

# VWIS Lesson Plan

Follow up offline session

Theme 5  
1 hour

## PREPARING FOR AN INTERVIEW

Activity Title	Notes for Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To understand what types of questions an interviewer might ask and prepare personal answers that reflect them in a positive light.</li> <li>To give them the tools to prepare and practice for a job/college/Apprenticeship interview.</li> <li>To experience a virtual mock interview and gain feedback</li> <li>To increase their confidence and self esteem</li> <li>By the end of this lesson students will have some tools to help them perform in a mock virtual interview</li> </ul>
<b>Links to Gatsby Benchmark</b>	1.A stable careers programme. 3. Addressing the needs of each pupil. 5. Encounters with employers and employees.
<b>Links to Skills Builder</b>	Listening, Aiming High, Presenting, Staying Positive
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>Recognise how you are changing, what you have to offer and what's important to you.</li> <li>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.</li> <li>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</li> <li>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	1. PowerPoint from Google Classrooms 2. Access to internet and SfS Google Classrooms 3. <i>Discover Your Future</i> Student Workbook for each student 4. Rough paper for groups to work out their responses
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>Familiarize yourself with the activities, presentation and workbook.</li> <li>Ensure access to workbooks for all students.</li> <li>Know the dates of the mock interviews and the format</li> </ul>

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<p><b>Introduction &amp; lesson objectives</b></p> <p>(10 mins)</p>	<ul style="list-style-type: none"> <li>• Read 'Aims' of the lesson.</li> <li>• Gain feedback from keynote and online session – what did they learn? What interested them about the session content – and or the employer/organisation?</li> <li>• Any students ever had an interview for a job/college etc? How did it go? How did they feel? You could talk about own interview experience briefly.</li> <li>• Remind them this is chance to practice – they will be having interviews throughout their life.</li> </ul>
<p><b>Starter / Icebreaker:</b></p> <p>(10 mins)</p>	<ul style="list-style-type: none"> <li>• Show students one of these videos about interviews:  <a href="https://www.barclayslifeskills.com/prepare-for-an-interview">Barclayslifeskills.com-prepare-for-an-interview</a> (3.51 mins)  <a href="#">Apprenticeship Interview - Bing video</a> (9.54 mins)</li> <li>• Ask them to come up with main points from the video – 3 things they shouldn't do; 3 things they should do.</li> </ul>
<p><b>Activity 1</b></p> <p>(5-10 mins)</p>	<p><b>STAR questions</b> – explain and give examples.</p> <p>The STAR technique can be used as a model for people to frame their answers so that they can present themselves and their experience in the best possible light.</p> <ul style="list-style-type: none"> <li>• <b>S-</b> Explain the <b>Situation</b>. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.</li> <li>• <b>T – Task.</b> Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a co-worker, or use your initiative to solve a problem.</li> <li>• <b>A - Action:</b> You then describe how you completed the task or tried to meet the challenge. Focus on what YOU did, rather than what your team, other students, boss, or co-worker did. (Tip: Instead of saying, "We did xyz," say "I did xyz.")</li> <li>• <b>R- Result:</b> Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what you accomplished, or what you learned.</li> </ul> <p><i>Here's a quick example:</i></p> <ul style="list-style-type: none"> <li>▶ I had to give a presentation in an assembly. (<i>Situation</i>)</li> <li>▶ I had to tell Year 9 students about how I choose my options. (<i>Task</i>)</li> <li>▶ I talked to the Head of Year 9 about what I should include and how long it needed to be. I put together a presentation using Powerpoint. Then I practised it and asked my parents for feedback. (<i>Actions</i>)</li> <li>▶ In the end, I was asked lots of questions from Year 9s and some talked to me afterwards to say it was really helpful. I was able to answer all their questions. I was really nervous at the start but felt good afterwards and proud of myself. (<i>Result</i>)</li> </ul>
<p><b>Activity 2</b></p> <p>(20-30 mins)</p>	<p>Students to work in pairs or small groups to create at least ONE personal answer to the example questions in their workbooks. Ask</p>

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	<p>students to make notes for their answers and then practice with each other one or more of these questions using some the STAR model.</p> <p>Students should refer to the evidence from the Skills Session</p> <p>Get feedback from class with one question each – or a selection from diverse students if time allows.</p>
<b>Differentiation</b>	Concentrate on discussing the opening question – “Tell me about yourself” and questions to ask an employer or work through one or two questions in the class.
<b>Activity 3</b> (5 mins)	<p>Show them the <a href="#">CV wizard</a> on <a href="#">icanbea...</a></p> <p>This will help them create a CV with lots of useful words and ideas to help them when they get stuck.</p> <ul style="list-style-type: none"> <li>▶ Please set this as homework if there is now time to do in the lesson.</li> </ul> <p>This CV tool has been created so that they can do this on their phone and will help them in the mock interview.</p>
<b>Differentiation</b>	Run through the CV wizard using one student as an example.
<b>Plenary</b> (5 mins)	<ul style="list-style-type: none"> <li>• Revisit the aims of the session and ask the students to highlight one thing they would tell people at home about today/ record in their workbook.</li> <li>• Remind them about how the interviews will take place.</li> <li>• Revise resilience techniques to help with interview.</li> <li>• Wish them luck with the interviews.</li> </ul>
<b>Key messages</b>	<ul style="list-style-type: none"> <li>▶ An interview can be stressful, but it is your opportunity to shine and let the employer/college/university know a bit more about yourself.</li> <li>▶ It's ok to be nervous - but if you are prepared you will be less nervous.</li> </ul>
<b>Extra Activities</b>	<ul style="list-style-type: none"> <li>● Create A CV using the icanbea <a href="#">CV Wizard</a></li> <li>● Students can prepare extra questions using STAR technique that are relevant to their future job/college or university interests.</li> <li>● Students can research college/university course/employer to see if they have any more information about preparing for interviews.</li> </ul>
<ol style="list-style-type: none"> <li>1. Tell me a bit about yourself.</li> <li>2. Tell me about a situation you had to complete a task within a tight deadline.</li> <li>3. Tell me about a time where you worked with a group to achieve a task?</li> <li>4. Describe a time when you have had to use your initiative to solve a problem.</li> <li>5. Tell me about a time when you have had to use your communication skills to get some information to people or solve a problem.</li> <li>6. Tell me about a time when you came up with a new idea.</li> <li>7. Describe a situation when something didn't go to plan. What did you do and what did you learn?</li> </ol>	

