**Employability**

**Core Area: Mock Interviews, (Preparation)**

**Topic Objectives:** Upon completion of this lesson students will be able to describe what a good versus a bad interview looks like. Students will participate in a practice interview to gain experience.

**Time Frame: 120** minutes

**Materials/Equipment:**

Computer, projector

Doc camera

Computer access for students

Google classroom, module, or other online platform – optional

Speed Interviewing

Top 25 interview questions

What not to do during an interview directions

**References:**

**Shiawassee RESD Employability Lessons and Mock Interview Manual.**

* Interviewing Skills Reference Page

**Teaching Procedure:**

1. **Interest Approach:**
   1. Roleplaying (20 min)
      1. Before class write on the board a job a student might apply for.
      2. Have two chairs at the front of the room.
      3. Ask for a volunteer.
      4. Briefly (loud enough the entire class can hear) explain to the volunteer that they are going to be the interviewer and that you are going to be the potential employee. Instruct them to ask you some questions from the top 25 interview questions. You may want to highlight your top picks. Limit this to 5 or 6 questions.
      5. Sit in the two chairs and role play
      6. After the interview lead a discussion regarding some things that they observed that you did well, and regarding some things you could have done better.
2. **Teaching Steps:**
   1. Activity – “What not to do during an interview” (30 min)
      1. There are two variations of this activity, both ask that your room be set up in a circle.
      2. Some actions may have to be repeated due to class size. Also allow for more time if your class is larger.
      3. Conduct one of the two activities provided on the “what not to do during an interview sheet”
   2. Activity – Speed interviewing (50 - 60 minutes).
      1. Place desks in two circles an inner and outer (like a donut).
      2. Have half of the class sit in the inner circle, and the other half in the outer.
      3. The students sitting on the INNER circle will each have a different question (see questions on Speed Interview Directions).
      4. The students sitting on the OUTER circle will be answering the questions to the best of their ability - as if it applies to a job they are interviewing for.
      5. At the end of ONE FULL MINUTE (this ensures that the students are readily prepared to talk for an entire minute, elaborating on basic answers), have the students on the outside rotate once to their left and answer the next question.
      6. Once the students on the outer circle have answered all of the inner circle’s questions, have the inner and outer circle switch positions.
      7. Repeat the activity until everyone is done, both sides of the circle.
      8. You can add questions from the top 25 list if needed due to your class size.
3. **Review –** 
   1. Activity – group discussion (10 min)
      1. Review key concepts by allowing your students to brainstorm a list of tips to tell their peers as “reminders’. Split the class in to 4 groups to allow them to make this list. (You can use giant sticky notes, poster board or extra dry erase boards for students to display their list on). Give students 5 minutes to make their list and then allow 5 minutes to share out.
4. **Evaluation:**
   1. Use the Mock interview rubric to score evaluate students
   2. Interviewers may also provide feedback