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| Title: **Interviewing Skills** | | | |
| Teacher Name: Kathleen Cancelino, Heather Gonia, Joan Rogers | | | Duration (in minutes): 90-120 |
| Grade Level(s): 8-12 | Subject/Course: Interviewing Skills | | |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | * Computer with video access to YouTube * link to DOL Skills to Pay the Bills-Enthusiasm and Attitude *(see link below)* * Projector * Exit Tickets and video handout (*attached below)* * Interview Checklist (for evaluating role-play interviews) * Practice Interview Script for an Employer/Job Applicant * Handout - Ten Commonly Asked Interview Questions and Tips on How to Answer * Handout - Interview Questions * Handout – Do’s and Don’ts of Job Interviewing | | |
| Learning Standards: | Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  Standard 3a. Universal Foundational Skills-Students will demonstrate mastery of the foundational skills and competencies essential for success in the workplace. | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | Students need to develop the soft skills required to be successful in the workplace. This lesson will help students recognize and identify effective basic job interviewing skills. | | |
| Type of Career Content   * Career Development/Awareness * Integrated Learning * Universal Foundational Skills * Career Specific | Universal Foundational Skills  Career Development/Awareness  Integrated Learning | | |
| Relevancy:  How does it connect to students' lives? | This lesson will increase student confidence and performance at a job interview, by identifying Dos and Don’ts. | | |
| Objective(s):   * SWBAT explain the purpose of an interview * SWBAT identify effective and ineffective behaviors in an interview * SWBAT demonstrate appropriate job interview skills * SWBAT evaluate a partner’s performance in a mock interview | | Assessment(s):   * Completion of a graphic organizer based on a short video of a job interview * Partner evaluation after mock interview * Exit ticket (3-2-1) * Exit ticket on experience of mock interviewing | |
| Knowledge Construction: How are students going to construct content knowledge and practice it?  Beginning of lesson (5-10 minutes)  Day 1:   * Start Class with this video, but give no leading information * Hand out video questions * Hook: <https://www.youtube.com/watch?v=-vk-99seC_I> * Play the first part of the video (stop after the first interview) * Ask students to identify 5 things the job seeker is doing that could decrease his chances of being offered a job. * Play the remainder of the video and ask students to identify 5 things the job seeker is doing that make him appear to be a better candidate and why. * After the video have students partner up (or small group) and share their answers. Have each group present one positive behavior and one negative behavior from the video.   + Write these things on the board   Day 2-3:   * Hook: The good and the bad of interviewing (show only on one day)   + [Job Interviews: Good & Bad (youtube.com)](https://www.youtube.com/watch?v=Gww2vrIhjeU) * 5 minute active listening activity (can be done multiple days as needed)   + Have one student speak on a topic and have the other student listen to be able to repeat back what they have spoken about.     - Tell me about your best day at school     - Tell me about your favorite outfit     - Tell me about your dream vacation     - Tell me about your favorite tv show/character/books | | | |
| Middle of lesson (15 minutes)  Day 1:  Discuss:   * Purpose of a job interview * Do’s and Don’ts of interviews * Ways to prepare for an interview   + How to dress   + How to answer questions * Importance of the first impression * The Perfect Handshake * Body Language   + Share thoughts and extend the conversation by explaining that behaviors demonstrated may communicate specific messages to an employer, for example: a crumpled-up piece of paper may communicate that the job seeker is messy, disorganized and doesn’t care about personal belongings.   + [Body Language (youtube.com)](https://www.youtube.com/watch?v=1sfM-xx7tHI) * Types of interviews (one on one, group, panel)   Day 2-3: ***Hand out interviewing information***   * Review common interview questions   + Ask students what questions they think are asked in interviews or what they would want to ask in an interview along with what is an appropriate answer   + Make sure to include the most common interview questions along with some unique ones that may throw students for a loop   + Review how to open an interview. Refer to script as needed. * Have students pick a partner and start one-on-one interviewing each other   + One student should be the candidate and the other should be the employer   + Students should practice starting the interview properly with a firm handshake   + Students should be mindful of their body language and non-verbal communication   + Employer student should ask the candidate the interview questions and take notes on * ***Students may also complete panel interviews and group interviews if time allows*** | | | |
| End of lesson (5-10 minutes)  Day 1:   * Introduce that the next class period, students will be participating in different styles of mock interviews (one on one, group, panel) * Complete the 3-2-1 exit ticket   Day 2-3:   * Complete exit ticket that reflects on experience of mock interviewing   Follow-Up Lessons will include:   * Mock Interviews that include school staff, outside professionals * A deeper look into how to dress for an interview * How to prepare for industry specific interviews and questioning * Informational Interviews * Networking * Other Department of Labor *Skills to Pay the Bills* videos | | | |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on part 1 of the Dept. of Labor video *Skills to Pay the Bills*, identify **5 things** the Job Seeker did that may **decrease** his chances of getting a job offer.

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After watching part 2 of the Dept. of Labor video *Skills to Pay the Bills*, identify **5 actions** the Job Seeker demonstrated that might make him **appear to be a good candidate** for the job.

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Name: Part 1 Exit Ticket

List 3 Positive actions you will demonstrate in your next Job Interview

1.

2.

3.

List 2 Ways you will prepare for your next Job Interview

1.

2.

Give 1 Solid Handshake on your way out.

Name: Part 1 Exit Ticket

List 3 Positive actions you will demonstrate in your next Job Interview

1.

2.

3.

List 2 Ways you will prepare for your next Job Interview

1.

2.

Give 1 Solid Handshake on your way out

Name: Exit Ticket Part 2

1. What was the easiest part of interviewing for you?

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1. What was the most difficult part of interviewing for you?

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1. What part of interviewing would you like more practice with?

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1. Is there anything you want to explore that we did not cover?

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