



Lesson Plan

Interview Preparation

Created: 03/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Formulate tailored responses to commonly asked interview questions.
2. Practice answering common interview questions.
3. Analyze responses to interview questions to determine ways to improve the answer.

TIME REQUIRED: 60 minutes (*Tip: Spread these activities over two or more class periods.*)

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Copies of "Tell Me about Yourself" for every student.
2. Copies of "What Can I Say?" for every student.
3. Mock Interview Question Cards (one card for each student, will need to cut apart prior to distribution)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.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- 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.

Common Core- Literacy in Science & Technical Subjects: Writing

- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction

LESSON PLAN:

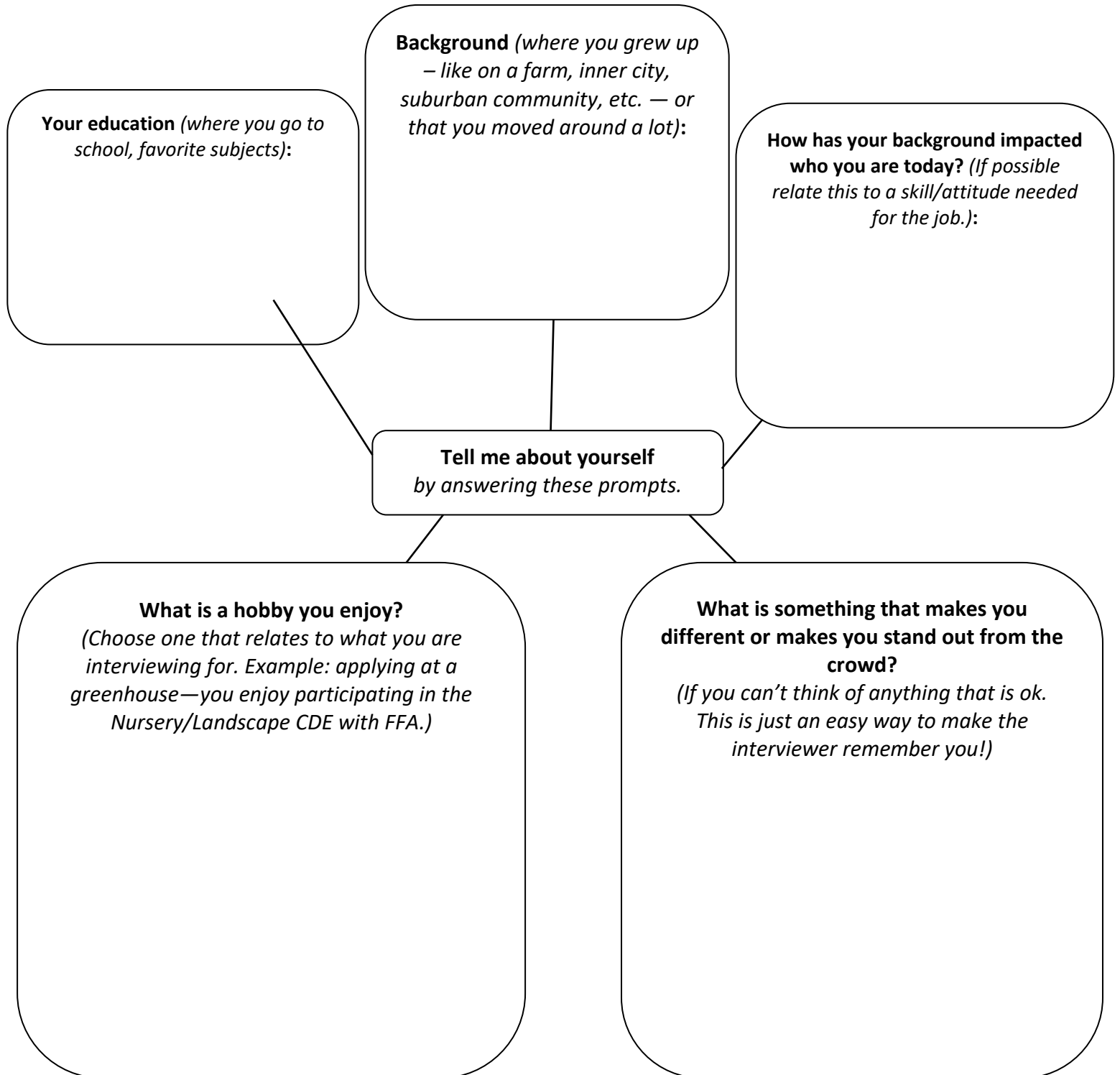
1. *Interest approach:* Show one of the videos listed below to provide examples of poor responses and undesirable behavior in a job interview. Follow with discussion about why these were bad interviews. With younger students it might be necessary to begin the discussion with what happens in an interview and how interviewers use answers to their questions to determine who will get a job. If the class is made up of older students ask them to share what they know about interviews and interview questions.
 - a. Video: Bad Job Interview Answers
 - i. Summary: Shows interviewers asking common questions with people failing to answer or giving undesirable responses. No explanations of what is wrong, but definitely good examples of what not to do. *This video is somewhat humorous.*
 - ii. <http://youtu.be/YtBD-SnwwiU>
 - b. Video: What Not To Do During a Job Interview
 - i. Summary: Shows interviewers asking common questions with people failing to answer or making bad impressions. No explanations of what is wrong, but definitely good examples of what not to do.
 - ii. <http://youtu.be/jBaoY3ColRA>
 - c. Video: What Not to Do in a Job Interview
 - i. Summary: Shows a bad interview and explains what is being done wrong; it then shows a good interview and explains why the improvements helped.
 - ii. <http://youtu.be/U9rn5kuTpHw>
2. Give each student a copy of the "Tell Me about Yourself" and "What Can I Say?" worksheets, included with this lesson. Students will use these worksheets to develop responses to the most commonly asked interview questions. The worksheets provide tips for answering each question.
3. *Activity:* After students have developed their responses give each student one of the "Mock Interview Question Cards." Questions can be duplicated so that every student has a question card. Have students pair up and do a mock interview using the question on their card. The card provides the person who asks the question suggestions on what to look for in the response. Students can help each other tweak their answers using these suggestions. Rotate the students into different pairs as much as time allows.
 - a. There are questions on the cards that are not on the worksheets. This is to help students realize they will always get at least one question in an interview for which they are not prepared.
4. *Follow-up Discussion:* After students have had several mock interviews have them share what they learned. If time allows have one or two students volunteer to do a mock interview with the teacher in front of the class using questions from the cards.
 - a. Remind students that practicing for interviews is important. Encourage students to check out the video labeled "Job Interview Practice" available on the Student Build page of My Journey. The video will allow them to respond to questions asked by a hiring manager. Again, these questions will not perfectly match their worksheet, but many of the answers they have developed can be used.

