



Handout 7.1: Resume Sections and the Three-Part Bullet

Name: _____ Date: _____ Period: _____

Unit 7, Lesson 7.1. Keep this. You will use it tomorrow to write the real thing.

Part 1: Who reads a resume, and for how long

The person reading your resume spends about **six to eight seconds** on it the first time. Not six minutes. Six seconds. Sometimes a computer reads it before a person does, looking for words.

Write the number here: A person reads my resume for about _____ seconds before deciding whether to keep reading.

Two ways people lose a job offer with a resume:



Part 2: The seven sections

Write the name of each section on the line. Then write one thing you could put in it.

#	Section	What goes in it	One thing I could put here
1	_____	Your name, phone or email, and your town. Not your street address.	
2	_____	One line: who you are and what kind of work you want.	
3	_____	Things you can actually do. Not things you like.	
4	_____	School work, volunteering, and family responsibilities all count.	
5	_____	Teams, clubs, music, sports, church or community groups.	
6	_____	Anything you were recognized for, including in this class.	
7	_____	Every language you speak, read, or write. This one matters more than you think.	

The rule, written twice so you remember it:

Everything on a resume must be _____ and _____.

Part 3: The three-part bullet

Every bullet on a resume has three parts.

Part	What it is	Question it answers
The work	What you did	What?

The explanation	How, with what, for whom, how many	How? For whom? How many?
The output	What came out of it	So what happened?

Weak and strong, side by side

Read these. In each strong version, put a **W** over the work, an **E** over the explanation, and an **O** over the output.

Weak	Strong
Helped in the kitchen.	Cooked a pasta dish for 30 people as Station Manager, running a written eight-block time plan, and served every plate inside the 40-minute period.
Did a sewing project.	Hand-sewed a lined drawstring pouch from scrap fabric using a backstitch and a running stitch, and it held 5 pounds when tested.
Good with money.	Managed a \$10,000 practice investment portfolio for six weeks in a class simulation, rebalanced it after a market drop, and finished up 7 percent.
Worked on a group project.	Led a team of four as Station Manager on a class meal for 30 people, assigned every job on a written plan, and passed the clean check on the first walk.
Helped my family.	Prepared dinner for a family of five three nights a week, planning meals around a weekly grocery budget.
Planned a meal.	Planned and priced a full meal for a family of four for under \$40.00 using a real supermarket circular, hitting all five MyPlate groups.
Designed a room.	Drew a scale floor plan of a 10 by 12 foot bedroom on graph paper, placed six pieces of furniture with 36-inch walkways, and stayed inside a \$500 budget.
Took a safety test.	Passed a 30-item kitchen safety and sanitation exam and worked seven labs with no safety stop.



Now you fix four

Rewrite two of these four into three-part form. Use something that actually happened to you. It has to be true.

1. Weak: “I am a hard worker.”

Strong: _____



2. Weak: "Helped cook food in class."

Strong: _____



3. Weak: “Good at working with other people.”

Strong: _____



4. Weak: “Did a project about a business.”

Strong: _____

Part 4: Mine your FACS folder

Open your folder. Highlight every rubric, self-check, card, and project sheet. Then fill this in. **You may only write something you can point to.**

Find five. For each one, write what you did and why an employer would care.

#	Where it came from (unit, lesson, or project)	What I actually did	Why an employer would care
1			
2			
3			
4			
5			

The year, as a memory aid

Check the box for every one you did. Each checked box is a possible bullet.

- ☐ Passed the kitchen safety exam (Unit 1)
- ☐ Measured dry, liquid, and small amounts in the Silent Measurement Challenge (Unit 1)
- ☐ Cooked in a lab and passed the station check (Units 1 and 6, how many labs? ____)
- ☐ Read a Nutrition Facts label and compared two products (Unit 1)
- ☐ Planned and priced a meal for a family of four on \$40.00 (Unit 1)
- ☐ Compared unit prices in a store circular (Units 1 and 6)
- ☐ Built a personal budget (Unit 2)
- ☐ Ran a portfolio in the ClassroomStreet Investor Challenge and wrote the Investor Report (Unit 2)
- ☐ Wrote a SMART goal and a plan to reach it (Unit 2)
- ☐ Completed a career research card and named my top three career clusters (Unit 2)
- ☐ Built an activity kit or plan for a young child (Unit 3)
- ☐ Wrote a stress plan and tested it (Unit 3)
- ☐ Used I-messages to work through a conflict in a role play (Unit 3)
- ☐ Drew a scale floor plan of a room (Unit 4)
- ☐ Designed a space to a budget (Unit 4)
- ☐ Hand-sewed or machine-sewed an item (Unit 5)
- ☐ Mended or repaired something (Unit 5)
- ☐ Finished the Upcycle Challenge (Unit 5)
- ☐ Read care labels and compared the cost of two garments (Unit 5)



