

LESSON PLAN

Subject: Career and Work 20

Materials/Aids Required: Possible Interview Questions Handout, Mock Interview Checklist, color cards (red, yellow blue) even number of each, Three Stages Overhead, Role Description Overhead

Unit	Module 17: Job Search Skills, Tools and Strategies (Core)
Topic	Job Interviews
Content	17.5 To prepare for and experience a job interview.

<p>Objectives: 1. After completing a mock interview, SWBAT reflect on their interview skills using the evaluation given by their partner. Students will reflect on all strengths and weaknesses providing strategies for improvement or sustaining the level of their strengths.</p>	<p>Evaluation: 1. Students will hand in their interview checklist that was completed by a partner. They will also hand in a journal entry with their reflections of the interview in it. Evaluation will be graded as satisfactory or unsatisfactory based on whether or not they reflected, listed their strengths and weaknesses and provided a plan for improvement. If they included all of these then it will be graded as satisfactory.</p>
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<p>CELS: PSVS COM</p>	<p>Evidence In Lesson:</p> <ul style="list-style-type: none"> - while students are role playing and reflecting in their journals - students will enhance their language skills during the interview
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Pre Requisite Learning: Resume writing, guidelines for interviews, three stages of an interview

Lesson Prep: have a pile of red, yellow and blue chunks of paper ready for students to pick up, as well as the possible interview questions handout and the evaluation checklists.

Presentation	Classroom Management
<p>Bell Work: (2 mins) Write about the job interview you have been preparing for. What position are you applying for? At what company?</p>	<ul style="list-style-type: none"> - As students walk in, make sure they pick up a colored piece of paper, the possible interview questions handout and the evaluation checklists.
<p>Set: (3 mins) Remind students that we are doing are mock interviews today. Review with students the 3 stages of an interview (greeting, exchange and parting) by asking them to provide the name of each stage and ask what happens during that</p>	

<p>stage. If students need a refresher, place the overhead with the stages up (attached). Let students know that we will be working in groups to role play an interview going through these 3 stages.</p>	
<p>Development: (35-40 mins)</p> <ol style="list-style-type: none"> 1. Go over the expectations for students as they go through the interview process. 2. Tell them that they will be working in groups of 3. There will be three roles; the interviewer, the applicant, and the evaluator. Each student will have a turn being each role. 3. Describe the job of each role. The Interviewer will select 5-7 questions from the possible interview questions handout to ask the applicant. They will ask each question and listen attentively to the responses while working through the three stages of the interview. Tell everyone to pick their questions right now. 4. The Applicant is applying for the job. They must tell the interviewer and the evaluator what job they are applying for so they know some background on what skills or qualities are needed. They will provide the interviewer with their resume and answer questions asked. They will need to go through the three stages of the interview process. 5. The Evaluator is responsible for critiquing the applicant interview skills. They will use the checklist provided. Honesty is important, but they must provide constructive criticism that will not make someone feel bad. Let them know what they can work on. They will also comment on whether or not they stayed on task and took things seriously. After each interview, the evaluator should be debriefing the interview and give the applicant the checklist to look over. 6. Now that each role has been described, check for student understanding but 	<ul style="list-style-type: none"> - Expectations: everyone participates, be serious, act as if it's a real interview, evaluators must be honest and provide constructive criticism. - Groups will be created based on the color cards each student has. Each group needs a red, blue and yellow card. - Explain that each student will be each role once. If you start as the interviewer, you move to the evaluator, and then to the applicant. This format follows for each group. - Some groups can go in the hall if they are well behaved.

