



LESSON PLAN

Preparing for an Interview

Lesson Summary

In this 3-day lesson, students will learn how to prepare for an interview.

Day 1: students will take notes on speaking professionally in an interview and research critical information to know going into an interview using previously answered questions on CareerVillage.org.

Day 2: students will find a job of interest and plan out answers to interview questions based on the job posting.

Day 3: students will “speed date” with 4 different peers—they’ll be the mock interviewer twice and the mock interviewee twice.

Total Time: (+/-180 min)

Materials

- Screen (to project on)
- Projector
- Preparing For An Interview PowerPoint
- Preparing For An Interview Student Notes
- Interviewer Comment Card
- Computers (for students to use in class)

Learning Objectives

Students will be able to:

1. Describe basic physical and verbal behaviors that are appropriate in an interview.
2. Answer common interview questions based on a select job posting and its specifications.
3. Participate in a mock interview as an interviewer and interviewee using the skills from Day 1 and 2.

Advanced Preparation

1. Copy *Preparing For An Interview Student Packet* (1 per student).
2. Copy & Cut *Interviewer Comment Card* (2 per student).
3. Review *Preparing For An Interview PowerPoint*.
4. For Day 2, decide if you want students to research their own job posting or the whole class to prepare for an interview for the same job.
 - a. If students research their own job: decide how students will submit their digital job posting (print out at home, email, Google Classroom, etc.).
 - b. If you choose a common job to prepare for: print the job posting so each student has a copy or make a digital copy you can project (make sure it is large enough so all students can see).
5. For Day 3, organize the seating in your classroom so that students are partnered in concentric circles (see *slide 18* for visual).

Background Knowledge

Instructor should have:

1. Read *Educator First Steps* (found in the Resources tab of the lesson) to sign up and create a Cohort/Cohorts.
2. Presented the *What is CareerVillage?* PowerPoint (found in the Resources tab of the lesson) to students to provide a basic understanding of how CareerVillage.org can assist students. (20 minutes)
3. Provided time/assigned students to create their own accounts on CareerVillage.org.

Assessment

Formative Assessment

Instructors can check:

- a. Understanding of the *Speaking Professionally Tips with Practice* (slide 12).
- b. Understanding of how to integrate wording from a job posting and the student's previous experiences into their answers to interview questions with *Interview Preparation Tables A & B*.

Summative Assessment

On Day 3, instructors should circulate the room and listen as students interview, noting items listed on the *Interviewer Comment Card*.

Common Core Standards	
Grades 8	CCSS.ELA-LITERACY.W.8.1 (A, B, C, D) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

<p>Grades 9-10</p>	<p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
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<p>Grades 11-12</p>	<p>CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each...in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the...</p>
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ASCA National Standards (American School Counselor Association)

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.3 Develop an awareness of personal abilities, skills, and interests and motivations
- C:A1.7 Understand the importance of planning
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:B1.6 Learn to use the Internet to access career-planning information

ASCA Mindset & Behaviors Standards

- B-SMS 9. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 1. Use effective oral and written communication skills and listening skills

Day 1: Speaking Professionally

Time	Detailed Lesson Plan
3 mins	<ol style="list-style-type: none"> 1. Pass out the <i>Preparing for an Interview Student Packet</i>. 2. Describe what students will be doing in this 3-day lesson: In this 3-day lesson, students will learn how to prepare for an interview. <ul style="list-style-type: none"> ○ On day 1, they will take notes on tips for how to speak professionally in an interview and research critical information to know going into an interview using previously answered questions on CareerVillage.org. ○ On day 2, students will find a job of interest and plan out answers to interview questions based on the job posting. ○ On day 3, students will “speed date” with 4 different peers to be the mock interviewer twice and the mock interviewee twice. 3. Point out that students will be using Part 1 of the student notes during the presentation to take notes on. If using the <i>Scaffolded Notes</i>, remind students that they should fill in the blanks as you work through each slide in the presentation.
20 mins	<p>Preparing For An Interview PowerPoint (slides 1-14)</p> <ol style="list-style-type: none"> 1. Present slides 1-13 to students as they take notes. Feel free to use the teacher suggestions that appear below the slides when in presentation mode and add your own anecdotes that may help students retain key points. 2. Slide 12: Can be done as a whole class discussion or with partners, then as a whole class discussion. Ask students for multiple ways of rewording each as there is not only one correct way. 3. Slide 13: Have students open up to CareerVillage.org and sign into their accounts.
30 mins	<ol style="list-style-type: none"> 1. Ask a student volunteer to read Part 2. Project Slide 14 and recap what students will be doing. 2. Ask students to flip to the Interview Preparation Table A in their student notes packet and begin researching. 3. Circulate to check in on student progress and answer questions.
5 mins	<p>Class Discussion</p> <ol style="list-style-type: none"> 1. Ask student volunteers to share 1 thing they found in their research from each category. (Ex. What is 1 common interview question that you came across in your research?) 2. Take 2-3 examples for each category.
2 min	<ol style="list-style-type: none"> 1. Clean Up

