

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Synthesis	Correlation to Framework - 02.12	Lesson Number - 18
<p>Activity Title - What's in a Job Interview?</p> <p>Goal/Objective</p> <p>To role-play a job interview in which the student will formulate questions and answers suitable for the job.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Everyone wants to be gainfully employed to be able to do the things that he/she would like to do. Every individual has to go through a sometimes difficult process in order to become that employed individual. That process is called a job interview and the prospective employer conducts it. One must do the best job he/she can to impress that individual. Just like most activities, to become good at interviewing for jobs, you must practice the skills required.</p> <p>Activity</p> <p>Have students look in the newspaper want ads to determine what types of jobs exist in the current market. Discuss the types of jobs and interview that students have already had or may wish to apply for in the future. Have students brainstorm basic ideas that make for a positive interview. Write the students ideas on the board.</p> <p>Divide the class into pairs of students. Provide each group with a name of a job on it. You may wish to put the name of different jobs on slips of paper and have the students "draw their job." Students will use this job to role-play a job interview. The students will work together and come up with possible questions that the employer might ask. Then the groups will exchange jobs and questions with each other. Last the two students will take turns interviewing each other. Have the students role-play their job interview for the class. Have the class identify the positive traits noted in the role-play as well as areas that could be improved. Discuss how job interviews are often critical for success and that practice does indeed help in improving skills.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss how each one felt as he/she was the interviewee. Discuss the importance of being able to present oneself positively in order to be the best candidate for the job.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper and pencils • Teacher made lists of types of jobs found in the area • Newspaper want ads
<p>Real-Life Connection</p> <p>Have you ever had to interview for a job? What types of questions were asked of you? Was one of them if you had a high school diploma or a GED? Why is it important when you go to an interview for a job to be able to say you have a GED?</p>			<p>Extension Activity</p> <p>Survey 20 people outside of the classroom by asking them if they have a job. If they do, then ask if they had to have an interview before they were hired? Next ask them if having a high school diploma or a GED was one of the questions. Compile the information gathered and bring to class to discuss.</p> <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Model interview process for students who might need help. • Break the directions into steps or key components. • Provide the directions orally and in written format.

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Synthesis	Correlation to Framework - 02.12	Lesson Number - 18
<p>Activity Title - What's in a Job Interview?</p> <p>Introduction</p> <p><i>Ask:</i> Who has a job right now? What kind of job do you have? Discuss the variety of different careers. <i>Ask:</i> What did you have to do in order to get that job? Discussion should include going on a job interview.</p> <p>Main Activity</p> <p><i>Say:</i> We are going to act as if we are going on job interviews. Have you ever heard the phrase “First impression are lasting impressions?” The same could be said about job interviews. An employer’s first impression of us can either mean we will get the job that we want or can mean that we just lost the job when we walked in the room. <i>Ask:</i> How do you ensure that your first impression with a potential employer is a good one? Have students brainstorm job interviewing tips that work. Write down these tips on the board. Sample answers could include: dressing for success, entering the room with a smile, using correct grammar, having a professional looking resume, etc. <i>Say:</i> Now, we will work in pairs to first develop questions for the job interview and then role-play going on that job interview. Divide the class up in pairs. Have each group choose one of the possible jobs and make up questions that one might be asked on that job interview. After each group has made up some questions, have them exchange papers with another group. Then the groups will take turns being the interviewee and the employer. Have the group assess the interview process and identify positives and negatives about the interview. At the end of each interview, debrief by discussing the things that went well in the interview and what areas could have used improvement.</p> <p>Closure/Conclusion</p> <p><i>Ask:</i> Will the processes of writing the questions and going on a mock interview help you in your real life? What did you learn from one of the other students about presenting yourself to a prospective employer?</p> <p>Follow-Up Lessons/Activities</p> <p>Have the students write an essay about the importance of being able to go to an interview with more confidence once they have their high school diploma. The student may wish to wrote about the importance of having a high school diploma when entering the job market or in accessing higher education.</p>			