

Unit # 2 Title: Using Job-Seeking Skills	
Lesson Title: Who Will Get the Job?(Part 2)	Lesson: 2 of 2
Grade Level: 7	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Domain: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Standard (GLSs): CD.9.A.07.a.i: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
American School Counselor Association Standard (ASCA) National Standard: Career Development: C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials and Resources (include handouts or supporting documents)

Completed job applications (two) from the local business community (see Lesson 1), <i>Interview Checklist</i> Activity Sheet Paper and pencil Individual to conduct interviews Designate locations for students to wait

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	Reading and writing
	Use of tools of social inquiry, relationships of the individual and groups

X	Science	Process of scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The students will identify skills involved in the process of interviewing for a job by completing an interview checklist.
 The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
 The student will identify at least one goal for improvement or implementation of a specific interview skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.
 Students will demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to assess their ability to identify the use of effective interview skills. Students will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The essay will also include the student’s plans to improve and/or implement specific interview skills.

Lesson Preparation

Essential Questions:
 How do people get hired for jobs?
Engagement (Hook):
 Instructor walks in to classroom and says: “Let’s pretend I am interviewing each of you. How would you sit in your chair?”

Procedures

<p>Instructor’s Procedures/Instructional Strategies: (Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)</p> <p>1. After asking the hook questions,” and hearing student responses, ask “Is being appropriately dressed enough to get you a job or is there more to it?”</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will respond to the questions. (Students will know beforehand who will be interviewed and are to come prepared to</p>
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<p>2. Outline the interviewing procedure for students: A total of three interviews will be conducted. The interviews will last not more than five minutes each. As interviews are being conducted, other students will act as observers/decision makers and complete the <i>Interview Checklist</i> activity sheet.</p> <p>Specific Procedures:</p> <p>3. Distribute the necessary amount of <i>Interview Checklist</i> activity sheets to the student being interviewed, the interviewer, and observers.</p> <p>4. Interviews: Determine the rotation of students being interviewed. Determine an appropriate location for the students being interviewed to wait until all interviews are completed.</p> <p>5. First Interview: The first student to be interviewed enters the classroom and participates in the interview. The students not being interviewed will be observers and will be expected to complete the <i>Interview Checklist</i> activity sheet. The interview lasts no longer than five minutes. At the end of the interview, student being interviewed exits room and waits in the designate area until all interviews are complete.</p> <p>6. Second and third interviews: Repeat same interview procedures as First Interview.</p>	<p>have someone interview them if told they have been chosen.)</p> <p>2. Students will ask clarifying questions.</p> <p>3. Students will review the <i>Interview Checklist</i> activity sheet and ask clarifying questions.</p> <p>4. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>5. Students interviewing for a job should wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>6. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p>
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<p>7. When the three interviews have been completed, the interviewer will meet with the students who were interviewed to provide feedback regarding the interview process. At this time, the instructor will facilitate a discussion with the classroom observers regarding the interviews observed and the results of the <i>Interview Checklist</i> activity sheets.</p> <p>8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.</p> <p>9. Closure: Instruct students to write a summary of what they learned from the activity and how this may help them in the future as they interview for a job.</p>	<p>7. Students who were interviewed will meet with the employer who interviewed them. Students who were observers will participate in a discussion led by the classroom instructor.</p> <p>8. In the larger group, general feedback will be provided</p> <p>9. Students will write summary of activities</p>
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Teacher Follow-Up Activities

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

Counselor reflection notes

Activity Sheet: Interview Checklist

Applicant: _____ Reviewed by: _____

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

First Impressions:

_____ Handshake (firm) _____ Smile _____ Eye contact

_____ Dressed appropriately (clean, neat and well-groomed)

_____ Attentive posture (Stood and sat up straight)

Attitude:

Applicant's attitude was: _____ Positive _____ Indifferent _____ Poor

Applicant's energy level was: _____ Enthusiastic _____ Good _____ Poor

Stress Level of Applicant:

_____ Hands relaxed (not clenched) _____ Appeared relaxed and calm

_____ Did not play with hair, clothing, bite nails or fidget

Substance of Interview:

_____ Applicant nodded head or gave other nonverbal cues to show engagement in the interview.

_____ Applicant answered questions as though involved in a normal conversation.

_____ Applicant asked questions that were pertinent to situation.

Ending the Interview: Applicant honored end of interview by

_____ Making eye contact with interviewer

_____ Firmly shaking the interviewer's hand _____ Thanking the interviewer.

Overall impressions of interview:

Write a sentence or two describing your impressions of the interview from the perspective of the **interviewer**, the **interviewee**, yourself as an **observer**.