

Interview Skills
Tuesday, June 28th, 2016

Work Readiness

Interview Skills

Standards

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *Common Core State Standards*

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Common Core State Standards*

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *Common Core State Standards*

CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Common Core State Standards*

Knowledge of Language *Common Core State Standards*

CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Common Core State Standards*

CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *Common Core State Standards*

L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *Common Core State Standards*

Objective

Students will have an understanding of how to perform in a successful interview.

Materials

[Basic Interview and Job Skills PowerPoint](#)

[Interview Questions Handout](#)

[Interview Script](#)

Flipchart & Markers

Procedures

*This lesson is most effective after having done a Personal Commercial or 30-Second Me activity.

- 1) Project the [Basic Interview and Job Skills PowerPoint](#) for students to see.
 - 2) Have participants pair off and introduce themselves to one another as if they were strangers. Have each student highlight one volunteer or job hunting experience they have had. If time, have the pairs report back to the class.
 - 3) The facilitator presents the [Basic Interview and Job Skills PowerPoint](#), pausing to explain each slide in more detail. Videos are optional and can be embedded into the PowerPoint.
 - 4) Hand out the [Interview Script](#). Students can either read the script silently or groups can role play while reading the script out loud. Conclude with a class discussion regarding the questions and answers.
 - 5) Demonstrating Good and Bad Interviewing Skills:
Post flipchart paper around the room with the four headings: Communication Style, Attitude/Behavior, Non-Verbal Signals, Information/Knowledge. Break students into four small groups and assign each group a flip chart and explain to the students that we are going to discuss how interviewers assess and measure a potential candidate. Ask students to brainstorm and list whatever they think is relevant to their assign topic. For example, for communication style - inflection, volume, etc.
REPORTS: Ask one person from each group to report back the information written on their flip chart.
 - 6) Role play Activity: Explain to the students that each group will act out the assigned component to the whole class creating a short skit. Each group will demonstrate an example of a bad interview.
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Homework

Have students complete the [Interview Questions Handout](#) as preparation for mock interviews.

Accommodations & Modifications

As this day's lessons are mostly group and oral work, modifications should include grouping students to support struggling learners, verbal check-in, guiding questions, and the following. This is true for all activities throughout the day.

1. Ensure definitions for major vocabulary such as “obstacles” and “life skills” are displayed prominently throughout the lesson.
2. Have printed PowerPoints available for students if needed.

Skits can and should be performed in a whole group setting with little to no modification necessary. Be sure to include ALL students in the discussion and role playing.