

## FINDING A JOB

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### Lesson Descriptions

#### **Finding a Job 1: Entry-Level Jobs**

*How can a part-time or summer job help prepare me for future work?*

#### **Finding a Job 2: Jobs for Teens**

*What are local sources of part-time work for teens and how can I find out more about them?*

#### **Finding a Job 3: Employer Survey Follow Up**

*How do you follow up after an interview to make a positive impression on employers?*

#### **Finding a Job 4: Sell Yourself**

*What qualities are employers looking for in teen workers? How can you prove your own skills?*

#### **Finding a Job 5: Preparing for an Interview**

*What questions do employers ask in an interview and how can I be prepared?*

#### **Finding a Job 6: Mock Interviews**

*How can I improve my interviewing skills?*

# PLANNING PYRAMID

## GRADE 10, Unit 4, Finding a Job



### Some Students Will:

- Make informational phone calls.
- Understand the importance of perseverance in getting calls returned and questions answered.
- Obtain a certificate of participation in a school or community activity, or document credentials using an online tool.



### Most Students Will:

- Identify two local examples of businesses that hire teens.
- Understand the purpose and etiquette of an informational phone call.
- Collaborate on notes thanking employers for participating in a survey.
- Identify and demonstrate past evidence of workplace skills.
- Prepare thoughtful answers to interview questions often asked by employers.
- Recognize that a job candidate might have questions to ask of the interviewer, and identify those that are most appropriate.
- Evaluate interview performance.



### All Students Will:

- Understand that first jobs teach you about the workplace and build skills you can use as you advance to more senior positions.
- Understand that current employers serve as references for future jobs.
- Know the types of businesses that hire teens.
- Find out who's hiring teens and identify qualities employers value in teen workers.
- Understand the purpose of a business thank-you note.

# ROADS to SUCCESS

Grade 10

Finding a Job

Family Newsletter

## Improving Interview Skills

**Roads to Success** is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: [www.roadstosuccess.org](http://www.roadstosuccess.org)

### Did you know?

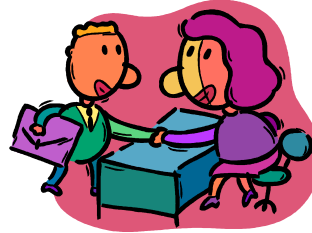
Teens are a significant piece of the U.S. workforce. The U.S. Department of Labor estimates that roughly 44 percent of 16- and 17-year-olds work sometime during the year. This percentage includes jobs held during the school year and/or the summer.

U.S. Department of Labor  
<http://www.dol.gov/dol/topic/youthlabor/childlaborstatistics.htm>

As 10th graders, many teens begin to express interest in working a part-time job. Interviews are an important part of any job-hunting process. A good interview can turn your son or daughter from an applicant to an employee. Here are some tips for improving your child's interview skills:

- **Research:** Encourage your child to visit the company website a few days before the interview. The information provided by the company will help her answer questions like "Why do you want to work here?" and "Why should we hire you?"
- **Brainstorm Skills:** If your teen has little to no job experience he may feel

unqualified for a job. Help your child make connections between what he already knows and what the job requires. Discuss how good grades, sports participation,



and family responsibilities demonstrate skills and attitudes needed in the workplace.

- **Practice Common Questions:** One of the best ways to feel confident in an interview is to recognize and practice common questions. Discuss questions you have been

asked during job interviews and help your student practice good responses.

- **Interview Follow Up:** A well-written thank-you note can let an employer know that your child is truly interested in the job. Here are three simple tips for teens: send thank-you notes within 24 hours of the interview, proof-read for grammar or spelling errors, and include a sentence or two about why you'd be great for the job.
- **Resources:** For more information on improving interview skills, visit the following websites: [www.quintcareers.com](http://www.quintcareers.com), [www.teens4hire.org](http://www.teens4hire.org).

## Grade by Grade

In Roads to Success, 10th graders investigate skills employers find desirable. To prepare for job interviews, they think about ways they've shown these skills in the past. Students participate in two kinds of interviews in the "Getting a Job" unit.

**Informational Interviews:** Students contact local companies to identify the

behaviors and personal characteristics employers value in teen employees. Once they have completed their employer survey, they evaluate the importance of writing effective thank-you notes.

**Mock Interviews:** Students discuss common questions asked in an interview and prepare their own responses. They also

identify relevant questions they can ask employers during an interview. To practice these skills, students take turns interviewing each other, playing both the role of the employer and the person applying for the job. Students receive feedback on what they did well and what improvements could be made.



## Entry-Level Jobs

### The **BIG** Idea

- How can a part-time or summer job help prepare me for future work?

### AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. What Can a Job Do For You? (10 minutes)
- III. First Job: Two Perspectives (15 minutes)
- IV. Wrap Up (10 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 91, FIRST JOBS: Employer's Perspective
- Student Handbook page 92, Truck Driver Reading
- Student Handbook page 93, FIRST JOBS: Employee's Perspective
- Student Handbook page 94, TV Production Assistant Reading
- Student Handbook page 95, First Jobs on My Career Ladder

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 1: Entry-Level Jobs

### OBJECTIVES

During this lesson, the student(s) will:

- Identify ways entry-level jobs can help prepare a person for future work.

## OVERVIEW

Students discover that after-school or summer jobs offer opportunities to build skills, prove themselves, and even get an “inside look” at careers they might be considering. They discuss some of the skills you can build in entry-level jobs, and how they can prove themselves to employers through solid work and a positive work ethic. They also read on employer’s and employee’s perspectives about the importance of first jobs. To conclude, they identify ways that four different entry-level jobs could help them move up their own career ladders.

## PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 95, First Jobs on My Career Ladder**
- Write the following on an overhead or chart paper (used in **Activity II, What Can a Job Do For You?**)
  - Find out more about what you like to do
  - Get specific skills you’ll need later on in your career
  - Learn general skills you can use anywhere in the workplace
  - Get a good reference for your next job
- Write the following questions on an overhead or chart paper (used in **Activity III, First Job: Two Perspectives.**)
  - What surprised you about these two stories?
  - What is the boss at the truck-driving school looking for in an employee?
  - Do you think he would have liked the TV production assistant? Why or why not?
  - Is the production assistant someone you’d want to work with?
  - Is the production assistant someone you’d hire? Why or why not?

## BACKGROUND INFORMATION .....

Almost six million U.S. teenagers between the ages of 16 and 19 were employed at some time in 2005 (U.S. Department of Labor, BLS). Although they make up less than five percent of the overall workforce, they're an important part of the American economy.

Chances are, teens like this are in your classroom. Whether they're working at the mall, ringing up burgers at a fast-food restaurant, or bagging groceries, students can learn skills and obtain experience that will help them succeed in the future.

## VOCABULARY .....

**Recommendation:** A description of a job candidate's qualifications from someone who knows them.

**Work ethic:** Positive work attitude; dedication to getting the job done.

## 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. Are you interested in getting a part-time or summer job within the next year? Explain why you are interested and what type of job you would like to have.
2. Explain how you think a part-time or summer job could prepare you for a future job/career.

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

If you run short of time, drop the second reading ("TV Production Assistant") from **Activity III, "First Job: Two Perspectives."** You may also wish to skip this reading if you feel the subject of "scooping poop" might distract students from the main point of the lesson or if you feel you've adequately discussed the unpleasant aspects of an entry-level job.

In the next lesson, students will be looking up local businesses that employ teenagers. You may choose to have students find one local business that employs teens and bring in contact information that will be compiled in a booklet.

For **Activity III, First Jobs: Two Perspectives**, if you think your students will struggle to read the passages individually, you may choose to read the stories aloud as a class.



## ACTIVITY STEPS

### I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** During the next six lessons, we're going to talk about finding jobs—what kinds of jobs are available to you, what they can offer you, what skills and attitudes employers are looking for, and how you can convince employers that you have the skills they need. Today, we'll talk about entry-level jobs, which are the types of jobs you're most likely to have as a teenager.
2. **SAY SOMETHING LIKE:** Raise your hand if you've ever held a job. Why did you choose to get a job? What did you get from your job? [Give individual students time to answer. Most will probably mention the money they earn.]

Your first work experience can offer a lot more than a paycheck—it can be a stepping stone as you move on to different, better jobs.

3. **SAY SOMETHING LIKE:** In this lesson, we'll be discussing why entry-level jobs and early work experiences are so important to your future—even if they don't seem like they have anything to do with the career you see yourself choosing. Think about a career as a ladder, and the first job is like the first rung—you can't climb the ladder without taking that first step!

The question we want to answer today is, "How can a part-time or summer job help prepare me for future work?"

4. [Next, talk about your own early work experience. Share your frustrations or challenges, as well as what you liked about it. Include some of the menial, boring, or embarrassing tasks you had to do, in order to help students see that even you had to start somewhere. Explain what you ended up learning from the experience, or share one lesson you still carry with you today.]

### II. What Can A Job Do For You? (10 minutes)

1. **SAY SOMETHING LIKE:** Let's list four ways entry-level jobs can help prepare us for the next rungs up the career ladder [Display the four bullet points below on chart paper or overhead projector.] (See Preparation.):
  - Find out more about what you like to do
  - Get specific skills you'll need later on in your career

- Learn general skills you can use anywhere in the workplace
- Get a good reference for your next job

2. **SAY SOMETHING LIKE:** You might be thinking that there's no way an after-school job could do all these things. But let's look at an example. Say you want to be a doctor. Where could you work to find out whether this is a good career for you? (*hospital, doctor's office*) What skills could you learn there? (*how medical records are handled, how to talk to a sick patient and family members*).

Another great benefit of this type of job is that it would give you an "inside look" at a career in medicine. You could experience the environment in a hospital, and see if the setting, the people, and the pace are a good fit for you. It would also be a great way to make contacts and maybe even meet mentors in the field.

Let's think of other examples of entry-level jobs that could help you choose your career path. What are some possible entry-level jobs if you wanted to be a chef? (*working at a restaurant, in the kitchen, or as a waiter*) What if you wanted to be a children's counselor? (*babysitting, working in a children's store, tutoring*) A hair stylist? (*work as an assistant or receptionist at a hair salon*).

3. **SAY SOMETHING LIKE:** Sometimes you might not find a job that's in the field you'd like to pursue. Job opportunities like these may be limited for 16-year-olds. What if you couldn't find work in a doctor's office, and had to work at the GAP or McDonald's? What general skills would you learn? (*how to use a computer; how to get along with different types of people, like your boss or difficult customers; how to apply math skills, like figuring out sales prices and paychecks*).

4. **SAY SOMETHING LIKE:** At the same time that you're learning new skills, you're also meeting people who can help you reach your career goals, including your boss. Even if your boss isn't your favorite person, he or she will be the one to decide whether you get a raise or a promotion. And when you apply for your next job, employers will ask him or her for a recommendation to see if you're someone they'd want to hire. You might also ask an employer for a college recommendation—a letter describing your skills and readiness for college.