Day 2: Find & Explore a Job

Time	Detailed Lesson Plan
3 mins	<ol style="list-style-type: none"> 1. Ask students to get out their <i>Preparing For An Interview Student Packet</i>. Let them know that today they will be finding a job of interest and planning out answers to interview questions based on that job posting using the PowerPoint notes and research they did on Day 1 (tips for speaking professionally, questions that are most frequently asked in interview, questions to ask an employer, interview tips). 2. If you didn't have time to allow students to share their research on Day 1, take some time during the Warm Up or at the start of class to let students share aloud.
Option 1 15-20 mins OR Option 2 5 mins	<p>Option 1</p> <ol style="list-style-type: none"> 1. Read Part 3 to students. 2. Emphasize places they can easily locate high school level jobs as well as search terms that will help them such as adding in "part-time" and "seasonal" to their search. 3. Provide time for students to research. <p>Option 2</p> <ol style="list-style-type: none"> 1. Pre-select a job posting that all students will be using. This will save time if you have a shorter period. 2. Make sure to print a copy of the posting for each student if you choose this option. Read through the posting as a class noting the skills and experiences requested by the employer and how students current skills and experiences could qualify for these.
35-50 mins	<ol style="list-style-type: none"> 1. Have a student volunteer read Part 4 to students. 2. Clarify any student questions and let students know they will have the rest of class to work on Part 4. 3. Remind students that they will be using these responses/the preparation they do today in the mock interviews on Day 3. If students do not finish in class they should finish for homework. The packet will be collected, graded, and returned back to the student. <p>*If students finish early, they can begin to practice mock interviewing with another student who has completed Part 4.</p>
2 min	<ol style="list-style-type: none"> 1. Clean Up

Day 3: Mock Interview “Speed Dating”

Time	Detailed Lesson Plan
3-5 mins	<ol style="list-style-type: none"> Before class or at the start: chairs should be organized into 2 concentric circles with an inner chair and outer chair matching up. (*If you have students help you at the start put up slide 18 as a model) Put up Slide 17. Ask students to get out their Preparing For An Interview Student Notes and turn to Interview Preparation Table A & B. Let them know that today they will be interviewing “speed dating” with 4 different peers. They will be interviewed twice and interview someone else twice.
10 mins	<ol style="list-style-type: none"> Slide 18: Read through the slide. Scroll through slides 18-20. Point out to students that <ul style="list-style-type: none"> students in the inner circle of chairs will be moving one chair to the left after each round while students in the outer circle will be staying in place. after each interview, the inner circle will move one chair to the left. for rounds 1 & 2, the inner circle will be the interviewers and the outer circle will be the interviewees (ones being interviewed) for rounds 3 & 4, the outer circle will be the interviewers and the inner circle will be the interviewees. This should result in each student being interviewed twice and interviewing another student twice, each with a different peer. Slide 21: Read through slide 21 pointing out what side of the interview prep sheet will be helpful when they are in each role and how long each interview will be. Pass out 2 of the Interviewer Comment Cards to each student in the inner circle. Tell students they will give each student they interviewed their comment card at the end of all 4 interviews – not immediately after each interview.
25 - 28 mins	<ol style="list-style-type: none"> Interview Time – be sure to set a timer and give students a 1-minute heads up prior to the end of each 6-minute interview. Give students 30 seconds to 1-minute for transition time between

12 mins	<p>Partner Discussion</p> <ol style="list-style-type: none"> 1. Have students on the inner circle switch back to their original seat with the first person they interviewed. Have them pass back the Interviewer Comment Card to the peer they interviewed. Give students 3 minutes to look over their peers review of their interview and allow the interviewer to answer the questions on Slide 22 to provide even more feedback to the interviewee. 2. After 3-4 minutes, have students on the inner circle rotate one seat to the left like they did previously and repeat the process in step 9. Repeat this 2 more times so they receive feedback from their peers in the outer circle too.
6 mins	<p>Group Discussion</p> <ol style="list-style-type: none"> 1. Ask students what they thought made an interviewee most successful. Take 5-10 student suggestions. (Answer may vary from an interviewee giving specific experiences they have had to support a claim as to why they are qualified, maintaining eye contact, sitting up straight, or speaking clearly).
2 mins	<ol style="list-style-type: none"> 1. Clean Up