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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Investigating Careers |
| **Lesson/Unit Title** | The Job Interview |
| **TEKS Student Expectations** | **127.2. Knowledge and Skills.**  (5) The student investigates job-seeking skills. The student is expected to:  (B) describe appropriate appearance for an interview; and  (C) participate in a mock interview. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Practice good job interview skills * Explain the purpose of an interview * Recognize the do’s and don’ts of good interview skills * Determine the use of their personal resume * Participate in a mock interview |
| **Rationale** | How does an employer determine who will get hired? What does the process entail? In this lesson, you will prepare for and participate in a “mock” job interview! |
| **Duration of Lesson** | Three 45-minute class periods  Prior preparation time will be required for requesting and scheduling community members for mock interviews. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Application:** A form used to apply for a job  **Body Language:** The gestures, posture and eye contact people use to express themselves  **Career:** A profession for which one trains; a job or series of jobs that you do during your working life  **Credentials:** Someone’s education, experience, etc. that prove he or she has the ability to do a job  **Experience:** Knowledge or skill that one gets from doing a specific task  **Hire:** To employ someone to work for you  **Interview:** A formal meeting between a job seeker and an employer about a possible job  **Occupation:** A person’s job  **Pre-employment test:** Test given to an applicant by an employer to find out if the applicant gets the position  **Qualification:** An ability, characteristic or experience that makes you suitable for a particular job or activity  **Reference:** A person who knows you and is willing to describe and usually praise you to support you when you are trying to get a job; a statement as to a person’s character or ability  **Resume:** A written list and description of your education and previous jobs  **Skill:** The ability to do an activity or job well, especially because you have practiced it |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Presenter/remote * Computers/laptops with printer capability * Reserve computer lab, if needed   **Materials:**   * 101 interview questions that have been cut apart * Completed job applications * Props to display examples of what to wear and what not to wear to an interview (examples may include: wrinkled clothes, gum, cell phone, big clunky jewelry, dark lipstick, watch, baseball cap or hat, tennis shoes, t-shirt with logo or inappropriate wording) * Samples of student resumes * Classified section of local newspaper * Copies of handouts   **PowerPoint:**   * The Job Interview     **Websites:**   * Flashcards: Career Vocabulary Flashcards with career vocabulary words.<http://quizlet.com/9158011/career-vocabulary-flash-cards/> * How to get a job: Creative Resume Writing This video shares ideas for creating an eye-catching resume.<http://www.watchknowlearn.org/Video.aspx?VideoID=40755> * How to make a resume in Microsoft Word 2010 More information on resume writing.<http://www.youtube.com/watch?v=Gecocswt8vg> * How to write a great resume-3 simple steps! More information on resume writing.<http://www.youtube.com/watch?v=-8od1iolitg> * Job Application Quiz The Utah Education Network provides a quiz on job applications and provides an answer key.<http://www.uen.org/Lessonplan/preview.cgi?LPid=13120> * Resume for Young People with No Experience How to write a resume.<http://www.youtube.com/watch?v=cpM4EOhHibM&feature=related> * The JobProfs Guide to Better Interviews Flashcards to help you ace your job interview.<http://flashcarddb.com/cardset/123220-the-jobprofs-guide-to-better-interviews-flashcards>   **Technology:**   * How to Get a Job Watchknowlearn.org shares a video about how to getting a job using all available resources.<http://www.watchknowlearn.org/Video.aspx?VideoID=29702>   **Graphic Organizer:**   * KWL – Job Interview Skills * Word Cloud – Job Interview   **Handouts:**   * Mock Interview Documents   + Sample Request for Mock Interview Volunteers   + Sample Interview Questions for Mock Interview   + Sample Schedule for Mock Interviews   + Mock Interview Rubric * Guest Speaker Documents   + Sample Letter Requesting Career Guest Speaker   + Suggested Outline for Guest Speakers   + Guest Speaker Thank You Letter Assignment * 101 Interview Questions * 90 Second Speech Planner * Checklist for Partner Interview * Mock Interview Rubric * Preparation for Partner Interview * Sample Script for Partner Interview * Word Cloud Job Interviewing Skills |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  On a table in the center of the room, arrange various props or picture cards of what to wear for a job interview (cut from magazines or printed from the Internet and placed on index cards). Also include samples of their resumes, completed job applications and the 101 Interview Questions that have been cut apart.  