<p>asking what the roles are. Place an overhead up with a general description of each task so they can refer to it during their role playing.</p> <ol style="list-style-type: none"> 7. Have students create groups based on the color of the card they have. Each group needs one of each color in their group. Tell groups they have 30 seconds to find a place in the room where they can role play and get settled. 8. Allow groups 25 minutes to role play. 9. After the role play, have students return to their desks. Ask students if they think the role play has helped them in preparation for a real life interview. Why or why not? Ask them if they learnt about their strengths and weaknesses in interviews. Have a discussion about the role playing and have students discuss the pros and cons and what they learned. 10. After the discussion ask students to write a journal reflection on their experience today. They should reflect on all their strengths and weaknesses as well as provide a plan of action for improving in their areas of weakness and maintaining their strengths. Give students 5 minutes to work on this. 	<ul style="list-style-type: none"> - Remind students that the interviewer and applicant should be facing each other during the role play. - Circulate the room to ensure students are staying on task. - Listen to some students role play and provide some feedback if needed or if questions are asked.
<p>Closure: (3 mins) Call students' attention back to the front of the room. Ask students to give the three stages of an interview. Tell students to use the role plays from today to learn where they need to improve in interviews. They should use today as a base in preparing for a real life interview.</p>	<ul style="list-style-type: none"> - have students hand in their completed interview checklist evaluation and
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> - Depending on class size, students can decide on a career or job they are interested in and employers from that field can come in and have a mock interview with them. 	<ul style="list-style-type: none"> - the guest can provide feedback for the students and evaluate them as their peers would be doing in this lesson

Target for Professional Growth

1. How did I let students know what the expectations are for the role playing?
2. How did I place students into groups? Was this an effective method? Why or why not?
3. How did I explain the movement from one role to the other?
4. How did I ensure all group members had a task to do during the presentation?

Description of the Roles

Interviewer

- select 5-7 questions from hand out to ask
- ask each question and listen attentively
- work through the three stages of the interview

Applicant

- applying for the job.
- state what job they are applying for
- provide the interviewer with their resume
- answer questions asked
- go through the three stages of the interview process.

Evaluator

- responsible for critiquing the applicant interview skills
- use the checklist provided
- be honest
- provide constructive criticism that will not make someone feel bad
- comment on whether or not they stayed on task and took things seriously
- evaluator should debrief the interview and give the applicant the checklist to look over.

Possible Interview Questions

1. Why should we hire you?
2. What can you do for us that someone else can't?
3. What do you look for in a job?
4. What skills and qualifications are essential for success in the position of _____?
5. What do you believe is the most difficult part of being a supervisor of people?
6. How would your colleagues describe you?
7. How would your boss describe you?
8. How would you describe yourself?
9. Can you work well under deadlines or pressure?
10. Why do you want to work for us?
11. What other positions are you considering?
12. Have you kept up in your field with additional training?
13. What are your career goals?
14. What are your strong points?
15. What are your weak points?
16. How did you do in school?
17. What was wrong with your current or last position?
18. Do you have any question for me?

Three Stages of an Interview



1. Greeting

The first five minutes often sets the tone for the rest of the job interview. If you can make a good impression and maintain a relaxed attitude from the outset, you'll find the rest of the interview will roll right along.

2. Exchange

The exchange of information between you and the employer will make up most of the interview. This is your chance to let the interviewer know why your personality, education, work experience, and skills make you the best person for the job.

3. Closing

This is the last stage of the interview. Make sure you leave the interview on a positive note. Thank them for their time.

Strategy Name: Role Playing

Explanation of Strategy

Role playing allows students to take risk-free positions by acting out characters in hypothetical situations. It can help them understand the range of concerns, values, and positions held by other people. Role playing is an enlightening and interesting way to help students see a problem from another perspective.¹

Why This Strategy Works

I think this strategy helps students learn because they get a chance to sit in someone else's shoes or experience a situation they may be unfamiliar with. By experiencing a situation and acting it out first hand they will have a better chance of remembering it. Role playing requires students to become involved in their learning. It also gives them a different way to learn the material which can be a lot of fun for some students.

Business Education Content that Could be Taught with the Strategy

Information Processing - 9.13 Develop and demonstrate basic telephone etiquette and techniques, and understand their importance to the success of a business.

- Students could role play receiving phone calls while practicing the proper techniques and etiquette.

Career and Work Exploration - 9.10 To identify types of hazards in the workplace.

- Students could be given a type of hazard in the work place (physical, chemical etc) and role play a situation depicting these types of hazards to the class.

¹ Saskatoon Public Schools (2008). Instructional Strategies Online, *What is role playing?* Online. <http://olc.spsd.sk.ca/DE/PD/instr/strats/roleplaying/index.html>