

<b>Unit # 2 Title:</b> Using Job-Seeking Skills	
<b>Lesson Title:</b> Who Will Get the Job?(Part 2)	<b>Lesson:</b> 2 of 2
<b>Grade Level:</b> 7	
<b>Length of Lesson:</b> 50 minutes	
<b>Missouri Comprehensive Guidance Standard:</b> CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success	
<b>Grade Level Expectation (GLE):</b> 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.	
<b>American School Counselor Association Standard (ASCA):</b> 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), Activity Sheet: "Interview Checklist" paper and pencil.
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**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.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	Reading and writing
	Mathematics
X Social Studies	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 Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. 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 validate their ability to identify the use of effective interview skills.

**Lesson Preparation**

**Essential Questions:**  
 What makes the difference between who gets a job and who doesn't?  
 Would you "get the job?"  
**Engagement:**  
 Who will be interviewing for a job today?  
 Who will get the job?

**Procedures**

<p><b>Instructor's Procedures:</b>  <i>(Note: be cautious about setting students who have been selected apart from those who have not been selected – Remember, one of middle schoolers' priorities is peer-approval.)</i></p> <ol style="list-style-type: none"> <li>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?"</li> <li>Outline the interviewing procedure for students: A total of six interviews will be conducted (each interviewer will interview three students). The interviews will last no more than five minutes each. As interviews are being conducted, observers will complete the Activity Sheet "Interview</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>Students will respond to the questions.                      (Students will know beforehand who will be interviewed and are to come prepared to have someone interview them if told they have been chosen.)</li> <li>Students will ask clarifying questions.</li> </ol>
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<p>Checklist”, including the Overall Impressions section.</p> <p>Specific Procedures:</p> <ol style="list-style-type: none"> <li>3. Give each student and the interviewers copies of the Activity Sheet “Interview Checklist”. Interviewers will receive 3 Interview Checklists; students who will not be interviewed will be given six checklists and those who will be interviewed, at least three and at the most five.</li> <li>4. Interviews: The students who will be interviewed by each employer will be assigned to be 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup></li> <li>5. First Round: Employer # 1: The student to be interviewed 1<sup>st</sup>” will remain in classroom; the 2<sup>nd</sup> and 3<sup>rd</sup> students to be interviewed will wait outside the classroom until they are called in for their interviews. Students who are not being interviewed will be observers.</li> <li>6. Each interview will last no more than five (5) minutes. Let the employers know when the five minutes are up. Observers and interviewer will complete the first checklist and get a checklist ready for the next interview.</li> <li>7. Second Round: Employer # 2: Follow the above procedures.</li> <li>8. When all the interviews are completed, the employers will meet for 8-10 minutes with the three students they interviewed in a separate space (e.g. hallway, corner of classroom). The employer will give his or her interviewees general feedback about the process and students’ interviewing skills.</li> <li>9. While interviewees and interviewers are meeting, observers will review their</li> </ol>	<ol style="list-style-type: none"> <li>3. Students will review the “Interview Checklist” and ask clarifying questions. They will complete the checklist during each interview they observe.</li> <li>4. Students interviewing for a specific job will sit outside the classroom until they are called in for their interview. Students not interviewing will complete a checklist during each interview.</li> <li>5. Students will start a new checklist each time a new interview is begun; students who have been interviewed will begin completing checklists.</li> <li>6. Students will complete Interview Checklists for each interview.</li> <li>7. Students will follow same procedures!</li> <li>8. Students who participated as interviewees, will meet with the employer who interviewed them.</li> <li>9. Students will go over their checklists to see which student demonstrated</li> </ol>
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<p>completed checklists and decide who will get the job based on the interview checklist.</p> <p>10. The group will be brought back together and the interviewers will give their insight into how the students did as a whole on completing job applications and interviewing.</p> <p>11. Students will be told who gets the job. Emphasize the importance of reflecting on the process rather than reacting to it, i.e., rather than feeling rejected if one did not get the job, reject rejection and use the information gained to “pick yourself up and start all over again”!</p> <p>12. Have students write a group and/or individual notes of appreciation to the employers. You may want to write a note to students who were interviewed acknowledging their courage and commitment, again – remembering that many middle schoolers aren’t keen on public recognition of success ... but will treasure “private words” of acknowledgement.</p> <p>13. Closure: Ask students to write a brief reflective paper that incorporates the past, present and future, e.g., before this lesson, I ....., During the lesson and the interviews, I ..... In order to be sure I get the job I want, I will ....! Add writing to student’s Personal Plan of Study/Career Portfolio.</p>	<p>appropriate interviewing skills and would be most likely to get the job based on the checklist and what the interviewers have to say about appropriate interviewing skills and completing job applications.</p> <p>10. In the large group, general feedback, (no specific student feedback) will be given.</p> <p>11. Students will begin the reflection process.</p> <p>12. Write notes of appreciation to employers.</p> <p>13. Write the reflection/projection paper – include in Personal Plan of Study/Career Portfolio.</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 he or she was engaged 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/feelings/thoughts about the interview from the perspective of the **interviewer**, the **interviewee**, yourself as a neutral **observer**.