

# NEW MEXICO 4-H

## Aggie Next Step

### My Resume: Foundations



## Post Secondary Pathways



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# My Resume: Foundations

## INTRODUCTION

Finding a job can feel overwhelming, especially if you haven't had much work experience yet. In this lesson, participants will explore their own transferable skills and learn how to identify strong action verbs that showcase what they can do. Understanding these foundations is the first step toward building a resume that truly represents your strengths and potential.

## SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

## ACTIVITY

1. Have participants complete the **Pre-assessment**.
2. Activate prior knowledge with this discussion question:  
*Q: What is a resume, and why is it important?*  
*Q: In today's digital world, are resumes still needed? Why or why not?*
3. Divide participants into small groups to brainstorm. Each group lists ideas on chart paper or in a shared document, then presents back.  
*Q: What information should be on a resume, and in what order?*  
*Q: If you were hiring an employee, what would you look for in a resume?*
4. Distribute the **Transferable Skills vs Technical Skills** reference sheet. Ensure that participants understand the definitions.
5. Distribute **Transferable Skills**. Explain to participants that transferable skills are abilities that can be applied in many different settings — school, jobs, volunteer work, sports, or hobbies. For each skill listed (e.g., people skills), participants should write down a concrete example of how they have used that skill in their own life. Encourage them to draw from a variety of experiences, not just paid work.

## Supplies

- Worksheets
- Handouts
- Pens/Pencils

## OUTCOMES

### Students will be able to:

- **Identify** their own transferable (soft) skills and give examples of how they have used these skills.
- **Recognize** strong action verbs to describe accomplishments and responsibilities.
- **Analyze** a sample resume to see how skills and verbs are presented effectively.





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6. Give each participant the *Verbs in Action* resume worksheet.

**\*\*Note:** There are **two versions of the resume** included for this activity:

1. **Beginner Resume** – a simplified version where most action verbs are at the **start of each bullet**. This version is easier for students to scan and identify verbs, making it suitable for those new to the concept of action verbs.
2. **Challenge Resume** – a more advanced version where some action verbs are **hidden mid-sentence**, bullets may contain **multiple verbs**, and some verbs are **synonyms or weaker verbs**. This version encourages students to read more carefully, think critically about verb strength, and match verbs to the Job Description.

Use the **Beginner Resume** for introductory lessons or students needing extra support, and the **Challenge Resume** to increase difficulty and promote higher-level thinking.

Explain: *Using action verbs in a resume is important because they make your accomplishments clear, dynamic, and impactful to potential employers.*

For this activity:

- Review instructions.
- Participants will work in small groups.
- Set a timer for 5 minutes for the activity.
- Debrief briefly after time is up by asking groups to share a few strong action verbs they found.

7. After highlighting action verbs, if time allows, groups can review the resume's structure to notice how headings, sections, and formatting make it easy to read.

8. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.

9. Have participants complete *Post-assessment*.

## WRAP UP

Identifying your skills and using strong action verbs helps you clearly communicate what you can do. These tools make your experiences stand out and set the foundation for a strong, professional resume.



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## RESOURCES

### NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 1.1.2: Demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities

CTE 2.1.1: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary

CTE 2.1.9: Listen to and speak with diverse individuals to enhance communication skills

CTE 7.1.3: Employ teamwork skills to achieve collective goals

CTE 9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable

CTE 9.2.1 Maintain a career portfolio to document knowledge, skills, and experience

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-4: Communicate clearly, effectively, and with reason

CRP-10: Plan education and career path aligned to personal goals

CRP-12: Work productively in teams while using cultural/global competence

Optional ELA Alignment (Grades 6-12):

SL1: Participate in a range of conversations

L1: Demonstrate command of standard English grammar and usage

L3: Apply knowledge of language to understand how language functions in different contexts

### Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

*Hard Skills vs Soft Skills*

[https://youtu.be/0FFLFCB9xfQ?si=\\_VTzuzaAtjoGNf35](https://youtu.be/0FFLFCB9xfQ?si=_VTzuzaAtjoGNf35)

*Resume – Action Verbs – Getting started series*

<https://youtu.be/983kJvokQd0?si=AasAqX9XoOoqxArY>



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