How would you behave to get a good reference from your employer? (Allow students to respond. Examples include: you would work hard, follow instructions, get to work on time, have a positive attitude, and try to get along with others. You might also show that you can solve problems and handle emergency situations.)

5. **SAY SOMETHING LIKE:** Any entry-level job — whether you're bagging groceries or babysitting — will offer ways to build skills and prove yourself.

### III. First Job: Two Perspectives (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to read two stories about entry-level jobs: one from an employer — a boss at a truck-driving school, and another from an employee — a TV production assistant. You might be surprised by what you learn. But before you read the stories, I'd like you to read a few statements about first jobs and tell me if you agree or disagree with each.

[Ask students to turn to **Student Handbook page 91, FIRST JOBS: Employer's Perspective**. Have them read the "pre-reading" statements and check whether they agree or disagree. Give students a few minutes to jot down their answers.]

2. [Next, refer students to **Student Handbook page 92, Truck Driver Reading**. Ask them to read the story, and then answer the "post-reading questions" in **First Jobs: Reading Questions**.]
3. Once the students have completed these questions they should turn to **Student Handbook page 93, FIRST JOBS: Employee's Perspective**. Again, they should answer the "pre-reading" statements and read the corresponding story on **Student Handbook page 94, TV Production Assistant Reading**. After completing the reading they should answer the post-reading questions on **Student Handbook page 93, FIRST JOBS: Employee's Perspective**.]
4. [Discuss both sets of post-reading questions as a class. Then, display the questions below on an overhead or chart paper. Allow students to respond to each of the questions. You may choose to record their responses.]

5. **SAY SOMETHING LIKE:**

What surprised you about these two stories?

What is the boss at the truck-driving school looking for in an employee?

Do you think he would have liked the TV production assistant? Why or why not?

Is the TV production assistant someone you'd want to work with?

Is the TV production assistant someone you'd hire? Why or why not?

6. **SAY SOMETHING LIKE:** Both of these stories touch on something very important—an employee’s work ethic and overall attitude. What is a work ethic? (*dedication to hard work*) What does the second story tell you about this person’s work ethic and attitude about the job?

It’s not always easy to work hard and have a positive attitude in an entry-level job, especially if you’re doing menial or boring tasks. You might get frustrated or irritated at a boss or coworker. Letting this affect your work can be a big mistake. Teens who show up late for work, roll their eyes at customers or bosses, or gossip with or about coworkers probably won’t be in line for a promotion or a good reference.

What does a good attitude look like? [Allow students to respond—*direct eye contact, pleasant tone of voice, problem-solving rather than problem-creating, completing your tasks, and showing up on time.*] How is it to your advantage to behave this way?

#### IV. WRAP UP (10 minutes)

1. **SAY SOMETHING LIKE:** Before we end for the day, I’d like you to think about how different entry-level jobs can help you move up your own career ladder. In this activity, I’d like you to write down your current choice for a career. Then share two things you could learn from four different entry-level jobs.

[Refer students to **Student Handbook page 95, First Jobs on My Career Ladder**. Give students five minutes to complete the activity.]

2. **SAY SOMETHING LIKE:** Whether you have a job now, or are considering one in the future, remember how important these early experiences can be—and how much you can really gain from them. Focusing on the long-term benefits can make a boring job more meaningful, and maybe even more enjoyable.

Next week, we’ll talk about jobs you can get right now, and find out what local employers are really looking for.

## DO NOW

### Finding a Job 1: Entry-Level Jobs

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

Questions:

1. Are you interested in getting a part-time or summer job within the next year? Why or why not? Explain why you are interested and what type of job you would like to have.

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2. Explain how you think a part-time or summer job could prepare you for a future job/career.

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## FIRST JOBS: Employer's Perspective

### **BEFORE READING**

Directions: Check a box to the right of each statement to show whether you agree or disagree.

### **Truck Driver**

<b>First-Job Statement</b>	<b>Agree</b>	<b>Disagree</b>
You can get a job as a truck driver (driving the big rigs) right out of high school, as long as you have a driver's license.		
If you're applying for a job, it's very important that your previous work experience is in the same field.		
An employer would rather hire someone who's had the same job for a long time rather than several short-term jobs.		

### **AFTER READING**

Directions: Answer the questions below.

### **Truck Driver: An Employer's Perspective**

1. If you want to be a truck driver, what kind of work could you do right out of high school?

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2. Will an employer hire someone who does not have formal experience driving a truck? Why or why not? [This is an inference question.]

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3. Why do employers look for someone who's been in the same job for at least a year?

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## Truck Driver Reading

### An Employer's Perspective

I work at a truck-driving school. We teach people to drive the big rigs, the trucks used to ship cargo cross-country. There are lots of young people who want to do this kind of work right out of high school. They know there's good money to be made if you're willing to work hard—and they're ready to hit the road after sitting in a classroom for 12 or 13 years.

The problem is that you can't get a cross-country license until you're 21. (It's called a CDL, or commercial driver's license.) This is discouraging to people who've just graduated, who are often only 17 or 18. A lot of people work locally till they're 21—driving smaller trucks in their home state. That's great experience—good work if you can get it.

Something that impresses future employers is seeing a young person who has shown they can stick with something for a while. It almost doesn't matter what the job is. If they work at something, anything really, for a whole year, it shows they're ready to take work seriously. Show up on time, do what they were hired to do—now that's somebody I'd want to hire.

## FIRST JOBS: Employee's Perspective

### **BEFORE READING**

Directions: Check a box to the right of each statement to show whether you agree or disagree.

### **TV Production Assistant**

<b>First-Job Statement</b>	<b>Agree</b>	<b>Disagree</b>
Even after you go to college, you may still have to do menial work, especially in your first job after college.		
The daily life of a TV production assistant is glamorous.		

### **AFTER READING**

Directions: Answer the questions below.

### **TV Production Assistant: An Employee's Perspective**

1. What are some of the day-to-day tasks of a TV production assistant?

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2. Why did this person decide to pick up the poop?

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3. How could this have helped her team in the short term? How might it have helped her in the long term?

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## TV Production Assistant Reading

### An Employee's Perspective

I work as a production assistant on a television show, which is pretty much the first TV job people get when they graduate from college. On the one hand, it's pretty cool to be hanging out, watching a TV show get made, and being part of it all. On the other hand, the hours are long and some of the work is just ridiculous—moving heavy stuff, bringing very picky people coffee exactly the way they like it, sitting in trucks watching equipment. Not at all what I went to college for!

On the show I work on, we work on location, in real people's houses. We pay them a location fee to videotape our stories there. One of the important parts of the production team's job is making sure the homeowners are happy—and that all the people and equipment going in and out of the house don't damage anything.

People think TV is glamorous, but that's not always the case. For example, here's what happened on location a few days ago:

People were moving lights, props, and equipment into the house, and I saw this big pile of "droppings" on the front lawn—definitely left by the homeowners' dog. I just knew someone on the crew was going to step in that pile and track it into the house. The homeowners would be mad and we'd have to stop everything and clean it up—wasting valuable production time. I can't tell you how much I wanted to ignore the problem and walk away, but I did it—I scooped the poop. I don't know if anybody saw me, but I figure that one day when I'm the producer or director—and I will be!—I'll want to know that somebody else is thinking about this kind of stuff so I don't have to.

P.S. I can't wait to move up to the next career level!

## FIRST JOBS ON MY CAREER LADDER

**My career goal:** \_\_\_\_\_

List two things you could learn in each part-time job below that would help you in your future career. These could include:

- Specific skills you'll need later on in your career
- General skills you can use anywhere in the workplace

An example has been done for you.

<p><b>EXAMPLE:</b>  <b>My career goal:</b> ER nurse</p> <p><b>Job:</b> Cashier at a drug store chain</p> <p>1. Learn more about prescriptions and over-the-counter medications.</p> <p>2. Solve customer problems, learn how to work with the public.</p>	<p><b>Job:</b> Babysitter</p> <p>1.</p> <p>2.</p>
<p><b>Job:</b> Volunteer in the school office</p> <p>1.</p> <p>2.</p>	<p><b>Job:</b> Cashier at McDonald's</p> <p>1.</p> <p>2.</p>

### The **BIG** Idea

- What are local sources of part-time work for teens and how can I find out more about them?

### AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. How to Make a Successful Call (20 minutes)
- III. Informational Interview Practice (10 minutes)
- IV. Wrap Up (5 minutes)

### MATERIALS

#### ☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 96, Tips for Successful Informational Phone Calls
- Student Handbook pages 97–98, Teen Job Survey
- Student Handbook page 99, Teen Job Interview Script

#### ☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 2: Jobs for Teens Lists of businesses for the students (see **Preparation** section)

### OBJECTIVES

During this lesson, the student(s) will:

- Identify types of businesses in which teens can work.
- Identify local companies that hire teens for part-time jobs.
- Learn how to make informational phone calls to potential employers.

## OVERVIEW .....

Students discover the first step in looking for a job—identifying the types of businesses that hire teens. They discuss how informational phone calls can be used to learn more about companies and specific jobs. In fact, one student from each pair will be making their own informational phone calls as an out-of-class assignment—a phone survey with potential employers. In this survey, they ask employers about opportunities for teens, and what they’re looking for in part-time employees. In class, they review strategies and tips for making successful calls, and go over a script for their own calls. Next, they research contact information for local businesses.

## PREPARATION .....

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Contact different local businesses in your area to see if they would be willing to participate in informational interviews with students about teen employment at their business.
- Create a list of **at least 10 businesses** that are willing to participate. Include the name, address, and contact information for each organization. *(Depending on the availability in your area, you may choose to include more than 10 businesses.)* One student from each pair will be conducting an informational interview. Students who volunteer to call a business should receive a reward upon completion of their survey. Students should decide on a reward in class. You may want to decide on acceptable rewards before class.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 96, Tips for Successful Informational Phone Calls**
  - **Student Handbook pages 97–98, Teen Job Survey**
  - **Student Handbook page 99, Teen Job Interview Script**

## BACKGROUND INFORMATION .....

Many teens in your class may be considering a part-time job. However, they might not know where to begin. This lesson gets students thinking about different businesses that hire teens, and specific companies in your area that might be hiring. They'll also learn an important method for finding out more about a business or a job — the informational phone call. Informational interviews are a useful way for teens to practice proactive job searching. Even adults have a hard time contacting potential employers, so your students may naturally have some concerns and reservations about making these calls. With guidance and practice, they'll learn strategies for making a successful call. Every student will practice conducting an informational interview in class with a peer. In each class, half of the students will conduct their own phone surveys with potential employers. These students will share their results with the class next week. The goal of the survey is to find out what behaviors and personal characteristics employers value most.

