



**Time
Required:**
30 minutes

Grade Level:
9-12th grades

Skills for the 21st Century Marketplace Activity

Written by: Sally Carlson
Last Modified: 04/13/11

“My Future Résumé” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

- **THEME: CHOICES**

- **Keystone Economic Principle™ #1:** We all make choices
- **Keystone Economic Principle™ #3:** All choices have consequences
- **Skills:** 1. Personal Management; b. Goal Setting; ii. Set goals with tangible and intangible success criteria

- **THEME: COSTS**

- **Keystone Economic Principle™ #7:** Economic thinking is marginal thinking

- **THEME: RESOURCES**

- **Keystone Economic Principle™ #6:** Do what you do best, Trade for the rest
- **Skills:** 13. Professional Development (Part II); b. Job-Seeking Skills; ii. Prepare a résumé

- **THEME: INCENTIVES**

- **Skills:** 20. Motivation and Personal Traits; c. Strengths, Interests, and Capabilities

** For additional standards and content references, please see the [end of document](#).

Overview:

In the My Future Résumé activity, students will get the chance to practice writing a résumé. However, the résumé will be written for their future selves. They will be charged with writing résumé for themselves in 10-15 years.

Objectives:

This activity will help students to begin dreaming about their futures and thinking about the qualities and qualifications they will need in order to reach their future dreams. From this exercise, they will also become more familiar with the idea of a résumé.

Materials and Handouts:

Copies of the [Handout # 1](#) for each student

An overhead projector copy of [Projection # 1](#)

- OR you may also project the document from a computer.
- OR if you have no access to a computer or a projector, give each student a copy of [Projection #1](#).

If the school uses student learning plans, a career portfolio, and/or a transition plan for the first year after high school, the students should be encouraged to bring those documents to class.

Activity:

- First ask the students if they have ever heard of a résumé. Ask them if they have ever created a résumé. Explain what a résumé is and what people use them for.
 - People use résumés to apply to jobs. The résumé is supposed to show, without exaggerating, the experience and qualities that the individual has that make him/her qualified for the job.
- Explain that today they will each be writing a résumé. The résumé will be a hypothetical one that they will write for themselves for 10-15 years from now.
- Have the students spend a few minutes thinking about what they want to be doing (and have accomplished already) and what kind of person they hope to be in 10-15 years.
 - How much school will they have completed? What job do they want to have? Where will they be living? What kind of person do they want to be? What hobbies and interests do they want to have?
 - This can be a discussion or writing exercise, depending on the needs of your classroom.
- Display [Projection #1](#) to the class (via projector or computer).
- Give one copy of [Handout #1](#) to each student.
- Using [Projection #1](#), have the students write a résumé that describes who and what they hope to have accomplished, experienced, etc. in 10-15 years.
 - Remind students that a résumé is used to “sell” oneself to a possible employer, so the language should reflect this goal without exaggerating any information.
 - Help the students with topics that may come up that they are unfamiliar with such as, “What is a college major?” “What kind of achievements do adults have?” etc. Also, if a computer is available, help the students look up the city and state of the college they would like to attend if he/she does not know.

Writing Prompt or Class Discussion:

Here are some optional questions for writing prompts and/or class discussion.

- How did you decide what you put on your 10-15 year résumé?
 - Why is it important to be truthful (e.g., not exaggerate) on your resume?
- Have you ever thought about what you want to do/be after high school?
- What are you doing now, in high school to prepare yourself for your future career?
 - Are your future career aspirations realistic considering the time and effort you are putting in now? (i.e., If you have all D’s in your classes, can you become a pediatrician?)
 - If you have not been acting in a way that will prepare you for your future career, how can you begin to view past decisions as “sunk costs” and learn to make better decisions in the present for your future?
 - Sunk Cost: an economic term meaning “a cost that has been incurred and cannot be reversed.” (Definition from Investopedia.com)
- What could you do differently that would better prepare you?
- What do you have to do after high school to be able to enter your specific area of interest? How can you begin planning those actions now?

Additional Standards and Content References

Voluntary National Content Standards in Economics:

- Standard #6 : Specialization; Division of Labor, Gains from Trade, Transaction Costs
- Standard #7 : Markets and prices; Quantity Demanded, Quantity Supplied, Relative Price
- Standard #8 : Role of prices; Law of Demand, Law of Supply
- Standard #13 : Income; Human Resources, Labor Market
- Standard #18 : Economic Fluctuations; Gross Domestic Product, Macroeconomic Indicators
- Standard #19 : Unemployment and Inflation; Unemployment Rate

Partnership for 21st Century Life Skills Concept:

- Life and Career Skills > Initiative and Self-direction > Productivity and Accountability

National Content Standards for Entrepreneurship Education:

- Ready Skills; H. Professional Development; Job-Seeking Skills; H.12 Prepare a résumé

Keystone Economic Principles™:

- For more information: http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf

RÉSUMÉ TEMPLATE

10-15 Year Résumé

Your Name

Street Address

City, State, Zip Code

Email Address (if applicable)

Phone Number (if applicable)

Education

- College Name (if applicable) – School City, State
 - Dates of Attendance
 - Major
- High School Name – School City, State
 - Dates of Attendance

Work Experience

- Company Name, Dates of Employment
 - Job Title, description, responsibilities
- Company Name, Dates of Employment
 - Job Title, description, responsibilities

Volunteer Experience

- Company Name, Dates of Employment
 - Job Title, description, responsibilities

Achievements

- List achievements or awards here

Skills and Personal Qualities

- List computer, languages or other personal skills or qualities here

Handout #1

Address:

Email:

Telephone:

Education

- -
 -
- -

Work Experience

- -
- -

Volunteer Experience

- -

Achievements

-
-
-

Skills and Personal Qualities

-
-
-
-