NAME: _____

Tell Me about Yourself

DIRECTIONS:

One of the most common interview questions is “tell me about yourself.” Interviewers are typically looking for a range of information in your answer and are actually asking several questions in one. Complete the following concept map to design a complete answer to the most common interview question.



Aligned to the following standards:
CS.03; AGC08.01; CCSS.ELA-Literacy.RI.9-10.4; CCSS.ELA-Literacy.SL.9-10.1; WHST.9.10.4; AG5

What Can I Say?

DIRECTIONS:

Use the table below to develop your answers to frequently asked interview questions.

Tell me about yourself. Use the "Tell Me about Yourself" concept map to create your answer and then put it all together here.	
Answer tip: Brief details and examples are good! Time Tip: This is a "long" answer. It should take 30 seconds to one minute when spoken aloud.	
Tell me about a time when you participated in a team project.	
Answer Tip: Briefly describe the project, your role, and give one excellent example of how you used your skills. Time Tip: This is a "long" answer. It should take 30 seconds to one minute when spoken aloud.	
Tell me about your extracurricular activities. <i>This does not mean your hobbies.</i>	
Answer Tip: Share activities that have helped you gain useful skills like team work, dedication, and "people" skills. Time Tip: This is a "short and sweet" answer. It should take 15 to 30 seconds to answer when spoken aloud.	
What are your greatest strengths?	
Answer Tip: Provide a brief example of how you use the strength. Time Tip: This is a "short and sweet" answer. It should take 15 to 30 seconds to answer when spoken aloud.	
Tell me about a time when you faced an obstacle and how you overcame it.	
Answer Tip: Use a real example from your life and describe the skills you used. Skills could be perseverance, thinking outside the box, making quick decisions, etc.	

Time Tip: This is a “long” answer. It should take 30 seconds to one minute to answer when spoken aloud.	
Why did you want to interview with us?	
Answer Tip: Show you know what the company is about/does and relate it to your interests. Time Tip: This is a “short and sweet” answer. It should take 15 to 30 seconds to answer when spoken aloud.	
Why should we hire you?	
Answer Tip: Highlight skills you’ve already mentioned and show how you can apply them to this job in a unique way. Time Tip: This is a “short and sweet” answer. It should take 15 to 30 seconds to answer when spoken aloud.	

Aligned to the following standards:
CS.03; AGC08.01; CCSS.ELA-Literacy.RI.9-10.4; CCSS.ELA-Literacy.SL.9-10.1; WHST.9.10.4; AG5

Mock Interview Cards

DIRECTIONS:

Cut out each of the question cards below. Give each student one card. (Cards can be duplicated so that every student has a question card.) Have students pair up and do a mock interview using the question on their card. Rotate the students into different pairs as much as time allows.

Tell me about yourself. <u>What to look for:</u> Interviewee's answer should include: background, education, how their background has impacted them, hobbies that are somehow connected to skills needed for the job and something that makes the person stand out.	Tell me about a time when you participated in a team project. <u>What to look for:</u> Interviewee's answer should briefly describe the project, their role and give one excellent example of how they used their skills.
Tell me about your extracurricular activities. <u>What to look for:</u> <i>This does not mean hobbies!</i> Interviewee's answer should share activities that have helped them gain useful skills like team work, dedication and "people" skills.	What are your greatest strengths? <u>What to look for:</u> Interviewee's answer should provide a brief example of how they use the strength.
Tell me about a time when you faced an obstacle and how you overcame it. <u>What to look for:</u> Interviewee's answer should use a real example from their life and describe the skills they used.	Why did you want to interview with us? <u>What to look for:</u> Interviewee's answer should show they know what the company is about/does and relate it to their interests.
Why should we hire you? <u>What to look for:</u> Interviewee's answer should highlight skills they've already mentioned and show how they can apply them to this job in a unique way.	What are your goals for the future? <u>What to look for:</u> Interviewee's answer should show they have put some thought into their future and have a plan. This could mean getting more education, rising to the top levels of an organization or being recognized for outstanding work.
How do you handle failure? <u>What to look for:</u> Interviewee's answer should show they understand failure can happen. Examples of how they have handled a failure in the past and how they grew from it are excellent.	If you were an animal what animal would you be? <u>What to look for:</u> Interviewee's answer should require brief thought. Their answer should be specific and explain what qualities the animal has that relates to qualities they possess. The qualities should ideally be useful in the job for which they are interviewing.