## VOCABULARY .....

**Employee:** A person who works for and is paid by another person or business.

**Employer:** A person or business that pays others for work.

**Informational phone call:** A phone call in which a person can ask an employer questions about their business and potential jobs.

## 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. Where are some places that your friends have worked, or that you've seen other teens working?
2. Imagine you wanted to find a part-time job working in a clothing store. How could you find out if they have any available job opportunities for teenagers?

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

**Informational Interviews:**

- Allow students to conduct interviews in person, if this is more convenient or comfortable than making the phone calls.
- Students who volunteer to make phone calls at home can call in pairs.
- You can choose to allow students to contact an employer not on the list.
- Choose two volunteers in each section and have each student make a phone call, during class, one at a time.
- Ideally, you'll find 10 or more businesses willing to participate, but the number of businesses will vary by region.

## ACTIVITY STEPS

### I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Remember that in the last lesson we talked about the importance of entry-level jobs and the different ways they can help prepare you for future work. Who can remember one of the four ways an entry-level job can prepare you for a future career? [Allow students to respond.]
  - Find out more about what you like to do
  - Get specific skills you'll need later on in your career
  - Learn general skills you can use anywhere in the workplace
  - Get a good reference for your next job

Today, we'll be talking about local businesses that offer part-time work for teens, and what we can do to find out more about them.

2. **SAY SOMETHING LIKE:** Think about businesses that hire teens—for example, restaurants. What are some places that your friends have worked, or that you've seen other teens working? [As you brainstorm types of businesses, write them on the board. If students are having difficulty, help guide them with questions like, "Do you ever see teens working when you go to the mall? Where are they working?"]

Some examples include:

- Retail stores (e.g., clothing, books, toys, etc.)
  - Grocery stores
  - Restaurants
  - Movie theaters
  - Athletic fields
  - Gas stations
  - Amusement parks
  - Offices
3. **SAY SOMETHING LIKE:** Now, imagine you'd like to find a part-time job in one of these businesses. How would you find a specific company in this business? How would you learn more about the company and their job opportunities?

The question we want to answer today is, "What are local sources of part-time work for teens and how can I find out more about them?"

## II. How to Make a Successful Call (20 minutes)

1. **SAY SOMETHING LIKE:** One of the best ways to learn more about a company or a specific job is by calling the employer directly. This kind of call, known as an informational phone call, is one that you're likely to make many times throughout your life. Informational phone calls are opportunities to find out things about the company or job opportunities that you couldn't find through your own research. For example, you might find out if or when a company is hiring or what types of jobs are available for teens.

Informational interviews can be a very powerful tool for finding a job. Statistics reveal that just one out of every 200 resumes leads to a job offer and some studies claim that number can be as high as one out of 1,500. In comparison, one out of every 12 informational interviews results in a job offer.\* Another source suggests that as many as 90 percent of jobs are not advertised, so informational interviews can give a jobseeker a better insight into the hidden job market.\*\*

Statistic Sources:

\*[http://www.quintcareers.com/information\\_background.html](http://www.quintcareers.com/information_background.html)

\*\*[http://www.quintcareers.com/information\\_dress.html](http://www.quintcareers.com/information_dress.html)

It's important to remember that employers are taking time out of their workday to answer these questions. While many will be happy to do this, be respectful of their time. For example, never ask questions that you could research on your own, such as: What are your hours? Where are you located?

2. **SAY SOMETHING LIKE:** How do you think an informational phone call to a business owner is different from a call you'd make to a friend? (For example, unlike a friend, the business owner has never met you before, so you are making an important impression—"introducing" yourself by phone. Talk about the importance of being direct, clear, and polite in an informational phone call.)
3. [Next, refer students to **Student Handbook page 96, Tips for Successful Informational Phone Calls**. Discuss these strategies and tips on basic phone etiquette.]
4. **SAY SOMETHING LIKE:** As part of this lesson, you will practice conducting an informational phone call with a partner. Each of you will have a chance to play the role of the teenager and the employer. At the end of class, I will be asking for one brave volunteer from each pair to conduct an informational phone call with a local employer. Our mission is to answer two questions: (1) Who's hiring teens? and (2) What



qualities are employers looking for in the teens they hire? Then, in the next lesson those students will be sharing our interviews with the class. Together, we'll have an inside look at what work behaviors and personal characteristics employers value most.

5. **SAY SOMETHING LIKE:** Don't worry if you've never made this kind of call before. You'll have all the questions in front of you, and you'll even have time to practice before you make any real calls. First, let's look at the questions you'll be asking local employers in your informational phone calls.
  
6. [Ask students to turn to **Student Handbook pages 97–98, Teen Job Survey**. Explain that later in class, they'll be provided with a list of employers who have agreed to participate. For now, they should focus on the questions. Review the questions as a class.]
  
7. **SAY SOMETHING LIKE:** Keep in mind that the first person who answers the phone might not be the person to answer your questions. It might take several phone calls, and getting passed to a few different people, before you find the right person to speak with—or until this person has the time for the interview. It's important to be patient and prepared for these situations.
  
8. **SAY SOMETHING LIKE:** One of the best ways to be prepared for an informational phone call is to have a script of what you're going to say. Of course, you don't have to follow your script word for word, but this will help you think through and practice what you're going to say ahead of time. It's also helpful to have something written out in case you get nervous or flustered in your call. Let's take a look at a sample script you could use for your informational phone call. Together, we'll also talk through what we might say in different situations.

[Ask students to turn to **Student Handbook page 99, Teen Job Interview Script**. Have a student read through the introduction. Talk about how this brief introduction reflects some of the phone etiquette tips they discussed earlier. For example, they are clearly stating their name and purpose of their call.]

9. **SAY SOMETHING LIKE:** Now, let's think about what we'd say next. Look at the first situation: If you're speaking to the person in charge, what should you ask before you launch into the survey? [Take a few answers from the class.] Before you begin asking questions, make sure that they are willing to answer questions, and that this is a convenient time for the interview. For example: "Would you be willing to participate

in this brief survey? Is now a good time to talk?"

10. [As a class, talk through what the student could say depending on the employer's response. Work with students to come up with appropriate language in each situation. For example, if they are not willing to participate in the survey, simply say: "I understand. Thank you for your time."]
11. **SAY SOMETHING LIKE:** There's a good chance that the person you need to talk with is not available, as in situation #2. What could you say in this situation? If this happens, it's important to get the name of the person you should talk to, and a date and time to call back. This just takes a few seconds, and it's much more productive than simply saying, "I'll call back."
12. **SAY SOMETHING LIKE:** What would you say at the end of this call? Depending on the conversation, you might say one of the following:
  - "Thank you for your time."
  - "I look forward to talking with you, \_\_\_\_\_ [name], at \_\_\_\_\_ [time] on \_\_\_\_\_ [date]."
  - "This has been very helpful. Thank you for taking time out of your day to answer these questions."
13. [Model a phone call for the class, acting as the employer and a student acting as the caller. Be sure to model different situations, such as what happens if the person who answers the phone is not the person to interview or is unwilling to answer questions. If possible, have the teacher or a student make an actual phone call to a business using a speaker phone or cell phone.]

### III. Informational Interview Practice (10 minutes)

[Have students choose a partner. Pass out the list of local businesses you compiled. Instruct each student to choose a business they are interested in. Students will take turns practicing their calls with each other. After both partners have had a chance to practice, bring the class back together. Then choose one volunteer from each pair to make the phone calls. Assign each volunteer to a particular business. Once the volunteers have been chosen, have the class decide on an acceptable reward for each student who brings a successfully completed **Teen Job Survey** to class next week.]

#### IV. WRAP UP (5 minutes)

**SAY SOMETHING LIKE:** You've done a great job practicing today. Informational phone calls are an excellent way to practice proactive job searching. I want to thank the students who volunteered to make the phone calls. Good luck! You are going to do a wonderful job. If you feel nervous, don't worry, it's completely natural. If you start to stumble in your interview, just take a deep breath. It might even help to briefly admit that you're a little nervous—most employers will understand.

Next week, we'll be sharing and compiling all the information gathered. Then each student will follow up with one employer with a very important piece of any job search—the thank-you note!

## DO NOW

### Finding a Job 2: Jobs for Teens

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

Questions:

1. Where are some places that your friends have worked, or that you've seen other teens working?

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2. Imagine you wanted to find a part-time job working in a clothing store. How could you find out if they have any available job opportunities for teenagers?

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## TIPS FOR SUCCESSFUL INFORMATIONAL PHONE CALLS

**Introduce yourself:** Begin by introducing yourself and stating the purpose of your call.

**Be prepared:** Have an introduction and your questions prepared in advance. It also helps to practice what you're going to say a few times beforehand.

**Make sure you're talking to the right person—at the right time:** Always identify the name of the person you're talking to and confirm he or she is the right person to answer your questions. Be understanding if that person needs to forward the call to someone else, or if he or she asks you to call back another time.

**Speak clearly and slowly:** This isn't always easy if you're nervous!

**Take notes:** Jot down answers to help you remember the call. If you have to call back, note the person who answered the call and the date and time to call back.

**Keep it brief:** Respect the other person's time. Ask essential questions that couldn't be answered by your own research.

**Say thank you!:** Always thank the person for their time and their help.

## TEEN JOB SURVEY

Your out-of-class assignment is to conduct a survey with a local business about their job opportunities for teens. On this sheet, write the business contact information and answers to your survey questions. You'll be sharing this information with the class.

Student name: \_\_\_\_\_

CONTACT INFORMATION	
Company name	Type of business
Company address	
Phone	E-mail (if available)
Name and title of person interviewed	
Date and time of interview	

### QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? \_\_\_\_\_

2. What types of jobs are available for high school students? \_\_\_\_\_  
\_\_\_\_\_

3. What's the pay range for high school students? \_\_\_\_\_

4. What time of year are you most likely to be hiring? \_\_\_\_\_

5. What qualities are most important in an employee? \_\_\_\_\_

6. What's one quality that impresses you in a job applicant? \_\_\_\_\_

\_\_\_\_\_

7. What's one quality that makes you unlikely to hire a job applicant? \_\_\_\_\_

\_\_\_\_\_

8. Do you have any suggestions for applicants with no previous job experience? \_\_\_\_\_

\_\_\_\_\_

9. May I stop by for a sample application to share with my class? \_\_\_\_\_

\_\_\_\_\_

## TEEN JOB INTERVIEW SCRIPT

### Introduction:

Hello. My name is \_\_\_\_\_, and I'm a sophomore at \_\_\_\_\_ High School. My class is doing a survey of local businesses that hire teenagers to learn about job opportunities and to understand what employers are looking for. I was wondering if I might speak with the person in charge of hiring part-time employees. This should only take about five minutes.

