

Mock Interviews

The **BIG** Idea

- How can I improve my interviewing skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Model an Interview (10 minutes)
- II. Interview Practice (30 minutes)
- III. Wrap Up: How Did You Do? (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio pages 28–30, Grade 10 Skills Checklist (Finding a Job skills only)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)
- Student Handbook page 109, Interview Evaluation Checklist (Partner Interview)
- Student Handbook page 103, Entry-Level Jobs, from previous week
- Student Handbook pages 104–105, Interview Questions and Answers, completed in previous week
- Student Handbook page 110, Interview Strength and Weakness

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job: Mock Interview
- Facilitator Resource 2, Model Interviews

OBJECTIVES

During this activity, the student(s) will:

- Recognize positive and negative behaviors and answers in an interview.
- Identify their own interviewing strengths and weaknesses.

OVERVIEW

In this lesson, students watch two model interviews, and use a checklist of interview dos and don'ts to evaluate each one. Then they use the list of common interview questions (and their own answers they developed in last week's lesson) to participate in a mock interview with a partner. Partners take turns interviewing each other, then assess each other using the interview checklist. In the final activity, students identify one strength and one thing they could improve.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)**
 - **Student Handbook pages 104–105, Interview Questions and Answers**
- Make two copies of each interview from **Facilitator Resource 2, Model Interviews**. You will use these when conducting the model interviews in **Activity I, Warm Up: Model an Interview**.
- Select a volunteer in advance to participate in the model interviews. Prior to class, explain to the volunteer that the goal of the model interviews is to show what to do and what not to do in job interviews. Tell him or her that you—the facilitator—will play the part of a teen interviewing for a job. He/she will play the employer/interviewer.

BACKGROUND INFORMATION

The interview is a critical step in any job search—it's the step that can get you the job or cross your name off the list. But this important step can also be the most intimidating for teens and adults alike. One way to gain confidence is to be prepared: being familiar with common interview questions, your own answers, basic interview etiquette, and the company where you're interviewing. And nothing beats practice—sitting down with a friend or family member and answering questions as if you're in an actual job interview. This will not only help you answer questions more comfortably, it also helps you learn to do the little things that make a big impression, like looking the interviewer in the eye and giving a nice, firm handshake.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. What are three things you should do during an interview to make a good impression?
2. What are three things you should avoid doing during an interview?
3. Why is it important to ask an employer questions about the position and/or the company?

[Then call on students to read their answers and continue with the **Warm Up** as written.]

Rather than have students interview each other in pairs, ask a few of your more confident students (or have students volunteer) to participate in mock interviews in front of the class. Have the student act as the interviewee, and you as the interviewer. Again, have students use their checklists to evaluate each interview and provide feedback to the student.

You may choose to invite faculty in your school to join the class as interviewers.

In **Activity II, Interview Practice**, if some groups finish their mock interviews early, have each partner pick one question they found difficult to answer. Both students will then brainstorm a better response for each question.

ACTIVITY STEPS

I. WARM UP: Model an Interview (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everybody. Last week we talked about the importance of job interviews and how you can prepare for them. We looked at some common interview questions, and you each answered them as if you were applying for a specific job. This week, you get to use those answers in a practice interview. You and a partner will take turns interviewing each other, and evaluate each other's interview.
2. **SAY SOMETHING LIKE:** Let's turn to the **Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)**. This is the list you're going to use to evaluate your partner's interview. Take a minute to read through the checklist. [Give students a couple of minutes to read and ask any questions they have.]
3. **SAY SOMETHING LIKE:** Before we begin our mock interviews, I'm going to model two short interviews for you. Imagine I am a teenager interviewing for a position as a sales clerk at a grocery store. Please use your checklist and evaluate how I do each time. Place your checks for the first interview under column 1. You will place your checks for the second interview under column 2.
4. [Have your student volunteer come up and sit at your desk. Make sure a second chair is beside the desk for the interviewee.]
5. [Exit and reenter the room with your hair messy, shirt untucked, and chewing gum. Wave and say, "Hey, I'm Josh."]

Interviewer: Hi, thanks for coming today. I'm Melissa Simpson, the manager of Good Eats. (The interviewer extends a hand, but the interviewee just sits down and starts looking around the room.) So, Josh, why don't you tell me a little about yourself?

Interviewee: Oh, I don't know. I'm, like, a sophomore, and... um... I like music and hanging out with my friends and stuff.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: Um, I need the money and I thought this would be, like, a cool place to work.

Interviewer: Tell me about your work experience.

Interviewee: (shrugging) I've never had a job before, so I don't really have any experience.

Interviewer: Do you have any questions for me?