As class begins, allow students to observe and handle the displayed items.  Ask the following questions:   * What do all of these items have in common? * Randomly hold up items and allow for short discussions regarding their use/purpose. * Collectively, what purpose do these items serve?   Write the words JOB INTERVIEW on the board. Have student brainstorm its definition and information they feel is needed to have a successful interview experience.  Distribute graphic organizer, KWL – Job Interview Skills. Instruct students to fill out the first two columns of the chart. Ask students to write down what they already know about interviewing and what they want to know about the interview process. The last column will be completed during lesson closure.  If time permits, allow students to personalize their Job Interview Word Cloud and place in their class folder/binder as a cover sheet for any other documents related to this lesson. |
| **Direct Instruction \*** | Prior to this lesson, students should have completed various job applications during the Job Application lesson, written a personal resume and collected letters of recommendation during the Resume Writing for Teens lesson, and participated in the Dress for Success lesson.  In addition, a few weeks prior to lesson, invite, schedule, and provide instructions for individuals such as teachers, administrators and community members that will be participating in the mock interviews with your students. Review and personalize documents located in zip file titled Mock Interview Documents.  Ask community members within the Education and Training, Hospitality and Tourism, and Human Services clusters and teachers, administrators, staff members or parents to volunteer to serve as interviewers. Inform volunteers that each interviewer will conduct approximately three to four 10-minute interviews.  Review lesson objectives, terms, and definitions.  Introduce PowerPoint The Job Interview. Students will be expected to take notes while viewing the slide presentation. Focus and discuss the contents of each slide. Allow for student discussion.  *Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | Provide each student with Preparation for Partner Interview which includes questions employers typically ask. After allowing students to review the questions, have them brainstorm how they would answer the interview questions.  Students can also be asked questions from the 101 Interview Questions. After reviewing the questions, have students brainstorm how they would answer the interview questions.  Role Play Activity  Ask a student to play the role of the employer and you (the instructor) play the applicant. In front of the class, demonstrate how to give a firm handshake. Have them practice with each other.  Interview Take ONE Using script on handout Sample Script for Partner Interview (see All Lessons Attachment tab) model inappropriate responses such as complaining about the directions to the interview, talking about how your day is going and other things not related to the interview. You may even choose to wear something “inappropriate” and chew gum throughout the interview.  This will allow students to see, first hand, what an “ineffective” interview looks like to an employer.  Interview TAKE TWO On the second interview, model appropriate interview skills. Make good eye contact, have good posture, display a positive attitude, and answer/ask appropriate questions.  As a class, discuss the interviews. Stress the importance of making a good first impression.  Pair students and allow teams to role-play an employer and applicant. Allow them to use Preparation for Partner Interview, Sample Script for Partner Interview, and Checklist for Partner Interview, in preparation for this task.  Have students switch roles after 5 minutes.  Instruct students to write a paragraph or journal entry about the experience and what they have learned that will help them in a future job interview.  Prepare students for upcoming “mock interview.” Review expected, appropriate classroom behavior and use of good manners. Share Mock Interview Rubric with students and explain each component so they understand how their interview will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Teacher Note: Not all students will have access to proper interview attire. You may want to begin early in the school year collecting a closet full of “interview attire” for both the young ladies and young men in your classroom, by requesting interview clothing donations from faculty and staff. Student can then all have the option of “borrowing” from the classroom closet. Make sure to set guidelines for borrowing and returning items.  Encourage students to come to school dressed appropriately. Inform parents about the activity in advance so they may make arrangements if necessary for their student’s clothing attire.  Arrange classroom to accommodate for mock interviews.  Introduce volunteers to class. Show volunteers to their interview platforms and allow mock interviews to begin. Students will be expected to submit a copy of their resume/career portfolio to the interviewer.  Monitor and assist as needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Instruct students to complete the L column of the graphic organizer, KWL Chart – Job Interview Skills to analyze what they have learned about the topic.  Have students write thank you letters to the mock interview volunteers. |
