



Lesson Plan

Job Interview — Body Language

Created: 04/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Evaluate appropriate body language during a job interview.
2. Demonstrate their job interviewing skills.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Infographic: 7 Body Language Interview Mistakes, <http://elearninginfographics.com/7-body-language-job-interview-mistakes-infographic/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "What Are You Doing?" worksheet for each student.
2. Internet access for students to see the article 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 21st Century Skills

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

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 and cars?"
 - b. "In order to get new items, what does it take?" (Help them get to the response "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 "What Are You Doing?"
 - a. Give students a copy of the "7 Body Language Interview Mistakes. The direct URL is <http://elearninginfographics.com/7-body-language-job-interview-mistakes-infographic/>. Have the students utilize the infographic to complete the handout.
3. *Follow Up:* At the completion of the activity, have the students share what they learned about job interviews. Have students share personal experiences if they have gone through job interviews.
4. *Leveling Up:* Allow the students to apply the skills learned in the activity by working with your advisory group, local alumni, or general business professionals in the community to conduct mock interviews with the students and provide feedback. This will be great practice for the students' future interviews.

NAME: _____

What Are You Doing?

DIRECTIONS:

Utilize the infographic "7 Body Language Interview Mistakes" to complete the chart below.

Jimmy came to the interview prepared with his portfolio, which included his resume, sample work, pen and paper. Jimmy was nervous and started to play with his pen.		
What was the interview candidate doing?	Why is this wrong?	How can this behavior be corrected?
Jenny gets nervous when she talks in front of individuals she doesn't know. At her recent interview, she focused on a spot on the wall behind the individual interviewing her.		
What was the interview candidate doing?	Why is this wrong?	How can this behavior be corrected?
Bobby was so excited for his interview he didn't practice his greeting before he arrived. When greeted by the interviewer, he provided a scrawny handshake.		
What was the interview candidate doing?	Why is this wrong?	How can this behavior be corrected?
Betty was so enthusiastic during her interview that she was continuously agreeing with the interviewer.		
What was the interview candidate doing?	Why is this wrong?	How can this behavior be corrected?

KEY: What Are You Doing?

DIRECTIONS:

Utilize the infographic "7 Body Language Interview Mistakes" to complete the chart below.

Jimmy came to the interview prepared with his portfolio, which included his resume, sample work, pen and paper. Jimmy was nervous and started to play with his pen.		
What was the interview candidate doing? Fidgeting	Why is this wrong? It sends the interviewer a message that you lack confidence and haven't prepped well.	How can this behavior be corrected? Cross your hands in front of you when you're not talking but don't stay rigid.
Jenny gets nervous when she talks in front of individuals she doesn't know. At her recent interview, she focused on a spot on the wall behind the individual interviewing her.		
What was the interview candidate doing? Lack of eye contact	Why is this wrong? It can make you seem untrustworthy and insecure.	How can this behavior be corrected? Practice with a friend to make yourself feel more comfortable.
Bobby was so excited for his interview he didn't practice his greeting before he arrived. When greeted by the interviewer, he provided a scrawny handshake.		
What was the interview candidate doing? Weak handshake	Why is this wrong? Candidates are deemed less impressive, trustworthy and enthusiastic than those with a strong handshake.	How can this behavior be corrected? Practice shaking hands with a friend. Use a complete grip, a firm squeeze and three shakes while making eye contact.
Betty was so enthusiastic during her interview that she was continually agreeing with the interviewer.		
What was the interview candidate doing? Exaggerated nodding	Why is this wrong? This can make you seem like you don't fully understand something or that you're not really listening.	How can this behavior be corrected? Limit and control nodding to once or twice, whenever relevant to the conversation, but if you're unsure about what has been said, ask rather than nod.