

# 11 Develop Your Work Experience Resume



## TRANSITION OBJECTIVE

Students will examine their job-related experiences and begin to develop a resume that includes these experiences.

## RELEVANCE TO SUCCESSFUL TRANSITION

The experiences we have in life directly influence our career decisions and performance on the job. Each of our experiences is invaluable in teaching us the skills we need to succeed.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One thing I learned from working is . . .

### ❑ STEP 2: Convene Roundtable

"One work experience I have had is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will list your job-related experiences on your **Work Experience Resume**."

the students your own **Work Experience Resume** on the screen image. Explain that there are many work experiences at home, in the neighborhood or at school that enhance and build job skills. These include chores at home, someone helping with their computer or cell phone, babysitting or mowing lawns for friends and neighbors or volunteer work at a local church, school or hospital. Ask students to share some of their experiences with the group.

**76**

PERSONAL MANAGEMENT: Unit 2 LESSON 11

### WORK EXPERIENCE

Checksheet

Check all of your paid or non-paid work experience in the following categories:

Work you have done at home for your family:

<input type="checkbox"/> sweeping	<input type="checkbox"/> mowing the lawn
<input type="checkbox"/> vacuuming	<input type="checkbox"/> trimming
<input type="checkbox"/> dusting	<input type="checkbox"/> weeding
<input type="checkbox"/> dishes	<input type="checkbox"/> edging
<input type="checkbox"/> cooking	<input type="checkbox"/> planting
<input type="checkbox"/> window washing	<input type="checkbox"/> car washing
<input type="checkbox"/> baby-sitting	<input type="checkbox"/> run errands
<input type="checkbox"/> other: _____	

Work you have done for friends or neighbors:

<input type="checkbox"/> housecleaning	<input type="checkbox"/> mowing lawns
<input type="checkbox"/> baby-sitting	<input type="checkbox"/> house-sitting
<input type="checkbox"/> programming computer/cell phone	<input type="checkbox"/> car washing
<input type="checkbox"/> other: _____	

Work you have done in the community:

<input type="checkbox"/> volunteer work: _____
<input type="checkbox"/> church activities: _____
<input type="checkbox"/> team activities: _____
<input type="checkbox"/> paid employment: _____

List all other work experiences you have had:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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76

**77**

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### Work Experience Resume

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Name of Reference: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

**Work Experience** (list last job first)

Job Title: \_\_\_\_\_

From: \_\_\_\_\_ Date: \_\_\_\_\_ To: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Business Name: \_\_\_\_\_

Address: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Job Title: \_\_\_\_\_

From: \_\_\_\_\_ Date: \_\_\_\_\_ To: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Business Name: \_\_\_\_\_

Address: \_\_\_\_\_

Job Duties: \_\_\_\_\_

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77

### ❑ STEP 4: Activity - 15 Minutes

Introduce the activity with a large group discussion. Share some of your job-related experiences, making sure to include those from your teenage years. Model by showing

### ❑ STEP 5: Activity - 30 Minutes

Form pairs of students with strong and weak writers. Students complete their **Work Experience** checksheet by checking off all

the paid and non-paid work experience they have had. Next, students complete the **Work Experience Resume** form by writing specific information about each of their work experiences. Circulate among the pairs to offer assistance and encouragement. Students will hand in the completed form for a grade. As an extra credit activity, students can type their experience resume or create a computer printout. Using the information from both handouts, have students add "One work experience I liked best" to Section 6 on the **Personal Career Profile**.

importance of having a variety of work experiences and how to talk about and list your experiences.

78



PERSONAL MANAGEMENT: Unit 2 LESSON 11

**Work Experience Resume**  
page 2

Job Title: \_\_\_\_\_  
From: \_\_\_\_\_ Date: \_\_\_\_\_ To: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_  
Business Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Job Duties: \_\_\_\_\_

Job Title: \_\_\_\_\_  
From: \_\_\_\_\_ Date: \_\_\_\_\_ To: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_  
Business Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Job Duties: \_\_\_\_\_

**Student Summary**

1. In which of these jobs did you do your best work? \_\_\_\_\_

2. Which of these jobs did you most enjoy? \_\_\_\_\_

3. What skills have you learned from these work experiences? \_\_\_\_\_

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78

### ❑ STEP 6: Evaluate Outcomes

The work experience that taught me the most was "\_\_\_\_\_."

### ❑ STEP 7: Connecting Activity

Have a speaker from a personnel department or agency talk with students about the

## KEY WORDS

experience

resume

job skills

volunteer

unpaid work

### MATERIALS AND PREPARATION

- Student Handouts: **Work Experience**, page 76; **Work Experience Resume**, pages 77-78; **Personal Career Profile**, page 59.
- Prepare your own sample of the **Work Experience Resume** as a screen image.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Reading, Speaking
- Thinking Skills: Knowing How to Learn, Decision-Making
- Personal Qualities: Self-Esteem, Sociability, Self-Management