



# Lesson Plan

## Are You Prepared?

Created: 06/2016 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Discover the importance of preparing for a job interview.
2. Demonstrate preparing for an interview.

**TIME REQUIRED:** 30 minutes

### RESOURCES:

1. FFA.org
2. Article: *Job Interview Prep Sheet* <https://www.quintcareers.com/job-interview-prep-sheet/>

### EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Job Interview Prep" worksheet for each student.
2. Internet access for students to see the infographic or copies for each student.

### THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a career unit.
2. Part of a job interview lesson/unit.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### *FFA Precept*

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking, and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

#### *AFNR Cluster Skills*

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

#### *Common Core- Writing*

- CCSS.ELA-Literacy.W.9-10.2
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### *Common Core- Speaking and Listening*

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### *AFNR Career Ready Practices*

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

#### *Partnership for 21<sup>st</sup> Century Skills*

- Communication
- Initiative and Self-direction
- Leadership and Responsibility

NAME: \_\_\_\_\_

### LESSON PLAN:

1. *Introduction:* To help students understand the necessity of acquiring and practicing effective interview skills, ask them the following questions:
  - a. "How many of you like to get new things like clothing, phones, music, cars?"
  - b. "In order to get new items, what does it take?" (Help them get to the response of money).
  - c. "How many of you have to buy your own items right now?"
  - d. "Eventually, all of you will be paying for your own *new* items; which will only be made possible from the money you make in a job or career."
  - e. "As a result, how do you plan to convince an employer to hire you when you're in an interview?"
2. *Activity:* Each student needs a copy of the handout "Job Interview Prep."
  - a. Give students a copy of the *Job Interview Prep Sheet* article. The direct URL is <https://www.quintcareers.com/job-interview-prep-sheet/>. Have the students read the article and create a chart like the one in the article. Have them use a description of a job of interest.
3. *Follow-up:* At the completion of the activity, have a class discussion about preparation for an interview and why it is important. Have students share personal experiences if they have gone through job interviews.
4. *Leveling Up:* Work with your advisory group, local alumni, or general business professionals in the community to conduct mock interviews with the students and providing feedback. Allowing the students to apply the skills developed in the activity. This will be great practice for their future interviews.

NAME: \_\_\_\_\_

Aligned to the following standards:  
FFA.PL-A; FFA.PL.F; FFA.PG-I; FFA.PG-J; FFA.CS-M; CS.05.; CCSS.W.9-12.2;  
CCSS.SL.9-12.1; CCSS.SL.9-12.2; CRP.02; CRP.04; CRP.10

# Job Interview Prep

**DIRECTIONS:**

Use the article *Job Interview Prep Sheet* and complete the chart.

| Position Requirements | Your Qualifications and Experience | Your “Stories” |
|-----------------------|------------------------------------|----------------|
|                       |                                    |                |
|                       |                                    |                |
|                       |                                    |                |
|                       |                                    |                |
|                       |                                    |                |