| **Summative/End of Lesson Assessment \*** | Students’ mock interviews will be assessed with appropriate rubric by volunteer interviewers. As a class, discuss the mock interview results.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * The JobProfs Guide to Better Interviews Flashcards to help you ace your job interview.<http://flashcarddb.com/cardset/123220-the-jobprofs-guide-to-better-interviews-flashcards> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize four corners vocabulary/ word wall activity * Picture cards/visual representations with words |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction.  Print, distribute and discuss The Washington Post’s article: Even for summer jobs, teens should craft a resume from <http://www.washingtonpost.com/wp-dyn/content/article/2010/05/29/AR2010052901229.html> |
| **Quotes** | Success in life, in anything, depends upon the number of persons that one can make himself agreeable to. **-Thomas Carlyle**  Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude.  **-Thomas Jefferson**  Find a job you like and you add five days to every week. **-H. Jackson Brown, Jr.**  I can’t imagine anything more worthwhile than doing what I most love. And they pay me for it. **-Edgar Winter**  Nothing will work unless you do.  **-Maya Angelou**  Success in life is a matter not so much of talent or opportunity as of concentration and perseverance. **-C.W. Wendte**  Choose a job you love, and you will never have to work a day in your life. **-Confucius** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * What questions would you ask an employer at a job interview? * What questions should you be prepared to answer at a job interview? * What are the questions you should prepare for in an interview? * What are some things that should be done after the interview? * What do you need to know about finding the job that is right for you? * Why is it a good idea to include a resume with a job application? * What are some of your accomplishments that would be good to list on a resume? * If I could pick the perfect job for myself right now it would be … because … * After I graduate from high school, I can really see myself doing … * It is always good to have a backup plan because …   **Writing Strategies:**   * RAFT Writing Strategy   + Role: Employer   + Audience: Potential employee   + Format: Informative   + Topic: Preparing for an interview |
| **Communication**  **90 Second Speech Topics** | * Why is it important to create a good first impression? * Why is body language important? * Why is it important for teenagers to have a resume? * What are some common jobs for students at your school? * Why is it important to fill out a job application correctly? * What message does it send to the employer when you do not answer all of the questions on an application? * Use 90 Second Speech Planner |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can create a video modeled after the show “What Not to Wear” to display correct and incorrect interview attire. * Collect neckties from faculty and staff and show students the correct way to tie a necktie. Faculty and staff can be requested to assist with this activity during their conference periods. |
| **Family/Community Connection** | * Invite “career” guest speakers to the classroom. Review and personalize Guest Speaker Documents:   + Sample Letter Requesting Guest Speaker   + Suggested Outline for Guest Speaker   + Thank You Letter for Guest Speaker Assignment |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  STAR Events:   * Job Interview is an individual event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate professionally. The participant creates a job application, resume, cover letter, and letters of reference.   **SkillsUSA**  <http://skillsusa.org>  Skills USA Events:   * Interview is an individual event that recognizes students who create a cover letter and resume, and participate in an interview.   **Texas Association of Future Educators**  <http://tafeonline.org>  TAFE Events:   * Job Interview is an individual event that recognizes participants who apply for a teaching related job that is posted on the TAFE website. The participant creates a job application, resume, cover letter, and letters of reference and then participates in an interview with an interview committee. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.nylc.org/>  Possible ideas:   * Have students host an interview-how-to info night. Students could present information to potential job seekers about how to successfully prepare for a job interview. * Students could also pair up with a local high school’s FCCLA, SkillsUSA, or TAFE chapter to offer information about careers in the Education and Tourism, Hospitality and Tourism, and Human Services. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)