*What would you say in the following situations?*

**Situation #1:** You're speaking to the person in charge of hiring, or you're immediately transferred to that person. What should you ask before you launch into the survey?

A. The person is willing to answer questions now.

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B. The person is willing to answer your questions, but is too busy to talk now.

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C. The person is not willing to participate in the survey.

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**Situation #2:** You're not speaking with the person in charge of hiring. He or she says that person isn't available right now.

### CALL-BACK INFORMATION

<b>Name of person who answered the phone</b>
<b>Name of person you need to talk to</b>
<b>Best date and time to call back</b>

What do you say at the end of the conversation? \_\_\_\_\_



## Employer Survey Follow Up

### The **BIG** Idea

- How do you follow up after an interview to make a positive impression on employers?

## AGENDA

Approx. 45 minutes

- I. Warm Up (15 minutes)
- II. A Short Thank You Goes a Long Way (10 minutes)
- III. Write Your Own Thank-You Note (15 minutes)
- IV. Wrap Up (5 minutes)

## MATERIALS

### STUDENT HANDBOOK PAGES:

- Student Handbook page 100, Sample Thank-You Note
- Student Handbook page 101, Sample Addressed Envelope
- Student Handbook page 102, Thoughts on a Thank-You Note

### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 3: Employer Survey Follow Up
- Facilitator Resource 2, Job Survey Executive Summary
- Facilitator Resource 3, Job Survey: Participating Employers
- Facilitator Resource 4, Sample Teen Surveys
- Facilitator Resource 5, Stationery with Roads to Success Logo

- Business envelopes, one per pair of students, plus extras

- Postage stamps, one per pair of students

## OBJECTIVES

During this lesson, the student(s) will:

- Describe the informational interview process.
- Recognize the value of sending thank-you notes.
- Discover what behaviors and personal characteristics employers value.

## OVERVIEW

In this lesson, students will share their experiences from their phone surveys with employers that hire teens. (Next week, they review an executive summary of the results from all the surveys, and consider what they learned.) Next, they discuss the importance of thank-you notes, and review some basic tips for writing these critical letters. Finally, they work with their partners from the previous lesson to write a thank-you note to the employer they interviewed.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- At the end of this lesson, have students turn in their **Teen Job Survey Form**. Before the next lesson, compile the results into **Facilitator Resource 2, Job Survey Executive Summary** and **Facilitator Resource 3, Job Survey: Participating Employers**. Make enough copies of both resources for each student.
- Make copies of the stationery with the Roads to Success logo (one copy per student).
- Make copies of **Facilitator Resource 4, Sample Teen Surveys** (one copy per student).

## BACKGROUND INFORMATION

Thank-you notes are an important part of any job search. In a survey of executives, 86 percent said they consider a post-interview thank-you note helpful when evaluating candidates. Yet only 39 percent of job applicants send thank-you notes (Survey: Accountemps). This simple gesture can make a big impact on an employer, making an applicant stand out and demonstrate responsibility and interest in the job. A thank-you note could even mean the difference between getting a job and getting passed over. In another survey, nearly 15 percent of managers interviewed said they would reject a candidate who didn't send a thank-you note after an interview (Survey: Careerbuilder.com).

## 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 do you think are the three most important qualities employers look for when hiring teenagers? Explain why.
2. What do you think is one quality that is NOT impressive to an employer? Explain your answer.

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

In **Activity II: A Short Thank You Goes A Long Way**, if you think your students will struggle to understand the need for writing thank-you letters, you may choose to act out a short role play for the class. Pretend that you are a busy store manager who has taken time out of his day to answer questions for a Roads to Success student. Make sure to stress the importance of acknowledging the time this person spent helping out their class.

If you think students will need more time to write and proof-read their letters, you may wish to abbreviate the discussion in **Activity II: A Short Thank You Goes A Long Way**.

If you think your students will have a difficult time writing their thank-you letters in pairs, you may have each student write his own thank-you letter. Students can then have their partner from the last lesson proof-read and edit their thank-you letters. Note: You will need to provide each pair of students with an envelope and a stamp.

In **Activity III: Write Your Own Thank-You Note**, students who did not make a phone call could write a letter to someone in their school who has helped them in the past. This may help to better motivate students who do not see the point in writing a letter to an employer they did not talk to.

You may wish to assign a pair of students to compile the Teen Job Survey results under your supervision, creating both the executive summary (**Facilitator Resource 2**) and the list of participating employers (**Facilitator Resource 3**). These sheets should be completed and copies made before the next week's class.

If only a few or no students made their phone calls, assign students to groups of four or less. Each group should receive four copies of one of the employer responses from **Facilitator Resource**

**4, Sample Teen Surveys.** Depending on your class size, multiple groups may be assigned the same employer. Give the students time to read their survey, and then pass out one copy of **Facilitator Resource 2, Job Survey Executive Summary** to each group. Each group will need to tally the results from their employer survey onto this sheet. For **Activity III, Write Your Own Thank-You Note**, each student will write a thank-you letter to the employer whose survey they read. Explain to the students that these are actually employers who took the time to complete this survey for the Roads to Success staff.

**Here are the employers we use as our examples:**

3 Pans Pizza: A former facilitator who owns a pizza place

Duane Reade: An actual manager at a NYC store

McDonald's: An actual manager at a NYC location

The GAP: Sister of a Roads to Success staff member

Roberta Wells Conservatory: Ex-coworker of a Roads to Success staff member

## ACTIVITY STEPS

### I. WARM UP (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Since our last lesson, some of you interviewed local business owners about jobs for teens. In this lesson, we'll be talking about what that experience was like. At the end of class, I'll ask everyone to turn in your results so we can compile them before next week's class. Today we'll also talk about the best way to follow up with employers, so they feel appreciated (and so you get remembered!)—a thank-you note. You'll learn some tips for writing thank-you notes, then practice writing your own to the employer you (or one of your classmates) interviewed.
  
2. **SAY SOMETHING LIKE:** First of all, let's talk about what it was like to make an informational phone call. [Give students who participated in an interview time to share their experiences. The following questions could guide the discussion:
  - How many of you did the survey? Who did it by phone? Who did it in person?
  - Who was nervous? What did you do to stay calm during the call?
  - How closely did you follow the script? Did you practice beforehand?
  - How did you finally get in touch with the right person to interview? How many people did you have to talk to first? Did you have to call back a few times? Was anyone not able to reach the correct person at all?
  - What were the employers you talked with like? Did any of them not agree to participate in the survey? Did any of them ask you questions? How would you feel about working at their company after talking with them?
  - What did you like about doing the survey? What was the hardest thing about doing it?
  - What was the best tip your employer gave you about applying for a job?]
  
3. **SAY SOMETHING LIKE:** Next week, we'll take a look at the results from all the surveys. Even if you felt like you didn't come away with a lot of information, I hope you'll see how, collectively, the information is really valuable.

## II. A Short Thank You Goes A Long Way (10 minutes)

1. **SAY SOMETHING LIKE:** What could we do to make all the people who answered our questions feel it was worth the effort? [Allow students to respond.] Who has ever received a thank-you note? How did it make you feel? How did it make you feel about the person who sent it? [Allow students to respond to each question.]

Why is a thank-you note important in this situation? [Give students time to answer.] For one, it's what you should always do when people go out of their way to help you—it lets them know that their efforts are appreciated. A thank-you note will also leave a good impression, not just for you, but for other teens. These employers might be more inclined to help out in the future if they feel like their time wasn't taken for granted.

2. **SAY SOMETHING LIKE:** Even if this is the first thank-you note you've written, it will definitely not be your last! This activity will be good practice for the future. Thank-you notes are an important part of any job search—especially after an interview. It is in your best self-interest to write these letters. They can help you build a relationship with an adult who might be able to help you in the future. [Talk about some reasons that thank-you notes might be important after an interview. For example, they can:

- Leave a positive impression, by showing that you are professional and responsible.
- Give you another chance to include something about yourself, your skills, or your experience that you didn't get to mention in the interview.
- Let an employer know that you're truly interested in the job.
- Make you stand out from the crowd—most job applicants forget this crucial step! In fact, the difference you make writing a thank-you note could make the difference in getting a job.]

3. [Display **Student Handbook page 100, Sample Thank-You Note** using an overhead or written on chart paper. Have a different student read each paragraph aloud. Then use this sample thank-you note to go over these three simple tips for writing thank-you notes:

- **Send it soon!** Send a thank-you note within 24 hours of the interview. It can be typed or handwritten, mailed or e-mailed. If you know the employer is making a decision about a position soon, e-mail might be the best bet.

- **Proof-read:** Make sure there are no misspellings or grammatical errors. And if you choose to handwrite the note, make sure it's neat. (This includes the spelling of the interviewer's name.)
- **Include all who helped:** Send thank-you notes to everyone who helped you with your job search, including the person who referred you to the job. Let them know you appreciate their help—you never know when you might need it again!]

### III. Write Your Own Thank-You Note (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to write your own thank-you notes. Each student will be working with a partner to write the note together. Remember, this shouldn't be a long, formal letter—a short, handwritten one is just fine. In your letter, you should:
  - Thank the person for taking the time to speak with you.
  - Let the employer know that the information you collected was very helpful.
  - End with another brief thank you.
2. **SAY SOMETHING LIKE:** Of course, you don't want your note to sound like a form letter. Try to personalize your letter if you can. For example, you could mention something in particular that you talked about in the interview. Think about something that really made an impression on you. Here are a few examples:
  - "I've been thinking about what you said about punctuality, and I realize now how important it is to always be on time."
  - "I was surprised to hear that teenagers help with kids' activities at the ball park. That sounds like a fun and challenging job! I will definitely be in touch when I start looking for a summer job."
3. Give students time to write a draft of their note. Stress that both students should be contributing to the letter. One student may be in charge of writing, while the second students may share key points to include in the letter. Have the writer in each pair quietly read their notes aloud to their partners. Then have partners proof-read the final note. They may either type their final letters on computers, or handwrite them onto stationery you provide.]
4. [Give each pair of students a stamped envelope. Students should find the correct address on the list of participating employers. Remind students to use the school address, not their home address, as the return address. Write the school's address

on the board so students have the correct format and spelling. If students need more direction, discuss **Student Handbook page 101, Sample Addressed Envelope**. Make sure to review all letters before sending them to the employers.]

#### IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Remember, thank-you notes aren't just important in a job search, they're important in life. What are some other times that you should send thank-you notes?
2. **SAY SOMETHING LIKE:** Before we end for the day, I'd like you to answer two questions about the note you and your partner wrote together. [Refer students to **Student Handbook page 102, Thoughts on a Thank-You Note**. Give students a few minutes to complete the activity.]
3. [Have all students who participated turn in their **Teen Job Survey Forms**.]
4. **SAY SOMETHING LIKE:** In the next lesson, we'll look at the compiled results from your surveys. Then we'll read some help wanted ads and identify skills needed in entry-level jobs. You'll think about your own experience and which skills you have to offer.



