



# Preparing For An Interview

Lesson Summary	Advanced Preparation
<p>In this 3-day lesson, students will learn how to prepare for an interview.          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 answer questions on CareerVillage. 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.          (+/-180 min)</p>	<ol style="list-style-type: none"> <li>1) Copy <b>Preparing For An Interview Student Notes</b> (1 per student)</li> <li>2) Copy &amp; Cut <b>Interviewer Comment Card</b> (2 per student)</li> <li>3) <b>Review Preparing For An Interview PowerPoint</b></li> <li>4) <b>For Part 3, decide</b> if you want students to research their own job posting or the whole class to prepare for an interview for the same job.             <ul style="list-style-type: none"> <li><b>a. If students research their own job - Decide how students will submit their digital job posting</b> (print out at home, email, Google Classroom, etc.)</li> <li><b>b. If you choose a common job to prepare for - print</b> 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)</li> </ul> </li> <li>5) <b>For Day 3, organize the seating</b> in your classroom so that students are partnered in concentric circles (see slide 18 for visual)</li> </ol>
Materials	
<ul style="list-style-type: none"> <li>• <b>Screen</b> (to project on)</li> <li>• <b>Projector</b></li> <li>• <b>Preparing For An Interview PowerPoint</b></li> <li>• <b>Preparing For An Interview Student Notes</b></li> <li>• <b>Interviewer Comment Card</b></li> <li>• <b>Computers</b> (for students to use in class)</li> </ul>	
Learning Objectives	Background Knowledge
<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) describe basic physical and verbal behaviors that are appropriate in an interview</li> <li>2) answer common interview questions based on a select job posting and its specifications</li> <li>3) participate in a mock interview as an interviewer and interviewee using the skills from Day 1 and 2.</li> </ol>	<p><b>Instructor should have:</b></p> <ol style="list-style-type: none"> <li>1) Read <b>“Educator First Steps”</b> (found in the <b>Getting Started</b> teacher resource) to sign up and create a Cohort/Cohorts.</li> <li>2) Presented the <b>“What is CareerVillage?” PowerPoint</b> (found in the <b>Getting Started</b> teacher resource) to students to provide a basic understanding of how CareerVillage can assist students. (20 minutes)</li> <li>3) Provided time/assigned students to create their own accounts on CareerVillage.</li> </ol>

## Assessment

**Formative Assessment:** Instructors can check **a)** understanding of the Speaking Professionally Tips verbally with the slide 12 practice and **b)** the Interview Preparation Table sides A & B for a written understanding of how to integrate wording in a job posting and the students previous experiences into answers to interview questions.

**Summative Assessment:**

Instructors should circulate around the class listening in to student interviews for items listed on the Interviewer Comment Card.

**Common Core Standards**

Grades 8	Grades 9-10	Grades 11-12
<p><b>CCSS.ELA-LITERACY.W.8.1 (A, B, C, D)</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CCSS.ELA-LITERACY.W.8.2.D</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CCSS.ELA-LITERACY.SL.8.4</b> 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>	<p><b>CCSS.ELA-LITERACY.W.9-10.1.B</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><b>CCSS.ELA-LITERACY.W.9-10.2.D</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.4</b> 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>	<p><b>CCSS.ELA-LITERACY.W.11-12.1.B</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><b>CCSS.ELA-LITERACY.W.11-12.2.D</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CCSS.ELA-LITERACY.SL.11-12.4</b> 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>

**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