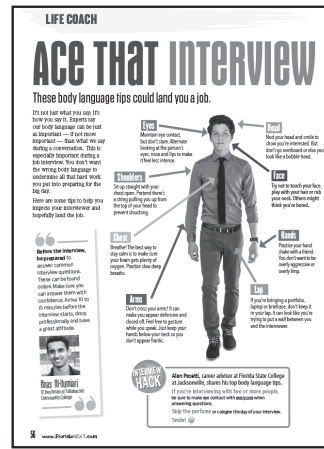




To follow reading and discussion of *Ace That Interview* on page 56.



LIFE COACH: ACTIVITY 3

Ace That Interview

INSTRUCTIONS

Teacher Introduction: *You are ready to interview for a job. It is important to be prepared before heading into an interview. The article “Ace that Interview” gives critical tips about what to do during a job interview. However, there is some work to be done prior to the big day of the interview. The following activities allow you to think about what you need to do to prepare for the interview.*

- Have the class create a list of Do’s and Don’ts in preparing for a job interview. For example, DO research the company to add to your knowledge base and DON’T arrive late for the interview.
- The teacher should discuss with students if the preparation for interviews should be the same for all industries and jobs? Discuss the formats for an interview dependent upon the job opening.
- Using two sheets of chart paper, title one “Office Position – Front Desk Receptionist” and the second one “Auto Mechanic – General Auto Tune-ups and Troubleshooting.” Leave open space on the bottom half of each sheet.
- Have students brainstorm at least five questions for each available position that the interviewer should ask during an interview. Record the student responses on the chart paper. Ask students to support their suggestions.
- Remind students that the job applicant’s questions about the company and/or position are just as important as how they answer the interview questions. To illustrate this, have students brainstorm three or four questions that the job applicant might ask at the end of the interview. Have students support their suggestions.
- Ask for four volunteers to role play the interviews for both earlier mentioned positions. Have the students who are interviewing perspective employees use the questions on the chart paper. The students who are being interviewed should use the suggestions from the “Ace that Interview” article as well as questions of their own.
- Monitoring: The teacher will give everyone in class an index card on which the students will evaluate the effectiveness of the interview and whether the perspective employee should be offered the job. Hold a class discussion to share thoughts about the process.

Teacher Needs

- Laptop/desktop
- Internet access
- Chart or large Post-it paper
- Markers
- Index cards (enough for every student)

Student Needs

- Laptop/desktop
- Internet access
- Chart or large Post-it paper
- Markers
- 1 index card

Florida State Standards

- LAFS.1112.SL.1.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.1112.SL.2.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LAFS.1112.L.3.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.