

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- Projector for the *Interviewing* presentation

RESOURCES AVAILABLE

- *Preparing to Be Interviewed Rubric*
- *Interviewing* presentation
- *General Interview Questions*
- *Questions to Ask*

ACROSS THE CURRICULUM

This lesson prepares students for their internship site interviews. It will help to further a student's development of confidence, which can easily carry over into other classes.

LESSON PLANNING

LESSON GOAL

Prepare to be interviewed successfully.

Essential Question

What response techniques are effective in interviews?

Student Expectations

1. View a presentation about interviews.
2. Prepare for, construct, and practice answering general interview questions.
3. Role play interview situations with effective and ineffective responses.
4. Prepare for, construct, and practice asking questions for an interview.
5. Write a reflection about the interview.

LESSON OBJECTIVES

1. Demonstrate strategies for being interviewed successfully.
2. Explain the purpose and structure of an interview.
3. Respond to the types of questions that may be asked.
4. Prepare for questions to ask the interviewer.

RATIONALE

Interviewing for a job is one of the most stressful situations people face. This lesson provides students an opportunity to practice presenting themselves to prospective internship sites and/or mentors. This is a major first step for students to take in finding out if they get the internships that they really want. This lesson is powerful in that it is likely one of the first times that students will be asked to interview for a job/internship.



Preparing to Be Interviewed Rubric



Interview Preparation



General Interview Questions

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Distribute the *Preparing to Be Interviewed Rubric* to introduce the lesson and explain how students will be evaluated. Then begin with a discussion of these questions.
 - Has anyone ever been interviewed or know of someone who has been interviewed?
 - If so, what kinds of questions were you asked to answer?
 - How did you respond?
 - What did you like or dislike about the process?

ASSESSMENT

Discussion Participate in a discussion about being interviewed.

- 2. WHOLE GROUP** Show the *Interviewing* presentation. Try to give examples and ask students for examples to help clarify throughout. At the end of the presentation, pick one question from the *General Interview Questions* and ask three students to respond. Discuss the positive points of each answer and how an answer might be improved.

ASSESSMENT

Presentation View a presentation.

- 3. SMALL GROUP** Break into groups of 3-4. Assign each group five questions from the *General Interview Questions* to work on answering together. Give the groups 15 minutes to talk through their assigned questions and create one ineffective response and two effective responses for each question. Explain that they will role play the responses and the rest of the class will identify which responses are effective and which are ineffective.

ASSESSMENT

Response to Questions Create responses to interview questions.

- 4. WHOLE GROUP** When students are ready, have each group role-play its responses. As the group finishes its three responses, have the rest of the class determine which are effective and which are ineffective. Discuss what makes a response effective and ineffective.

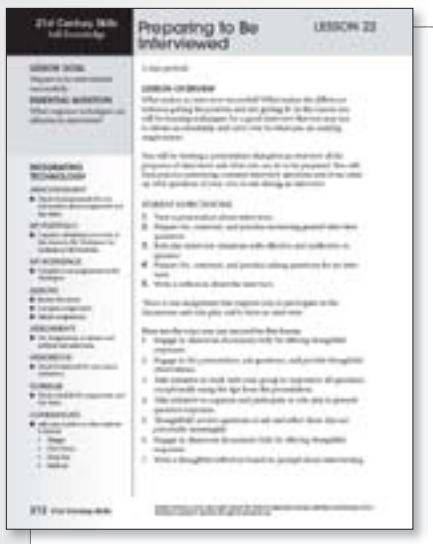
ASSESSMENT

Role Play Present interview responses.

- 5. WHOLE GROUP** Distribute *Questions to Ask*. Give students five minutes to place stars next to the five top questions they would want to ask during an interview. After students have finished, tally the responses to see which are the most popular questions. Add any other questions the students might want to ask.



Questions to Ask



Student Pages

ASSESSMENT

Questions to Ask Identify questions to ask in an interview.

- 6. WHOLE GROUP** Review when interviews have been scheduled. Close the lesson by discussing the following questions.
- What do you plan to wear for the interview?
 - Why are interviews sometimes stressful?
 - How can you minimize the stress of the interview?
 - How can you follow-up after the interview?
 - How do you think you can tell if the interview goes well or goes poorly?

ASSESSMENT

Discussion Participate in interview discussion.

REFLECTION



ASSIGNMENT

After students have completed their interviews, have them reflect in writing to the following questions. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- Now that your interview is complete, do you think that you will get the internship?
- What do you think you did really well during your interview?
- What do you think you could have done better?
- Did you get good answers to the questions you asked your interviewer?
- What will you do differently next time you are in an interview?

ASSESSMENT

Reflection Write a reflection on being interviewed.

ASSESSMENT

Use the *Attitudes, Beliefs and Values Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs should benefit from this lesson with support from other students. Plan on providing assistance in writing the reflection. Discuss possible strategies with the students' IEP coordinator or the school's IEP specialist for additional adaptations.

GIFTED AND TALENTED

Gifted students may be expected to assist fellow students in their interview preparation, score at a certain level on the rubric, or help the advisor schedule interviews for students.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Access the Washington State Department of Personnel website for a well organized set of tips and strategies for interviewing. <http://hr.dop.wa.gov/jobtips/prepare.interview.htm>
- Access Monster.com for comprehensive information about interviewing. <http://career-advice.monster.com/interview-tips/Home.aspx>