Interviewee: (looking down at your shoes, mumbling) Um, no, not really.

Interviewer: OK, well thank you for coming in.

Interviewee: No problem. (You get up and start to walk out.)]

6. **SAY SOMETHING LIKE:** Of course, a real interview would be longer than that, but you get the idea. So, how did I do? [Give students a few minutes to share their feedback, focusing on their evaluation checklists.]
7. **SAY SOMETHING LIKE:** OK, now that I've had such helpful feedback, I'm going to try again. Once again, please use your checklists to evaluate how I do.
8. [Exit and reenter the room with your hair neat, your shirt tucked in, and no gum. Walk over to the interviewer and extend your hand for a handshake.

Interviewee: Hi, Ms. Simpson. My name is Josh Miller. (Smile and look her in the eyes.)

Interviewer: Hi, Josh. Thanks for coming today. So, why don't you tell me a little about yourself?

Interviewee: I'm a sophomore at Jefferson High School. At school, I play in the school band and I'm treasurer of my class. I also volunteer with my church group to pick up trash in local parks. I'm responsible, a hard worker, and I enjoy learning new things.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: I think a job here would give me some great work experience at a company I really respect. I like how Good Eats gives back to the community through workshops and donations to environmental organizations. Plus, my family shops here, and your workers always seem very helpful and friendly.

Interviewer: Tell me about your work experience.

Interviewee: Although this would be my first job, I have mowed lawns in my neighborhood for about a year now. I have a regular schedule, and mow the same neighbors' lawns every week. I also feel like I've gained some valuable experience with my school activities. As class treasurer, I have experience handling money and budgets. And daily practices with my band have taught me a lot about responsibility and being a team player.

Interviewer: Do you have any questions for me?

Interviewee: Yes. I'd like to know what you have liked about working for this company.

Interviewer: Like you were saying, I really like how the company gives back to the community. I also find that people here really work as a team, and value each other's input.

Well, Josh. Thank you for coming in today.

Interviewee: Thank you for taking the time to talk to me. This sounds like a great place to work. I hope I'll get a chance to work here soon! (Smile and shake hands.)]

9. [Take a minute for students to share their feedback, talking about how this interview was an improvement.]

II. Interview Practice (30 minutes)

1. [Pair up students and assign each student in the pair the letter A or B. Tell the class that the Bs will interview the As for the first round. Give students about 10 minutes for the first interview.]
2. **SAY SOMETHING LIKE:** Now, it's your turn to practice interviewing. I'm going to assign partners, and you will take turns interviewing each other. Then you're going to use the same checklist to evaluate each other's interview.

First, turn to your **Student Handbook page 103, Entry-Level Jobs**. Last week, you chose one of these jobs for your interview. Before you begin the interview, I'd like you to let your partner know which job you're interviewing for and give your partner a minute to read about the job.

Next, please turn to **Student Handbook pages 104–105, Interview Questions and Answers**. This is where you wrote your own answers to common interview questions last week. If you are the interviewer, I'd like you to use these questions in your mock interviews today. However, if you're the one being interviewed, please do not read directly off this sheet. You may, however, take a moment to review your answers before the interview begins.

3. [Have students turn to **Student Handbook page 109, Interview Evaluation Checklist (Partner Interview)**. Ask the Bs to take a minute to complete this checklist to assess their partner's interview.]
4. [Debrief as a class (students may remain seated where they are). Ask a few of the Bs to share their evaluation, asking: "What were your interviewee's strengths?" "What could s/he have improved?"]
5. [Now reverse roles, and have As interview the Bs. Repeat steps 2 to 4.]

III. WRAP UP: How Did You Do? (5 minutes)

1. [Give students a few minutes to read through their partner's evaluation of their interview. Also, give them the opportunity to ask their partner any questions they have about the evaluation.]
2. **SAY SOMETHING LIKE:** I realize this may have been the first time some of you have ever participated in an interview of any kind. Like anything—riding a bike, hitting a baseball—nobody's perfect the first time. But the more you practice, the better you'll get. I hope you can all identify at least one thing you did well, which should give you some confidence the next time. At the same time, I'm sure you can all identify at least one thing that you could improve. As a final activity, I'd like you to turn to **Student Handbook page 110, Interview Strength and Weakness** and complete this page.
3. **SAY SOMETHING LIKE:** Well, this lesson wraps up the "Finding a Job" unit. I hope after the lessons in the past six weeks, you all feel a little more prepared—and motivated—when it comes time to find a job of your own.

Grade 10 Skills Checklist

Direct students' attention to **Portfolio pages 28–30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Finding a Job skills.

FINDING A JOB

I can ...

