

Name \_\_\_\_\_

Date \_\_\_\_\_

## Resume Anticipation Guide

**Directions:** In the space to the left of each statement, place a "X" next to the statement if you think, based upon your prior knowledge and predictions, that the statement will be supported by the reading.

- \_\_\_\_\_ 1. Include a picture of yourself with your resume when you provide it to a prospective employer.
- \_\_\_\_\_ 2. It's OK to provide a resume to an employer that has incomplete references on it, since most of the contact information will be included in the Work History section of your resume.
- \_\_\_\_\_ 3. Resumes should be brief - one to two pages maximum.
- \_\_\_\_\_ 4. Height, weight, age, gender, ethnicity, and marital status are all personal facts that should not be included on your resume.
- \_\_\_\_\_ 5. Several revisions may be required to say precisely what you want to say on your resume and to ensure that there are no typographical, spelling, or mechanical errors or mistakes.
- \_\_\_\_\_ 6. Keep your resume concise - use bullet statements rather than complete sentences.
- \_\_\_\_\_ 7. Use bright colored, eye-catching paper for your resume to capture the prospective employer's attention and increase your chances of getting a job interview.

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Classroom Procedures for Use of Anticipation Guide:

1. Introduce content of resume lesson by having students get into cooperative learning dyads or triads and preview the Career Directions magazine article "Resume Writing Tips" and brainstorming a list of predictions that they make about the article based on the title, pictures, italicized and bold words, etc.
2. Make a comprehensive list of predictions with the class by asking each cooperative learning group to contribute their predictions.
3. Have students complete the Resume Anticipation Guide on their own.
4. Have students get back into their cooperative groups and discuss their predictions with one another, sharing the logic.
5. Have students read the article silently, referring back to the anticipation guide for reference while they read. Ask them to list specific parts of the text on the anticipation guide that verify their initial predictions.
6. After students have finished reading, have them get into their same cooperative groups again to discuss the prediction guide, but to focus on supporting their predictions based upon what they have read in the text, and to come to consensus on their answers of the anticipation guide.