- ☐ Scaled a recipe from 4 servings to 28 and rounded to real packages (Unit 6)
- ☐ Costed a meal from a real circular and logged a store-brand swap (Unit 6)
- ☐ Built a flowchart and a station card another team could follow (Unit 6)
- ☐ Cooked and served a course for 30 people and cleaned to a signed checklist (Unit 6)
- ☐ Computed what a meal actually cost per person from a real receipt (Unit 6)
- ☐ Speak, read, or write a language other than English: _____
- ☐ Take care of a family member or cook at home: _____
- ☐ A paid job, a side job, or work for a neighbor: _____

Exit card

Tear this off or fold it over. Hand it in.

Name: _____

1. My strongest bullet, written in all three parts:





2. One section of the resume I have nothing for yet: _____

3. One question I still have: _____

Teacher key

Part 1. Six to eight seconds. The two ways people lose a job offer: **a lie** (anything on it that is not true), and **a line so vague that nobody can picture it**.

Part 2, the seven sections in order: 1 name and contact, 2 summary, 3 skills, 4 experience, 5 activities, 6 awards, 7 languages. The rule: everything must be **true** and **specific**.

Part 3, the labeling task. Sample answers for the first strong bullet: **W** = “Cooked a pasta dish”; **E** = “for 30 people as Station Manager, running a written eight-block time plan”; **O** = “served every plate inside the 40-minute period.” Accept any reasonable split. The point is that all three exist, not where exactly the line falls.

Part 3, the four rewrites. There is no single right answer. Score each attempted rewrite on three yes-or-no questions:

1. Does it name a specific action (the work)?
2. Does it say how, for whom, with what, or how many (the explanation)?
3. Does it say what came out of it, ideally with a number, a time, or a named result (the output)?

Two rewrites with three yeses each is a complete handout. One yes on “the output” is the most common gap; the fix in conference is the three questions: how many, for whom, what came out of it.

Sample strong rewrites, for modeling only. **Do not hand these out;** students must use their own true details.

1. “I am a hard worker” is not fixable as written, because it is a trait and not a thing that happened. The correct move is to replace it with evidence: “Completed all seven kitchen labs with no missed station check and no safety stop.”
2. “Cooked in a lab and served a dish to a table of seven inside a 40-minute period, following a written recipe and a role card.”
3. “Worked as one of seven on a station team for a class meal of 30, held the Prep Cook role on both cook days, and helped another station finish after my own work was done.”
4. “Built a business plan with two teammates for a [product], interviewed three customers, priced one unit at \$____, and pitched it in 60 seconds to a panel of four adults.”

Part 4, the mining sheet. Five rows with a source, an action, and a reason. The check that matters is the pointing question: ask the student to point at the paper in the folder. An entry the student cannot point to gets crossed out or moved to the “ask at home” list on the back.

The “why an employer would care” column should name a **skill**, not a feeling. “Because it shows I can follow a written plan under a time limit” is at level. “Because it was fun” is not; the push question is “what does that let you do at a job?”

The year checklist. Every box a student can check is a possible bullet. A student with fewer than four boxes checked was absent a lot; give them the board list, pair them with a partner, and use the last three lines (languages, family responsibility, paid work), which most students can fill and which nobody thinks to count.

Exit card scoring: sort into two piles, “has a real three-part bullet” and “needs a conference first.” The second pile is tomorrow’s conference order. Nothing on the exit card is graded for points; the handout as a whole is scored complete, partial, or missing for daily work.