## DO NOW

### Finding a Job 3: Survey Follow Up

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

Questions:

1. What do you think are the three most important qualities employers look for when hiring teenagers? Explain why.

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2. What do you think is one quality that is *NOT* impressive to an employer? Explain your answer.

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## JOB SURVEY EXECUTIVE SUMMARY

This survey was conducted from \_\_\_\_\_ (start date) to \_\_\_\_\_ (end date).  
 \_\_\_\_\_ (number) students interviewed \_\_\_\_\_ (number) employers in the  
 \_\_\_\_\_ (city, state) area.

(See the attached list of participating employers.)

### SURVEY FINDINGS

**Directions:** For each answer, place a tally mark in the correct box below.

#### Minimum hiring age

14 or less	15	16	17	18	19	20	21 or more

**Jobs for high school students** (Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below.)


#### Hourly wages for high school employees

Less than \$5/hour	\$5.01 - \$6/hour	\$6.01 - \$7/hour	More than \$7/hour

#### Time of year most likely hiring

January	February	March	April	May	June
July	August	September	October	November	December

## JOB SURVEY EXECUTIVE SUMMARY (continued)

**Directions:** Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below it.

### Most important employee qualities


### Most impressive quality in applicant


### Least impressive quality in applicant


### Suggestions for applicants with no previous job experience


## JOB SURVEY: PARTICIPATING EMPLOYERS

Company name and address	Employer name	Student interviewer

## TEEN JOB SURVEY 1

CONTACT INFORMATION	
<b>Company name</b> Roberta Wells Conservatory	<b>Type of business</b> Non-profit youth arts organization
<b>Company address</b> 23-51 97 Street, East Elmhurst, NY 11369-1217	
<b>Phone</b>	<b>E-mail (if available)</b> tspellman@robertawellsconservatory.org
<b>Name and title of person interviewed</b> Tracie Spellman, Executive Director	
<b>Date and time of interview</b> March 31, 2008	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here? **Fourteen.**
- What types of jobs are available for high school students? **Class assistants.**
- What's the pay range for high school students? **\$8 and up.**
- What time of year are you most likely to be hiring? **Fall and/or spring.**
- What qualities are most important in an employee?  
**Communicative, timely, respectful.**
- What's one quality that impresses you in a job applicant?  
**Helpfulness without being asked.**
- What's one quality that makes you unlikely to hire a job applicant?  
**Negative attitude, arrogant.**
- Do you have any suggestions for applicants with no previous job experience?  
**Be the first to arrive and the last to leave. Stay away from cliques, lazy people, and gossipers. Focus on the work and save socializing for your personal life. Don't think of yourself too highly. Be willing to do what it takes to get the work done. Don't think of yourself too lowly. Remember who you are and, if need be, graciously ask to be treated with respect. Be polite and respectful to everyone—from the janitor up. Learn people's names. Do not pre-judge people based on their race, religion, and/or sexual preferences. Surround yourselves with people who are like you in work ethic. Be willing to step out of your comfort zone. Call elders Miss, Mr., or Mrs. unless or until they ask you to address them informally. Work hard and trust that your work is worthy and of service even if it seems as if no one cares.**

## TEEN JOB SURVEY 2

CONTACT INFORMATION	
<b>Company name</b> GAP, Inc.	<b>Type of business</b> Retail - clothing
<b>Company address</b>	
<b>Phone</b>	<b>E-mail (if available)</b>
<b>Name and title of person interviewed</b> Lisa Scheer	
<b>Date and time of interview</b> March 27, 2008	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here?  
**Sixteen.**
- What types of jobs are available for high school students?  
**Sales and stock positions.**
- What's the pay range for high school students?  
**Minimum wage with merit increases annually.**
- What time of year are you most likely to be hiring?  
**July for back to school. October for the holiday season.**
- What qualities are most important in an employee?  
**Outgoing, enthusiastic, fun-loving, yet hard working.**
- What's one quality that impresses you in a job applicant?  
**Someone who is good at communicating with adults and kids.**
- What's one quality that makes you unlikely to hire a job applicant?  
**Someone who can't look me in the eyes. Also, someone who communicates poorly.**
- Do you have any suggestions for applicants with no previous job experience?  
**Don't let "no experience" scare you. With no experience, you have no bad habits that might need changing. If you have no experience, demonstrate your ability to work in a group: school sports, youth group, choir, babysitting, etc. Show how you have been responsible in other areas of your life.**

## TEEN JOB SURVEY 3

CONTACT INFORMATION	
<b>Company name</b> 3 Pans Pizza	<b>Type of business</b> Restaurant
<b>Company address</b> 47 S. Main St, Belfast, NY 14711	
<b>Phone</b>	<b>E-mail (if available)</b>
<b>Name and title of person interviewed</b> Jake, Owner/Manager	
<b>Date and time of interview</b> Spring 2008	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here?  
**Generally, you have to be at least 16 years old to work for me. That way, there are no restrictions on certain jobs that employees need to do around the restaurant.**
- What types of jobs are available for high school students?  
**We have two types of positions. The first is a cook or kitchen worker, and the second is a delivery person.**
- What's the pay range for high school students?  
**Our employees all startout at minimum wage. For kitchen workers this is \$7.15/hr in New York. Delivery drivers start out at \$4.60/hr plus tips. This is the minimum wage for workers in New York who work for tips. If my high school employees are good workers and consistently improve and work hard they are eligible for raises. The highest paid high school student that I currently employ makes \$8/hr.**
- What time of year are you most likely to be hiring?  
**The busiest time for our business is during the warm weather spring and summer months. We have to hire several extra employees to keep up during these times.**
- What qualities are most important in an employee?  
**There are several qualities that are particularly important to me. Some of these are cleanliness, punctuality or being on time, a strong work ethic and desire to work, good communication skills, and the ability to be a positive representative of me as well as my business.**

## TEEN JOB SURVEY 3 (continued)

6. What's one quality that impresses you in a job applicant?  
**Prospective employees that demonstrate an ability to interact positively with my customers impress me. Much of my business is based on quality customer service. When an applicant comes in for an interview, I can immediately get a sense for how comfortable they are dealing with people. If they are uncomfortable they would probably not do well working for me.**
  
7. What's one quality that makes you unlikely to hire a job applicant?  
**The one quality that makes me unlikely to hire an applicant is lack of cleanliness. Since our business deals with preparing and serving food to customers, cleanliness is extremely important. If a high school student comes in to get an application and their appearance doesn't leave me with a positive impression, they are unlikely to even get an interview. It's very important for high school students to remember that you're making a first impression when you first walk through the door to ask for an application.**
  
8. Do you have any suggestions for applicants with no previous job experience?  
**At my restaurant, we hire mainly high school students. It can be a very good first job for someone just entering the work force. Because of this, the majority of our new employees have no previous work experience. The important thing to remember is that an employer will be willing to put in a lot of time and effort to train you, if you show that you're willing to put in the time and effort to learn and improve at your job. You need to show that you are eager to work and learn on the job, no matter what the responsibilities include. If you can convince an employer that you will be an asset to the company, despite your lack of experience, you stand a very good chance of being hired and excelling at your new job.**



## TEEN JOB SURVEY 4

CONTACT INFORMATION	
<b>Company name</b> McDonald's	<b>Type of business</b> Fast food chain
<b>Company address</b> 688 8th Ave New York, NY 10018	
<b>Phone</b> 212-221-3363	<b>E-mail (if available)</b>
<b>Name and title of person interviewed</b> Brenda Bryant, Manager	
<b>Date and time of interview</b> April 8, 2008/ 3pm	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here? **Sixteen.**
- What types of jobs are available for high school students?  
**Students can work on the register, in the kitchen, and in the lobby (dining room).**
- What's the pay range for high school students? **\$7.15 (NY state minimum wage)**
- What time of year are you most likely to be hiring?  
**The summer is one of our busiest times. For summer positions we begin hiring in April and finalize our staff by the end of June. The December holiday time is also a really busy time. We start out hiring for the December seasons in September.**
- What qualities are most important in an employee?
  - Coming to work on time for every shift**
  - Looking professional—neat, clean, and wearing all parts of the uniform.**
  - Being courteous to the customers**
- What's one quality that impresses you in a job applicant?  
**If a job applicant comes in looking presentable—neat, clean, appropriate clothing—I am more likely to hire him/her. It shows me that this person is serious about this job and took the time to make themselves look professional.**
- What's one quality that makes you unlikely to hire a job applicant?  
**We get a lot of teenagers coming in during our peak lunchtime, impatiently asking for a job application. A lot of times, they'll come in talking on their cell phones acting like they can't wait five minutes until I am free to talk to them.**

## TEEN JOB SURVEY 4 (continued)

8. Do you have any suggestions for applicants with no previous job experience?  
**If you don't have any previous job experience, you can talk about activities from your high school. Oftentimes, the skills you need to do well in activities such as sports teams, clubs and theater are useful for a job here. Many of our employees are on the track team, which helps them quickly take orders and get our customers their food.**

## TEEN JOB SURVEY 5

CONTACT INFORMATION	
<b>Company name</b> Duane Reade	<b>Type of business</b> Pharmacy chain store
<b>Company address</b> 625 8th Ave New York, NY 10018	
<b>Phone</b> 212-273-0889	<b>E-mail (if available)</b>
<b>Name and title of person interviewed</b> Kabir, Manager	
<b>Date and time of interview</b> April 11, 2008/ 2:45 PM	

### QUESTIONS (Continue answers on the back if you need more room.)

- How old do you have to be to work here? **Eighteen.**
- What types of jobs are available for high school students?  
**Stock and cashier positions.**
- What's the pay range for high school students?  
**\$7.15 (NY state minimum wage).**
- What time of year are you most likely to be hiring?  
**We do not have any time of year that is more or less busy. We hire employees regularly throughout the year.**
- What qualities are most important in an employee?  
**It is important that an employee be reliable, professional, and courteous. Always arriving to work on time and dressing in the appropriate dress code/uniform are two ways that an employee can demonstrate the qualities described above.**
- What's one quality that impresses you in a job applicant?  
**Good public speaking is one quality that really impresses me when someone applies for a job here. If a person can speak in a professional manner, I know they will be able to work well with our customers.**
- What's one quality that makes you unlikely to hire a job applicant?  
**If a job applicant comes in dressed very sloppy and unprofessional I am unlikely to hire him or her.**

## TEEN JOB SURVEY 5 (continued)

8. Do you have any suggestions for applicants with no previous job experience?  
**Don't worry if you don't have any work experience. Many of our employees have never had a job before. At Duane Reade we take a lot of time to train our employees, so you will learn on the job everything you need to know. During your interview, you just need to show that you are interested in this position and that you will be willing to work hard during the training.**



## SAMPLE THANK-YOU NOTE



Bismark High School  
800 North 8<sup>th</sup> Street  
Bismark, ND 58501

May 28, 2012  
Ms. Olivia Thompson  
Manager  
Old Town Cinemas  
123 Main Street  
Bismark, ND 58503

Dear Ms. Thompson:

Thank you for taking the time to speak with me yesterday to answer questions for the survey our class is conducting about teen jobs.

