

Approximate time to complete: 50 Minutes

Prior to class meeting:

Assign students the task of drafting up a resume and bringing in 2-4 copies depending on your choice of how to handle the peer review process. Generally students will go and find a template on their own to complete this assignment. The review process is where you can teach them what works and doesn't work about what they have created. If you want to provide them with resources ahead of time you can show them HSU's Academic and Career Advising Website, templates you've liked, or pass out copies of the resume guide connected to this assignment.

Once in Class:

Brainstorming Session: Ask students about how their process to make a resume went:

- What resources did they use?
- How do they feel about how theirs turned out?
- What questions came up for them?

Then spend some time having them share what they think matters on a resume and what employers look for. Write up on the board all of the different sections a resume could include, the important differences between a good resume and a bad resume, and what they should look for when reviewing/revising a resume. (This should end up with a great list but you can add to it from your experience, research, and the guide provided.)

Group Review: Have students pull out their own drafts and put them face down on their desk. Then in pairs or in groups of up to four members, have them trade resumes, keeping them face down.

When you say "go," have the students turn over the resume they have just been given, review it (without writing on it) as fast as they can. After 20 seconds, tell them to turn it back over and write their first impressions on the back. When they have been given time for this, explain to them that you gave them 20 seconds, the average employer's first review is between 10-20 seconds per resume. That is why priority of information, good headings, and clean formatting are so important. If in larger groups, they can continue this in a rotation until the whole group has seen every resume.

After the 20 second exercise, a longer amount of time, 4-7 minutes, should be given for reviewing their classmate's resume, this time they should mark up the front, write in suggestions and make edits on format, grammar, priority, order, headers, descriptions, etc...

When this time is complete, have them trade back resumes and spend five minutes discussing the recommended edits and changes with each other. Then report back as a class allowing students the time to share what they will change on their resume as a result of today's activity.

Often it is good to require them to then edit their resumes and to turn in another more complete, working draft for your review and credit.