sections (on their actual resume) until something can be added for that section.

Discuss ways to add to the resume if they have blank sections. Some might not have volunteer experience yet, so suggest organizations like the local animal shelter, food pantries, nursing homes, etc. Make sure they highlight their co-curricular activities and leadership positions. Discuss appropriate people to ask for a reference.

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STEP THREE TIME: 10-15 MINUTES

Move to the next page and cover *Meaningful Extracurricular Involvement*. Ensure participants understand the importance of participating in meaningful activities, even if it's only a few. Discuss sticking with activities and the skills that brings. Mention the blue and pink post-its about **choosing wisely** and **moving on**: students should select co-curriculars that complement their personalities and provide an appropriate challenge and if they're ready to move on from that activity to not just stop showing up, but to have a conversation with the sponsor/advisor/coach about their plans to quit.

Discuss the next section titled *Resumes for After High School and College*. Discuss the necessary transition from a leadership transcript/academic resume to a professional resume. Review the example resume and mention networking websites that students should consider joining, such as LinkedIn. Participants should take a look at the resume example and consider what type of resume style would suit them. If time and technology allow, have students conduct an internet search for resume templates that they might consider using for their professional resume in the future. Lastly, cover the section titled *A Few More Resume Tips*, emphasizing the following:

- Use easy-to-read fonts like Helvetica, Calibri, Cambria, and Arial.

- Organize sections using bold headings and normal body sections.

- Ensure the resume reviewer understands why you're applying for the position/scholarship.

- Make sure to tailor your resume to the position, college, or scholarship to which you are applying.

- Keep your resume current by updating your contact information (as well as other sections) as needed.

Note: Example resume is based on a fictional characters, and any resemblance to anyone that is living or dead is coincidental. Phone numbers, addresses, and emails are not real.

STEP FOUR TIME: 10-15 MINUTES

Instruct students to turn to the back page and look at the *What's With the Cover Letter* section. Discuss first impressions of the cover letter, or letter of application, and how a cover letter can speak to the qualifications of the applicant. Feel free to read and review the example cover letter.

State that a cover letter is typically one page long, but can be up to two pages in some industries. Ask what qualities would constitute a bad cover letter. Dig deeper by asking:

- How would an ineffective cover letter stack up in terms of importance?

- What would a generic cover letter look like to a search committee?

- Could a generic cover letter prevent being selected for an interview?

DreamCatcher Extra: If time allows, have students complete the Search Committee activity by reading the job description and analyzing the cover letters to select their top candidate to interview. While this activity doesn't include applicant resumes, point out that if a real search committee isn't seeing the qualifications needed of a candidate in the cover letter, they might skip the resume.

STEP FIVE TIME: 10 MINUTES

Direct attention to the *Tailor Your Resume and Cover Letter* section. An important point to make: *while a resume will need minimal tailoring for each job or scholarship application, each cover letter will need a complete rewrite*. Review the example cover letter statement at the bottom of the handout. Explain that this is a good example of an applicant's response because the student discussed how she meets the qualifications, not simply listing her qualities alone.

DreamCatcher Extra: Using the job description provided, students will practice their own Cover Letter with the activity provided in this Program Guide. Note that the job is high-paying (for a campus job) and very competitive. The students will need to write their best letter to be considered. As the facilitator, you could select the letters to be considered, or have peer groups swap letters and choose.

LAST STEP & ASSESSMENT TIME REMAINING

Distribute several workshop assessments (included below) and collect when complete.

LEARNING OUTCOME

At the conclusion of the workshop, students will be able to identify when to start tracking involvement, accomplishments, and other items for their own student resumes. They will identify the areas in which they need to improve based on the practice resume completed in the session. Students will also use what they've learned about cover letters to answer a short job requirement in their own words.

RESUMES FOR STUDENTS PROGRAM ASSESSMENT

When should you start keeping track of all the activities, accomplishments, and work history for your student resume?

Which section or sections of your student resume do you need to work on or improve?

How would you answer the job requirement below in a cover letter in one or two sentences?

This work-study job requires self-motivation and an independent work ethic.

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COVER LETTER



Using the work-study job description below, practice writing your own cover letter. It doesn't have to be fancy, but it should get you thinking about how best to write your own when it's time to apply for a real job.

JOB: Library Attendant

DESCRIPTION: Student workers will receive and provide general information for telephone, mail, and walk-in requests for library resources. Complete data entry for library contact lists. Assist in maintenance of library. Assist with library mailings. Perform general office duties, such as copying, delivery, and event-set up and break-down. Interest in literacy preferred but not required.

REQUIREMENTS: Clear communication skills, as evidenced in application materials. Commit to working 3 shifts per week. Commitment to working with the campus community to best meet library needs. Ability to work with diverse people (age, ethnic background, etc.).

PAY: \$15.00/hour

{Name of person or department to which you are applying}

{THEIR ADDRESS}

{DATE}

{Greeting to contact person's name, otherwise use "To Whom It May Concern:"},

My name is _____ and I'm applying for the library attendant position. I am interested in this job because _____

I meet the job descriptions because _____

I would be able to contribute to the college in this way: _____

Thank you for your consideration. I look forward to hearing from you soon about the chance to discuss my background and qualifications in person.

Sincerely,

{Your Name, signature above}

SEARCH COMMITTEE

JOB: Fitness Center Assistant

DESCRIPTION: Manage fitness center activity components such as equipment check-out and facility cleanliness, activity supervision, rule enforcement, and customer service. Attend mandatory staff training sessions and assist directors as necessary. Commit to 15-25 hours per week.

REQUIREMENTS: Be First Aid certified, or be willing to become certified before beginning position. Be able to lift 30 pounds or more.

"...I have worked in other jobs at the university, and I am hoping this one works out for me. I have a busy schedule and I also am on the cheer team. I am First Aid certified and I'm very organized. I'm interested in athletics, so this is why the job appealed to me ..." -S. Thomas

"...I was an aide for my high school's track coach for 2 years. I know how to maintain the equipment so that it is usable for as long as possible. I have been First Aid certified and I am also CPR certified. I work out regularly, and I am able to lift over 30 pounds with ease..." -A. Chandler

"...I am a sophomore at the university, and I've decided it's time for me to get a job. This job looks good because it sounds easy enough. I can't lift 30 lbs., though. Hopefully you'll still consider me..." -J. Smith

"...I am excited to begin working for the university. I am organized, punctual, and able to do many tasks..." -G. Howard

"...Having worked in my family's restaurant during high school and college, I know that cleanliness and organization are important. I have also been required to enforce the policies on uniforms and other tasks. I'm not First Aid certified, but I would be willing to become certified when I'm offered the job..." -R. Hughes

Who did your group choose to interview?

Circle your top 2 candidates:

S. Thomas

G. Howard

A. Chandler

R. Hughes

J. Smith