The information you provided was very helpful, both to me and to the rest of the class. I was surprised to hear how many different jobs there are for teens at your movie theater. It sounds like a challenging place to work, but lots of fun, too.

Thank you again for your time. I hope to meet you in person someday, maybe as one of your employees!

Sincerely yours,

*Jeff Miller*

Jeff Miller

*Thank the employer for taking the time to talk with you. Include the date of the interview.*

*Let him or her know that the information was helpful. If you can, include a personal note about your conversation.*

*Say thank you again at the end of your letter.*

## SAMPLE ADDRESSED ENVELOPE

*Put your name, school name, and school address in the upper left-hand corner.*

Bismark High School  
800 North 8<sup>th</sup> Street  
Bismark, ND 58501

*In the center, write the employer's name, title, company name, and address.*

Ms. Olivia Thompson  
Manager  
Old Town Cinemas  
123 Main Street  
Bismark, ND 58503

Stamp

## THOUGHTS ON A THANK-YOU NOTE

Look closely at the thank-you note you wrote to the employer who participated in the job survey, and answer the following questions.

1. What phrase in my letter will make the employer feel that he or she has made a valuable contribution to my class?

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2. How will my letter leave the impression that teen workers are responsible and capable?

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## Sell Yourself

The **BIG** Idea

- What qualities are employers looking for in teen workers?  
How can you prove your own skills?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: Employer Survey Review (15 minutes)
- II. What Are Your Skills? (10 minutes)
- III. How Do You Sell Yourself? (15 minutes)
- IV. Wrap Up (5 minutes)

**MATERIALS** **PORTFOLIO PAGES:**

- Portfolio pages 9–10, Personal Skills Checklist
- Portfolio page 11, Demonstrating Personal Skills
- Portfolio page 12, Certificate of Participation

 **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 4: Sell Yourself
- Facilitator Resource 2, Job Survey: Executive Summary (from Lesson 3)
- Facilitator Resource 3, Job Survey: Participating Employers

**OBJECTIVES**

During this activity, the student will:

- Recognize qualities in teen workers that are valued by employers.
- Identify and demonstrate their own skills.

## OVERVIEW

In this lesson, students review an executive summary of the results from all their surveys with employers who hire teens. As part of this review, they identify qualities in teen workers that are most important to employers. Next, students take self-assessments to identify their own skills. Then they choose three skills, and describe how they've demonstrated each one—whether it was at home, at school, or at work. In essence, they learn how to “sell” themselves—an important component of any job interview. In the final activity, they identify one skill they'd like to improve and list one or two things they could do to improve that skill.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- To reinforce the importance of getting involved in extracurricular activities and community service, you may want to create a list of local clubs and organizations students can get involved with. Be sure to include a brief description about each organization and provide each student with a copy to take home.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 9–10, Personal Skills Checklist**
  - **Portfolio page 11, Demonstrating Personal Skills**
  - **Facilitator Resource 2, Job Survey: Executive Summary**
  - **Facilitator Resource 3, Job Survey: Participating Employers**
- At the end of last week's lesson, students turned in their **Teen Job Survey Forms**. Before this week's lesson, the facilitator should compile the results into the executive summary (**Facilitator Resource 2, Job Survey: Executive Summary**) and the list of participating employers (**Facilitator Resource 3**). Make enough copies of both resources for each student. **NOTE:** If your students did not return their completed surveys, use the sample teen surveys from lesson 3 to compile the Executive Summary.

## BACKGROUND INFORMATION .....

For many people, one of the most difficult parts of a job interview is “selling” yourself — being able to recognize your own skills and qualities, and then proving them to a potential employer. This is challenging for adults; it’s even more so for teenagers. Many teens may never have thought about their own skills. Or for some who’ve never held jobs before, they may not feel they have any experience or skills to bring to a job. Add to this the daunting prospect of talking to a complete stranger, and a job interview may seem like a terrifying experience. In this lesson, you can help students prepare for future job interviews by helping them recognize their own skills and identify situations in which they’ve proven each one.

## VOCABULARY .....

**Executive summary:** A brief overview that condenses the key points of a longer document or report.

## 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. List three skills that you are good at that will make an employer want to hire you.
2. Explain why you think these skills would be useful in a workplace setting.

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

In **Activity I, Warm Up: Employer Survey Review**, if you think your students will struggle to interpret the results of **Facilitator Resource 2, Job Survey: Executive Summary**, you can go over the results as a class. You could also choose to model the first section, and then have the students work in pairs for the remaining sections.

In **Activity II, What Are Your Skills?**, if you think your students will rush through **Portfolio pages 9–10, Personal Skills Checklist**, you may choose to complete this as a class. Read each skill aloud and have students assess how good they are at this skill. In addition, you may also find it helpful to model an example or two on **Portfolio page 11, Demonstrating Personal Skills**.

## ACTIVITY STEPS

### I. WARM UP: Employer Survey Review (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back! For the past few weeks, we've been talking about jobs for teens—the huge benefits of entry-level jobs, local businesses that hire teens, and what jobs are available for high school students. And last week, we worked on thank-you notes for the employers who participated in our surveys. This week, we're going to begin by reviewing the results from these surveys. With these results, we will identify qualities that are most important to employers. Then, we'll talk about ways to show employers that you have the skills they're looking for.

2. [Hand out copies of the completed **Facilitator Resource 3, Job Survey: Participating Employers.**]

**SAY SOMETHING LIKE:** Here is a list of all the employers who were interviewed in this survey. Take a moment to circle the two businesses where you'd most like to work.

3. [Next, hand out copies of the completed **Facilitator Resource 2, Job Survey: Executive Summary.**]

4. **SAY SOMETHING LIKE:** Now imagine you're sitting in an interview with one of the employers you just circled. What kind of job applicant are they looking for? Lucky for us, we found out the answer to that question in our surveys!

All the results from your surveys have been compiled into this executive summary. Take a few minutes to look through the results, and circle the top three answers for each question.

5. **SAY SOMETHING LIKE:** Let's review what we learned from our surveys. First, let's focus on page 1 of the executive summary. What is the minimum hiring age at most of these places? What's the hourly wage for teens? Which of the available jobs for high school students would you be interested in?

6. **SAY SOMETHING LIKE:** Now turn to page 2 of the executive summary. What are the top three qualities that employers most value in their teen workers? What top three qualities in job applicants are most impressive to employers? What is the least desirable quality?

7. **SAY SOMETHING LIKE:** Now, imagine yourself in the interview with an employer you'd like to work for. We know from our surveys that many employers think "reliability" [or another quality] is an important quality in a job applicant. Do you think you're reliable? How would you prove it? For the rest of the class, you'll be identifying your strengths and thinking about how you demonstrate those strengths every day.

## II. What Are Your Skills? (10 minutes)

1. **SAY SOMETHING LIKE:** Suppose a famous author will be speaking at our school graduation, and a student is needed to meet the guest at the airport and escort her to the school. We need someone who will be on time and will serve as a responsible, mature, respectful representative for the town and the school. Think of one classmate you think would be appropriate for this type of job and explain why. [Let a couple of students answer this question.]
2. **SAY SOMETHING LIKE:** Now, don't answer out loud, but do you think you'd be a good person for this job? I bet many of you would say no. It can be much easier to recognize skills and qualities in other people than in yourself. But when it comes to getting a job, that's exactly what you have to do. In an interview, you must be able to identify and demonstrate your own skills to prove that you're the right person for the job.
3. **SAY SOMETHING LIKE:** You might think you can't do certain entry-level jobs because you don't know how to work a cash register, or know a certain software program. But this isn't true. Remember that most jobs provide on-the-job training to teach you those skills. What's most important is that you can show that you have the basic skills and personal qualities it takes to learn quickly and be a hard-working, responsible employee. At the same time, the more you know, the more opportunities are available to you.
4. **SAY SOMETHING LIKE:** Now it's time to assess yourself and identify the skills you have. I know each one of you, and I believe you'll find that when you really think about it, you have many valuable skills.

[Have students turn to **Portfolio pages 9–10, Personal Skills Checklist**. Discuss a few examples on the list, asking students if they have these skills.]

**SAY SOMETHING LIKE:** Carefully consider each skill before you check the box. Remember to think about your responsibilities and accomplishments outside the classroom. For example, how have you used fractions and percentages? You might use fractions and percentages when you shop at a sale, or when you double a recipe. And you might not think you have any skills at budgeting or interpreting maps, but think about how you allocate your weekly lunch money, or use a subway map or Google Maps.

Some of these skills are about how you would act and carry yourself in a job. Even if you've never held a job, think about situations in which you've had to dress and act maturely and responsibly.

5. [Before they begin, have students fill in some of the blanks under "Professionalism" and "Job-Specific Skills." Under "Professionalism," have the class add a few of the most important skills (or personal qualities) that were identified in their phone surveys. Point out the last category, "Job-Specific Skills." Ask a few students to identify the job they chose from their survey results. Then, as a class, identify a few job-specific skills for that job. Have students identify their own first choice for an entry-level job, and list related skills under this category.]
6. [Give students several minutes to independently complete their checklist. (See **Implementation Options** for suggestions.)]
7. [After they've completed their checklists, discuss a few examples. Encourage students to share why they believe they have certain skills. How have they shown this skill? Also, ask students to identify some of the skills they felt they did not have. Then have students who feel they do have that skill explain how they have demonstrated it. Hopefully, some students will recognize they do, in fact, have skills they may not have realized.]

### III. How Do You Sell Yourself? (15 minutes)

1. **SAY SOMETHING LIKE:** Suppose a movie theater manager is looking for someone to work in the ticket booth on weekend afternoons. She needs an employee who's responsible, communicates well with people, and is comfortable with money and basic math. A teenager comes in for an interview. How could he show that he's the right person for the job?

This is what interviews are all about—proving that you have the skills and qualities for the job. Of course, it's much more effective to show that you have a skill than to just say you have it. That's what you're going to do in this next activity—think about how you demonstrate certain skills at home, at school, or at work.