Identify ways an entry-level job will help me reach my long-term career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify local businesses that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Make an informational phone call.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a thank-you note—and understand why it's important.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify qualities that employers look for in potential employees.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize areas in my life where I demonstrate the skills employers want.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Succeed in a job interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Finding a Job 6: Mock Interviews

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. What are three things you should do during an interview to make a good impression?

2. What are three things you should avoid doing during an interview?

2. Why is it important to ask an employer questions about the position and/or the company?

MODEL INTERVIEW 1

Interviewer: Hi, thanks for coming today. I'm Melissa Simpson, the manager of Good Eats. (The interviewer extends a hand, but the interviewee just sits down and starts looking around the room.) So, Josh, why don't you tell me a little about yourself?

Interviewee: Oh, I don't know. I'm, like, a sophomore, and... um... I like music and hanging out with my friends and stuff.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: Um, I need the money and I thought this would be, like, a cool place to work.

Interviewer: Tell me about your work experience.

Interviewee: (shrugging) I've never had a job before, so I don't really have any experience.

Interviewer: Do you have any questions for me?

Interviewee: (looking down at your shoes, mumbling) Um, no, not really.

Interviewer: OK, well thank you for coming in.

Interviewee: No problem. (You get up and start to walk out.)

MODEL INTERVIEW 2

Interviewee: Hi, Ms. Simpson. My name is Josh Miller. (Smile and look her in the eyes.)

Interviewer: Hi, Josh. Thanks for coming today. So, why don't you tell me a little about yourself?

Interviewee: I'm a sophomore at Jefferson High School. At school, I play in the school band and I'm treasurer of my class. I also volunteer with my church group to pick up trash in local parks. I'm responsible, a hard worker, and I enjoy learning new things.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: I think a job here would give me some great work experience at a company I really respect. I like how Good Eats gives back to the community through workshops and donations to environmental organizations. Plus, my family shops here, and your workers always seem very helpful and friendly.

Interviewer: Tell me about your work experience.

Interviewee: Although this would be my first job, I have mowed lawns in my neighborhood for about a year now. I have a regular schedule, and mow the same neighbors' lawns every week. I also feel like I've gained some valuable experience with my school activities. As class treasurer, I have experience handling money and budgets. And daily practices with my band have taught me a lot about responsibility and being a team player.

Interviewer: Do you have any questions for me?

Interviewee: Yes. I'd like to know what you have liked about working for this company.

Interviewer: Like you were saying, I really like how the company gives back to the community. I also find that people here really work as a team, and value each other's input.

Well, Josh. Thank you for coming in today.

MODEL INTERVIEW 2 (continued)

Interviewee: Thank you for taking the time to talk to me. This sounds like a great place to work. I hope I'll get a chance to work here soon! (Smile and shake hands.)

Interview Evaluation Checklist (Model Interviews)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

Place your checks for the first interview under column 1. You will place your checks for the second interview under column 2.

During the interview, did the candidate ...

- | (1) | (2) | |
|-----|-----|---|
| ___ | ___ | Show that they're familiar with the job and the company. |
| ___ | ___ | Present a professional appearance. |
| ___ | ___ | Not chew gum. |
| ___ | ___ | Greet the interviewer by title and name (e.g. Ms. Simpson). |
| ___ | ___ | Give a firm handshake. |
| ___ | ___ | Make and maintain eye contact. |
| ___ | ___ | Speak clearly, avoiding lots of "ums" and "likes." |
| ___ | ___ | Show enthusiasm for the job and smile. |
| ___ | ___ | Answer all the questions. |
| ___ | ___ | Describe strengths, skills, and/or achievements. |
| ___ | ___ | Discuss previous experiences as they relate to the job. |
| ___ | ___ | Ask good questions about the job. |
| ___ | ___ | Say thank you at the end of the interview. |

Additional Comments:

Interview Evaluation Checklist (Partner Interview)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

During the interview, did the candidate ...

___ Show that they're familiar with the job and the company.

___ Present a professional appearance.

___ Not chew gum.

___ Greet the interviewer by title and name (e.g. Ms. Simpson).

___ Give a firm handshake.

___ Make and maintain eye contact.

___ Speak clearly, avoiding lots of "ums" and "likes."

___ Show enthusiasm for the job and smile.

___ Answer all the questions.

___ Describe strengths, skills, and/or achievements.

___ Discuss previous experiences as they relate to the job.

___ Ask good questions about the job.

___ Say thank you at the end of the interview.

Additional Comments:

Interview Strength and Weakness

Name one strength that you demonstrated in your mock interview.

Name one thing you could improve about your interview.

What could you do to improve it?
