

Job Search



**David Caswell
Port Charlotte High School
Port Charlotte, FL
Charlotte County Public Schools**

Table of Contents

Basic Interviewing: Basic Questions.....	3
Business Interviewing: Walk of Fame	4
Business Interviewing: Resume and Cover Letter	5
Speak Business Interviewing: The Interview	6
References.....	7

Business Interviewing: Basic Questions

Overview: Interviewing Unit: Lesson 1 of 4 developed for foreign language classes.

Time Required: 50-90 minutes (depending on the schedule at your school).

Target Audiences: High School Business or Foreign Language Students

Materials Required: Articles and/or lists of basic interview questions, internet, and Word Processing software. If time permits, students can review the answers to basic questions which can be posted on Promethean Board, Blackboard, Moodle, etc.

Sample Interview Questions & Answers: <http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

Cross-Curricular Connections: Consumer Education, Business, & Foreign Language

Lesson Objective: To expose students to questions potentially encountered in the interviewing process and to practice answering interview questions in relation to the student's individual job/career interests.

Teaching Activity/Assessment:

Students should be placed in groups of 3-4. Once students are in their groups, they will begin to develop a list of basic questions that could be asked in an interview.

Groups are asked in round robin fashion to supply potential interview questions in the target language until the studies have compiled a list of 10-15 potential interview questions. Once students have compiled their questions, each group will share their questions with the class. After all of the groups have shared their responses, the top 10 most commonly asked interview questions will be revealed for comparison.

Reflection:

Students are to write a brief reflection about their group activity and collaboration experience. Students should also, include their contributions and examine their team dynamics within their group assignment.

Assessment:

Write an occupation/job on the board (i.e. cashier, administrative assistant). Use the list of interview questions that were compiled; the students will now generate responses for each interview question as if they were preparing for the interview and received the questions in advance. Allow 20-30 minutes for completion. Upon the students completing the assignment, students will share their responses in class.

Business Interviewing: Walk of Fame

Overview: This lesson will allow students to practice professional dress and understand the importance and impact of appearances for the interview.

Time Required: 50-90 minutes (depending on school schedule). This lesson is normally presented over two days – Day 1: Introduce the activity and Day 2: The “Walk of Fame” activity.

Target Audience: High School Business or Foreign Language Students

Materials Required: Articles relating to conventional professional business interviewing attire, article detailing non-conventional workplace attire, students dressed in “formal” attire for the walk of fame, and a grading rubric.

Cross-Curricular Connections: Consumer Education and Business

Lesson Objectives: To expose the students to the dress required in the professional world and to receive constructive feedback to enhance their professional dress attire.

Teaching Activity/Assessment:

Students will generate a list of clothing they think are appropriate for a professional interview. Upon completing this task, students will read 1-3 articles pertaining to professional dress attire in the workplace. Students will then write summaries and reflections on each article. In closing, have a review of the clothing that is considered appropriate within the workplace.

Assessment:

For the “Walk of Fame” Activity, make sure the students are given the rubric in advance in order to be better prepared and know the expectations. The day of the activity, students are given evaluation forms to evaluate their peers. Each student will present to the class and greet the interviewer (another student) and answer two-three interview questions. Students are required to provide both positive and negative feedback.

Reflection:

Students are to provide written summaries and reflections on the Walk of Fame activity.

Additional comments:

Evaluate summaries for accuracy and completeness, reflections for justification (I believe this because...). Time permitting an episode or part of an episode of the TV show “What Not to Wear” could also be presented and discussed as part of this lesson.

Business Interviewing: Resume and Cover Letter

Overview: Students will write cover letters and futuristic resumes that put them in line to interview for their dream jobs (5-10 years from now).

Time Required: 50-90 minutes, depending on your school's schedule. This lesson normally takes 2-3 periods, depending on the ability level of your students.

Target Audience: Business and Foreign Language High School Students

Materials Required: Sample Cover Letters & Sample Resumes.

Cross-Curricular Connections: Business (Typing/Technology) & English

Lesson Objectives: To prepare a written documentation that sells the applicant on paper and enables the individual to receive an interview for their dream job.

Teaching Activity/Assessment:

Show and discuss with students sample resumes and cover letters. Review the different layouts, format, font styles, headings, and wording (i.e. action words, adjectives). Handout a resume and cover letter that is in another language and have the students translate the two documents into English and determine key adjectives and action words that enhance the two documents (*This can be turned into a class competition, to see which group completes the assignment first – grade for completeness, accuracy, and grammar*). Once the class has completed the assignment distribute the answer key.

Assessments:

Students are to write their own cover letter and resume for their futuristic job using the samples that were distributed to the class.

Additional comments:

Students may need assistance selecting their dream job/career. You may visit you Career Information Center at the beginning of the course and take an interest survey that then gives options to each student and a direction for future work in the class. Use FACTS.org to get to the survey (can be taken in English or Spanish – start all students in Spanish and switch to English as necessary for accurate completion of the survey).

Copyright © David Caswell

Speak Business Interviewing: The Interview

Overview: Students prepare for and interview for their ideal job with the teacher.

Time Required: Depends on the size of the class and the length of the interviews (3 to 5 days).

Target Audience: Business and Foreign Language High School Students

Materials Required: Proper attire, cover letters, resumes, and professional references.

Cross-Curricular Connections: Business & Communication Courses.

Lesson Objectives: To expose students to the basic interview process and provide students with feedback on their technique and potential of being hired based on their written and verbal presentations.

Teaching Activity/Assessment:

Upon preparing for the interview, students should be given time slots for interviewing and a rubric. The day of their interview, students will be in professional dress attire, cover letter, resume, references, and a portfolio (i.e. a folder if a student does not have a portfolio). Students will interview with the teacher while the rest of the class practices in pairs preparing for their evaluation.

Students within the groups should take turns practicing interview questions and answers, while critiquing one another on their responses and facial expressions. Immediately following the interview students and the teacher will debrief the experience.

Assessment:

Upon completing the interview, provide constructive feedback to the student. If possible, provide the student with their evaluation score.

Additional comments:

These lessons are all part of a unit on interviewing and were developed with a block (90 minute) period in mind. If done as proposed above in a regular class period, they should take about 8 classes to complete.

Copyright © David Caswell

References

Pacio, Nerissa. "Rumpled tech worker gets advice for a new look." *Sun-Herald* [Port Charlotte, FL] 05 Nov. 2006: 1. Print.

Seidletz, Marcia. *Cómo Escribir Un Currículum Vitae En Inglés Que Tenga Éxito = How to Write a Successful Job Résumé in English*. Lincolnwood, Ill., USA: VGM Career Horizons, 1996. Print.

Veverka, Amber. "Experts offer tips on how to dress for job interviews." *Sun-Herald* [Port Charlotte, FL] 13 Aug. 2006: 1. Print.

Welcome to FACTS.org. Web. 03 Jan. 2011. <<http://www.facts.org/>>.