



Lesson Plan

Do I or Don't I?

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STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Discover what to bring and what to leave at home for a job interview.
2. Demonstrate the importance of bringing appropriate materials for an interview.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Article: *What & What Not to Bring to an Interview* <http://blog.agcareers.com/career-cultivation/what-to-bring-to-an-interview/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "What Do I Bring?" 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 gauge the knowledge level of students ask them the following questions: "What items should you bring to an interview?" "What items should you not bring to an interview?" Use the Think-Pair-Share for these questions. (Record the answers on the board as students share.) Keep the list as you will refer back to it during the discussion.
2. *Activity:* Each student needs a copy of the handout, "What Do I Bring?"
 - a. Give students a copy of the *What & What Not to Bring to an Interview*. The direct URL is <http://blog.agcareers.com/career-cultivation/what-to-bring-to-an-interview/>. Have the students read the article and complete to worksheet.
3. *Follow-up:* At the completion of the activity have the students share what they learned about what and what not to bring to an interview. After the discussion, refer back to the list that was created on the board. See if there is anything you can add to that list after completing the activity.
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 learned in the activity 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

What Do I Bring?

DIRECTIONS:

Use the article *What & What Not to Bring to an Interview* to complete the chart.

Item	Bring or Don't Bring	Explanation (in own words)

KEY: What Do I Bring?

DIRECTIONS:

Use the article *What & What Not to Bring to an Interview* to complete the chart.

Item	Bring or Don't Bring	Explanation (in own words)
Bad Attitude	Don't Bring	Don't let outside stress affect you. Your body language and tone can tell a lot about you.
Extra copy of your resume	Bring	Never assume that there will not be extra people in the interview. They may not need them, but it is always good to be prepared.
Food/Drinks	Don't Bring	It can be a distraction. Also think about the smell if you do have a snack before hand.
Pen and Paper	Bring	In case you need to make note of anything. This will show that you are prepared and serious about the position.
Extra Baggage	Don't Bring	Only bring what is necessary. Too many things can affect a proper handshake.
A list of your references	Bring	Have this for them if they haven't already previously asked for them. Make sure your references have agreed and are prepared for a potential call.
Backup	Don't Bring	Don't bring anyone with you. This can have the employer questioning you capability.
Folder/Portfolio/Briefcase	Bring	This is to bring all of your materials. You want to look professional and clean.
Phone/Tablet	Don't Bring	It can be a distraction and embarrassing if it would go off during the interview.
List of Questions	Bring	This will help you remember what you want to ask If you get nervous.