2. **SAY SOMETHING LIKE:** Remember, even if you've never held a job, there are many different ways you can show that you're good at something. As you're doing this next activity, think about how you act and what you do in all different aspects of your life. Here are a few examples:
  - **School:** Do you get good grades in certain subjects? Are you always on time? Have you won any awards?
  - **Volunteer work and school clubs:** What are your responsibilities? Have you ever helped lead a project or event? What did you do?
  - **Family:** Do you have particular responsibilities in your family, such as making lunches, babysitting, or taking a younger sibling to school?
  - **Church, synagogue, or mosque:** What events do you participate in? Think about how you behave, dress, and communicate with adults at these events.
  - **Parents' friends and neighbors:** What adults besides your parents and teachers do you know well? Have they ever counted on you for something important, like feeding their pets while they were away?
  - **Sports teams:** What sports do you play? What responsibilities do you have on your team? How do you work with your teammates?
  - **Jobs:** Think about all the jobs you've had, whether it's babysitting, mowing lawns, or a part-time job at the mall. What did you do? In what ways were you responsible or hard-working?
3. [Have students turn to **Portfolio page 11, Demonstrating Personal Skills.**]
4. **SAY SOMETHING LIKE:** In this chart, you're going to identify five skills from the previous activity that you believe you're good at. Then you're going to describe a specific situation in which you have demonstrated each skill. [Go over the example on the chart.]

5. [Give students five minutes to complete their charts. When they're done, have students exchange their sheets with a partner. (See **Implementation Options** for suggestions.) Did the student clearly demonstrate each skill? Which ones were not convincing? What else could they say to prove that skill?]

#### IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Please turn to **Portfolio page 12, Certificate of Participation.** Those of you who had Roads to Success last year may remember this sheet. We'll use this page to provide evidence of something you've done that will impress an employer in the future. When using this form, you can make the adult's job easier by filling in all the blanks except for their signature and contact information at the bottom of the page. [Note: If there is an online activity in use at your school for tracking credentials, feel free to use that instead of this certificate.]

[Remind students of the reward you've designated for completed homework.]

2. **SAY SOMETHING LIKE:** I hope you all come away from this activity with a clear understanding of your own skills—and I hope you feel like you have a lot to offer an employer. The key is to feel comfortable and confident about the skills you have. In the next lesson, we'll be talking about job interviews. You'll learn some common interview questions, and what employers really want to know when they ask each one.





**DO NOW**  
**Finding a Job 4: SELL YOURSELF**

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

Questions:

1. List three skills that you are good at that will make an employer want to hire you.

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2. Explain why you think those skills would be useful in a workplace setting.

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## PERSONAL SKILLS CHECKLIST

Which skills do you have that employers need?



Below are some important skills that an employer may ask about in an entry-level job interview. Look at each skill and consider your own level of ability. Place a check in the column that describes your ability level in each area.

SKILLS	Good at this	Some skills	Few or no skills
<b>MATH</b>			
Use fractions and percentages			
Budget money			
Use a calculator			
Estimate materials needed			
Use algebra to solve problems			
<b>READING</b>			
Understand directions on signs			
Order supplies from a catalog			
Understand written directions or memos			
Do research			
Interpret maps and graphs			
<b>WRITING</b>			
Write instructions			
Write a letter			
Take notes			
Write a report			
<b>TECHNOLOGY</b>			
Type accurately without looking at the keys			
Use MS Word or other word processing programs			
Use MS Excel or other spreadsheets			
Design a web page			
Troubleshoot computer problems			
Send and receive professional voicemail messages			
Send and receive professional e-mails			

## PERSONAL SKILLS CHECKLIST (continued)

SKILLS	Good at this	Some skills	Few or no skills
<b>PROFESSIONALISM</b>			
Come to work on time, return on time from breaks and lunch			
Use language appropriate for work			
Wear clothing appropriate for work			
Treat customers and employees with respect			
<b>WORK ETHIC</b>			
Accept responsibility			
Work hard even when no one is watching			
Finish what you start			
<b>PROBLEM SOLVING</b>			
Know what to do in an emergency			
Think before acting			
Resolve a conflict without getting angry			
Choose between alternatives			
Find creative ways to solve problems			
<b>GROUP AND TEAM SKILLS</b>			
Be friendly			
Cooperate with others			
Pitch in where needed			
Clarify responsibilities			
Take direction			
Demonstrate leadership			
<b>JOB-SPECIFIC SKILLS (for example, change the oil in a car or edit a video)</b>			

ADAPTED FROM: [Teens Working](#) Student Guide, pages 19-22, Northwest Regional Educational Laboratory, Portland, OR.

## DEMONSTRATING PERSONAL SKILLS

What evidence shows that you have these skills?

Choose five skills from the Personal Skills Checklist that you rated “good at this.” Write each skill in the left-hand column below. On the right, describe a specific situation in which you’ve demonstrated this skill. Two examples have been done for you.



Skill I'm good at	How have I shown this skill?
<b>Example A:</b> Type accurately without looking at the keys	Got an A in my keyboarding class. Can type 60 words a minute without looking
<b>Example B:</b> Cooperate with others	Played in a soccer league in Grades 5-8
1)	
2)	
3)	
4)	
5)	

Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.



## Certificate of Participation

Date: \_\_\_\_\_

To Whom It May Concern:

I certify that \_\_\_\_\_ (name of student) has participated in \_\_\_\_\_ (name of club or activity) from \_\_\_\_\_ (start date) to \_\_\_\_\_ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of adult sponsor or coach:

\_\_\_\_\_

Printed name of adult sponsor or coach

\_\_\_\_\_

Contact phone number or e-mail:

\_\_\_\_\_

## Preparing for an Interview

### The **BIG** Idea

- What questions do employers ask in an interview and how can I be prepared?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Why Interview?  
(5 minutes)
- II. Being Prepared (25 minutes)
- III. Is This the Right Job for You?  
(10 minutes)
- IV. Wrap Up: Interview Etiquette  
(5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 103, Entry-Level Jobs
- Student Handbook pages 104–105, Interview Questions and Answers
- Student Handbook page 106, Questions for the Employer
- Student Handbook page 107, Job Interview Tips

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Finding a Job 5: Preparing for an Interview

### OBJECTIVES

During this activity, the student(s) will:

- Recognize common questions asked in interviews and prepare their own answers.
- Identify relevant questions that they could ask employers during an interview.

## OVERVIEW .....

In this lesson, students prepare for an essential step in a job search — the interview. They begin by discussing the importance and purpose of interviews. Next, they review common interview questions and tips for answering them. Then they write their own answers, as if they are interviewing for a specific entry-level job. Next they discuss questions that they could ask employers in an interview to make sure a job is a good fit for them. Finally, they review some basic tips for interviews, to make sure they come across as responsible and professional.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 103, Entry-Level Jobs**
  - **Student Handbook pages 104 and 105, Interview Questions and Answers**
  - **Student Handbook page 107, Job Interview Tips**

## BACKGROUND INFORMATION .....

Many teens might be nervous or uncomfortable about interviewing for a job. Unfortunately, if a teenager is nervous during an interview, he or she can come across as shy, disinterested, or even impolite. There are basic steps teens can take to prepare for an interview and bolster their confidence. In the last lesson, students identified some of their skills and ways they've demonstrated them. This self-examination is an essential step in preparing for an interview. In this lesson, they'll use this information to answer common interview questions. They'll also learn how important it is to research and understand the job they're applying for, and how to ask questions to make sure the job is right for them.



## VOCABULARY .....

**Employee:** A person who works for and is paid by another person or business.

**Employer:** A person or business that pays others for work.

**Interview:** A meeting for a job in which a person is asked questions.

## 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. If you were in charge of hiring a band for a dance at your school, would you hire a group without meeting them in person? Why or why not?
2. Today we are going to talk about job interviews. What do you think employers are trying to learn about you in an interview?

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

You may wish to add one or two more jobs to the **Student Handbook page 103, Entry-Level Jobs**, such as jobs that are specific to their region or students' research.

Invite students to dress for next week's class as if they are going to an interview. You may wish to share these tips about dressing for an interview:

- clean, neat clothes that are not too casual (for example, dress pants and a button-down shirt rather than jeans and a T-shirt)
- clean and polished dress shoes
- well-groomed hairstyle
- clean and trimmed fingernails
- little or no cologne or perfume
- no visible body piercing beyond ear piercing for women
- well-brushed teeth and fresh breath
- no gum, candy, or other objects in your mouth

- minimal jewelry
- no body odor

In **Activity II, Being Prepared**, if you think your students will struggle to answer all eight questions on **Student Handbook pages 104–105, Interview Questions and Answers** in the given amount of time, you may choose to reduce the number of questions students need to answer. Students can discuss the remaining questions orally as a class or in pairs.

## ACTIVITY STEPS

### I. WARM UP: Why Interview? (5 minutes)

1. **SAY SOMETHING LIKE:** For the past several weeks, we've been talking about jobs for teens. Last week, you identified some of your own skills that you could bring to a job, and ways that you've demonstrated those skills.
2. **SAY SOMETHING LIKE:** Now, you might be wondering why employers need to interview you in the first place—or why it really matters what you say or do in an interview. After all, you've filled out the application with all the important information, right? Actually, the interview is often much more important than the application.

Imagine this: You're in charge of hiring a band for prom. Not only will they play the music, the lead singer will emcee the event as well. Would you hire a group just by looking at a flyer or their website? Why or why not? Why does it help to meet them in person?

3. [Discuss the overall purpose of interviews. Ask some guiding questions, such as:
  - Why are job interviews important?
  - What are employers trying to learn about you in an interview?
  - What can you show an employer in an interview that you might not be able to show during a job application?]

**SAY SOMETHING LIKE:** In a job interview, the employer is trying to find out what kind of employee you would be—your overall attitude, your work ethic, how you get along with people, and how you might handle different situations. At the same time, it gives you a chance to shine and really prove yourself as a positive, hard-working team player, in a way you just can't in a job application.

[If your students have a hard time speaking well of themselves, explain that interviews are a way of reassuring the employer that they are capable of doing this job. Basically, the goal of an interview is to back up your skills with specific evidence of your personal strengths and accomplishments. This isn't the same as bragging.]

4. [Ask students to brainstorm questions they would expect to be asked in an interview.]

## II. Being Prepared (25 minutes)

1. **SAY SOMETHING LIKE:** If the thought of an interview makes your stomach do flips, keep in mind that there's a lot you can do to prepare. One of the best ways is to know in advance what questions might be asked and consider how you would answer them. This will help you feel more confident and comfortable as you go into an interview.

The good news is, many employers ask the same questions—no matter what level of job you're applying for. After all, most interview questions are meant to find out what kind of employee you would be, whether you're interviewing for an entry-level position or a manager. Chances are, you'll be answering these questions again and again throughout your career.

2. **SAY SOMETHING LIKE:** The other good news about interviews is that there's no one, single right answer. You just need to be clear, honest, and positive. However, there is a difference between a good answer and a bad answer. Say you're interviewing at McDonald's and the interviewer asked why you want a job as a cashier. Which of the following are probably the wrong answers? Why? Which is the best answer?
  - a. My dream is to pursue a lifelong career in fast food. *(This is probably not an honest answer, and could come across as sarcastic or disrespectful.)*
  - b. For the free Happy Meals. *(This is not a positive answer. It doesn't show maturity or respect for the company.)*
  - c. I think it will give me great work experience. *(This answer is honest, direct, and positive—and it shows maturity and a respect for the employer.)*

Now let's say you're interviewing at an amusement park (Six Flags Amusement Park) and the interviewer asks you why you want to work there. I will read out two possible responses. You need to figure out what the best response would be and why.

- a. Well, I saw your ad and I've been to Six Flags every summer since I was six. *(It's not a horrible answer—at least we know the candidate is familiar with the park.)*
- b. I like working with people and making sure they're having a good time. I always help my aunt organize my niece's birthday parties, and I keep the kids entertained and the adults from going crazy. *(This is a good answer because it shows that the candidate has an idea of the energy required to do this job.)*

3. **SAY SOMETHING LIKE:** Now, before we look at some typical interview questions, I'd like you to choose a specific job from the list on **Student Handbook page 103, Entry-Level Jobs**. In this week's and next week's lessons, you are going to imagine you're interviewing for this specific job. This is important because in an interview, you should always keep in mind the job you're interviewing for. Your answers should show that you've considered the environment, tasks, and skills of this job. For example, if you're applying for a job as a sales clerk, it's relevant to say you enjoy working with people. It's probably not relevant to talk about your interest in movies.

[Give students a few minutes to read the job descriptions and choose one.]

4. [Have the class turn to **Student Handbook pages 104–105, Interview Questions and Answers**. Take a few moments to talk about the first question, "Tell me something about yourself."]

**SAY SOMETHING LIKE:** This is a question you're going to answer throughout your life, so it's very important to be able to answer it comfortably and succinctly. This is often one of the first questions you'll answer in an interview, so this is how you'll present yourself to the employer. It's important to have a brief, positive description of yourself. Of course, you'll want to adapt this "pitch" to the specific job.

[Provide an example of a short, positive self-"pitch." Here's an example of a pitch from a student interviewing as a sales clerk at a toy store: *I'm a sophomore at Smith High. My real passion is working with kids. Last summer, I volunteered as an assistant coach for a girls' soccer team. I also have a lot of experience babysitting, especially for two families that I babysit for every week. I love being with those kids, watching what they like to do, and helping them come up with new games. Of course, I often have to help them work through problems, too. They've taught me a lot about how to talk to kids! I'd love to have a job where I can work with kids and parents.*]

5. [Review the other questions and tips with the class.]
6. [Have students work independently to answer each question in no more than three sentences.]
7. [After students have completed their answers, review them as a class. For each question, have one or two students share their answers.]

8. **SAY SOMETHING LIKE:** What you've done today will help you answer many questions in an interview, but there's bound to be a question or two that you're not expecting. Don't worry if you're asked a question you can't answer right away. For example, you might just say, "I need some time to think about that."

[Briefly talk about other ways you might handle unexpected, difficult questions.]

### III. Is This the Right Job for You? (10 minutes)

1. **SAY SOMETHING LIKE:** An interview isn't just about making sure you're a good fit for the job—it's also a chance to make sure the job is a good fit for you! Almost every interviewer is going to ask you if you have any questions. It's not rude to ask questions—in fact, it's important that you do have a few questions ready. This is also your chance to ask questions that let you know if the job is right for you.
2. **SAY SOMETHING LIKE:** What are some concerns that you might have before taking a job? For example:
- Will I be treated fairly?
  - Will they expect me to work all the time? Will I still have time for other things in my life?
  - What will I learn at this job?
  - What if I have a problem at my job?

The key is to ask these questions in a positive, constructive way. What are some questions you wouldn't ask? [Give a few examples, such as: "I'm not going to have to work overtime, am I?" or "What if I hate someone I'm working for?"]

3. **SAY SOMETHING LIKE:** Now, let's look at some questions you might ask an interviewer. [Have students turn to **Student Handbook page 106, Questions for the Employer.**]

**SAY SOMETHING LIKE:** Take a minute to read through these questions and check any that you would like to ask if you were interviewing for a job. You may also write down your own questions.

[Review questions, pointing out the concerns that are tactfully being addressed, as time permits.]

#### IV. WRAP UP: Interview Etiquette (5 minutes)

1. **SAY SOMETHING LIKE:** Before we wrap up, let's turn to the **Student Handbook page 107, Job Interview Tips**. Take a minute to read through these tips.

You probably noticed that some of these tips have nothing to do with the answers you give in an interview. While your answers in an interview are important, you can say a lot about yourself without words, like what time you show up, what you wear, and how you carry yourself.

2. **SAY SOMETHING LIKE:** In the next class, you'll have a chance to practice what you learned today in a mock interview. Each of you will interview a partner, and assess each other's interview with a checklist similar to these interview tips you just read. I encourage each of you to ask a friend or family member to interview you using the questions from today's lesson. As you practice, keep these interview tips in mind.

## DO NOW

### Finding a Job 5: Preparing for an Interview

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

Questions:

1. If you were in charge of hiring a band for a dance at your school, would you hire a group without meeting them in person? Why or why not?

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2. Today we are going to talk about job interviews. What do you think employers are trying to learn about you in an interview?

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## Entry-Level Jobs

Circle the job that you would like to interview for.

<p><b>File Clerk Needed</b></p>  <p><b>Part-time File Clerk:</b> Busy medical office is looking for a part-time clerk to assist with filing. We are looking for someone who is extremely organized and detail-oriented.</p>	<p><b>Sneakers 'R' Us Wants You!</b></p>  <p><b>Part-time Sales Associate:</b> Help our customers select from a variety of sneakers and other athletic apparel that fit their needs and interests. We are currently looking for someone who works well in a fast-paced environment, likes to help people, enjoys teamwork, and is motivated to sell.</p>
<p><b>Work for a Theme Park!</b></p>  <p><b>Seven Flags Amusement Park</b> is hiring! If you enjoy games and entertainment, come join our team. As a part-time games host, you'll explain rules and procedures of games, hand out prizes to winners, as well as provide park information to guests.</p>	<p><b>Volunteer at Little People's Playhouse!</b></p>  <p>Are you a fan of the stage? Can't get enough of those bright lights? Love kids? If this sounds like you, be a volunteer at <b>Little People's Playhouse</b>. We are always looking for assistance in our afternoon and weekend classes. High school students welcome!</p>
Empty space for student response	Empty space for student response

## Interview Questions and Answers

Below are some common interview questions, along with tips on what the interviewer is really asking. Write your answers in the boxes to the right.

Job Applying for: \_\_\_\_\_

Interview Question	Tips	Your Answer
<p><b>Tell me something about yourself.</b></p>	<p>This is often the first question an interviewer asks. Because it is open-ended, it is your chance to shine. Keep it short and sweet. Highlight two or three interests or skills that show your ability to do the job. Use positive, work-oriented adjectives, like <i>responsible, hard-working, honest, and courteous.</i></p>	
<p><b>Why do you want to work here?</b></p>	<p>Emphasize your value to the employer, not your need for a job. Also, show that you've done your research. Rather than say, "Because it's a great company," say <i>why</i> you think it's a great company.</p>	
<p><b>Tell me about your work experience.</b></p>	<p>Many high school students won't have work experience. If you've been part of a club or team at school, or have volunteer experience, talk about skills you've gained — especially those that match the job description. Make it clear that you're eager to learn.</p>	

## Interview Questions and Answers (continued)

Interview Question	Tips	Your Answer
<b>Why did you leave your last job?</b>	The interviewer may be worried that you'll leave this job, too. Don't complain about your last boss, how hard the work was, or how little money you made. Give a neutral or positive reason for leaving, like returning to school, or looking for a job where you can learn new skills.	
<b>What are your strengths?</b>	Choose skills that show how you can do this job. Be prepared to give examples of your accomplishments. Include compliments you've received from previous jobs (even if it was just babysitting or lawn mowing) or in school.	
<b>What are your weaknesses?</b>	Don't leave the interviewer with the impression that you'll be a terrible employee. Choose a weakness that you've taken steps to overcome. For example, "Math isn't my strongest subject, so I signed up for after-school tutoring. I went from having a D my freshman year to a B my sophomore year."	
<b>What do you like to do in your spare time?</b>	Be honest, but choose an answer that demonstrates that you have a life, and that you'll fit in with your coworkers.	
<b>What are your plans for the future?</b>	Your answer shows how realistic you are, whether you think ahead, and how hard you're willing to work.	

## Questions for the Employer

An interview gives an employer a chance to learn about you. But it's also a chance for you to learn more about the job and the employer you'll be working for. Before going into an interview, think about what you'd like to learn to make sure the job is a good fit for you. Then consider what questions will help you find out that information.

Below are some questions you might ask. Check the questions you'd like to ask if you were in an interview. Then in the spaces below, add any other questions you might have.

- \_\_\_\_\_ What are the day-to-day responsibilities of this job?
- \_\_\_\_\_ Will my job responsibilities change over time?
- \_\_\_\_\_ What are some of the skills and abilities necessary for someone to succeed in this job?
- \_\_\_\_\_ What are some skills I'll learn with this job?
- \_\_\_\_\_ What kind of training will I receive? Who will be training me?
- \_\_\_\_\_ Who is my supervisor? How will s/he give me feedback on my work?
- \_\_\_\_\_ Who would I speak with if I have questions or concerns about my job?
- \_\_\_\_\_ How many hours a week would I work in this position? When and how would you notify me if you needed me to work extra shifts?
- \_\_\_\_\_ What are some of the things you like about working for this company?

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## Job Interview Tips

- Research and know the job you're interviewing for and the company where you're interviewing.
- Ask friends and family members to conduct practice interviews with you.
- Present a professional appearance.
- Don't chew gum.
- Arrive 10 minutes early to the interview.
- Greet the interviewer by title and name (Ms. Gomez).
- Shake hands firmly.
- Make eye contact with your interviewer.
- Speak clearly. Try to avoid "um" and "like."
- Show your enthusiasm, and don't forget to smile.
- Emphasize your strengths, skills, and achievements.
- Emphasize the previous experiences that demonstrate your ability to do the job.
- Don't complain about past jobs or employers.
- Show enthusiasm and interest by asking questions.
- At the end of the interview, say thank you—and if you really want the job, say so!
- After the interview, write a thank-you note.



## 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?

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

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

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## 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:

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## 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:

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## Interview Strength and Weakness

Name one strength that you demonstrated in your mock interview.

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Name one thing you could improve about your interview.

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What could you do to improve it?

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