**Instructional Design Project**

**11th & 12th Grade Financial Literacy**

**By**

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**EDTL 7100**

**Spring 2012**

**Rationale**

“Marcia can’t understand why she lost her last two jobs as a receptionist. She does a good job, handles phone calls well, knows where and when to refer customers, and gets along well with other staff members. However, Marcia is frequently late for work and dresses inappropriately for the work she is doing. Marcia doesn’t understand that she is the ﬁrst point of contact for the company and that ﬁrst impressions are important.  
  
Now, Marcia has an interview for a third receptionist job. Showing up late for that interview dressed in ripped jeans and a tight tank top will not bode well for Marcia getting that job. Even if Marcia has the necessary occupational skills, the employer may not hire her.”  
 -excerpt from Ohio Department of Jobs and Family Services website

There is an almost endless amount of research and data that suggest that upon graduation from high school, students do not have the necessary skill and abilities to perform at the college level and that they lack the occupational skills to compete in the 21st Century workforce. The excerpt above illustrates that many of today’s youth also lack the ability adequately go through the hiring process to obtain a job in the first place. This can lead to a vicious cycle. We have all heard it stated that “You can’t get this job because you do not have any experience.” How can someone get the experience they need if they cannot get a job to gain that experience. It is crucial for students to gain a better understanding of the hiring process to improve their ability to gain on-the-job experience. I propose that this unit be incorporated into the high school economic and financial literacy coursework, ideally targeted towards 11th and 12th grade students.

The Ohio Department of Education mandates for the graduating classes of 2014 and beyond that “All students must receive instruction in economics and financial literacy during grades 9-12…” Although it is extremely important for student to learn about budgeting, bank, insurances, credit etc., the current Model Curricula Standards are missing the key components of providing instruction to assist students in the hiring process and providing them meaningful career research and exploration. The job market is becoming more and more challenging, particularly for younger workers and minorities. With “official” national unemployment rates hovering around 10% (real unemployment/underemployment rates around 25+%), these numbers are more than doubled for workers aged 16-19. According to The U.S. Department of Labor, January 2012 unemployment rates for individuals age 16-19 is 22.1% for whites and 40.3% for blacks. Students need to be armed with abilities and strategies that will provide them with the best possible chances of getting into the workforce. Students need to develop application and resume completion skills as well as training to perform in a job interview. Students also need instruction and guidance in completing meaningful, in-depth career research and exploration to examine potential careers that match their personal preferences and interests. According to a MSNBC article, “50% of those that declare a major, change majors – with many doing so 2 or 3 times during their college years”. Many of us can personally relate to this fact. The article also states that “roughly 40 percent of those who start a four-year degree program still have not earned one after year six”. These numbers do not address the numbers of students that decide to go back to college after obtaining their first degree and career occupation because they are not pleased with a career once they enter into it. This trend leads to increased cost of education and more debt for students if/when they do finally obtain their degree. It also affects the ability for incoming college students to get into college. The longer it takes a student to graduate, the fewer slots are available for incoming students. We need to better prepare student for making this transition following high school.

This unit would be relevant and applicable to virtually every single student that comes through our schools. The hiring process is something that almost every individual will have to go through multiple times in their life for various types of careers. The career exploration subunit is designed for each individual student to determine career fields and pathways that best match their personal desires allowing the students to determine the direction they take this unit. It also provides students with information on activities and opportunities other than on-the-job training that can help them gain valuable experiences in their preferred areas of interest. This can help to end the cycle of not being able to get a job due to lack of experience and not being able to gain experience because they cannot get a job. The ultimate results of this unit would provide students with a much clearer answers to those questions we have all faced (and some still do)… “What do I want to be when I grow up?” and “How do I get there?”

The instructional design for this unit will utilize a Self-Directed Learning Model using a Basic Lesson Plan Format as described by Chiarelott (2006) in *Curriculum in Context*. Because of the nature of the unit, there is no “right” or “wrong” answers to most of the essential questions that make up this unit providing a good basis for using a Self-Directed approach. Since this unit is designed for 11th and 12 grade students that are about the start the next stages of their careers, they are in the best position to determine their own learning needs and outcomes desired to assist in achieving their career goals.

**Sub-Unit Intended Learning Outcomes for the Interview Process**

* Students will examine potential interview questions likely to be asked by employers in an interview (Knowledge/Comprehension)
* Students will analyze and understand what employers are looking for in various interview questions and answers (Application/Analysis)
* Students will complete responses to potential interview questions (Synthesis/Evaluation)
* Students will be able to verbally communicate answers to potential interview questions during mock interviews (Application/Synthesis)
* Students will understand the importance of physical appearance, grooming, hygiene and dress for interviews (Knowledge/Analysis)
* Students will analyze how things such as tattoos, piercings and other “body art” can affect present and future employment opportunities (Application/Analysis)
* Students will examine various types of body language and how this can help or hurt during an interview (Analysis/Synthesis)
* Students will identify, analyze and create questions they could/should ask employers during interviews and what questions not to ask (Synthesis/Evaluation)
* Students will understand the importance of follow-up thank you letters and create sample thank you letters to potential employers (Knowledge/Synthesis/Evaluation)

**Pre-Assessment**

The pre-assessment for this instructional design will be a brainstorming activity the follows the KWL model. This will provide the students the opportunity to discuss as part of a brainstorming activity to determine what they already know about interviewing, things that they need to make sure they do and do not do during a successful interview. It will also provide them with guidance for what they want (and need) to learn to better enhance their interview knowledge and skills. This brainstorming activity will be guided by experiences the students have themselves had during actual interviews and these essential questions: What should you do to prepare for an interview? / How? What types of communication skills are important during an interview? How should you present yourself at an interview? And what should you do after the interview is over? These questions will be posted on Smartborad prior to students entering the classroom for the first day of the unit. Each class section that takes this unit will have their own “file” showing their responses so each class’s brainstorming activity will be independent and can be displayed for each period throughout the unit. This will also assist the teacher on determining which sub-unit learning outcomes may need more or less focus.

**Lesson Plans**

**Lesson Plan 1: (2 days)**

The bulk of this sub-unit will revolve around this part of the lesson due to its importance and variability. A 3rd day could be appropriate to provide students additional time for mock interviews and revisions to interview question responses. Any extra time following the Lessons 2 and 3 may be spent allowing student to practice mock interviews as described in Lesson 1.

**Concept:** How and what to prepare for before a job interview

**Lesson Objective:**

* Students will examine potential interview questions likely to be asked by employers in an interview (Knowledge/Comprehension)
* Students will analyze and understand what employers are looking for in various interview questions and answers (Application/Analysis)
* Students will complete responses to potential interview questions (Synthesis/Evaluation)
* Students will be able to verbally communicate answers to potential interview questions during mock interviews (Application/Synthesis)
* Students will identify, analyze and create questions they could/should ask employers during interviews and what questions not to ask (Synthesis/Evaluation)

**Procedure**

**Day 1 of Lesson 1**

1. Introductory Activity: (15 Minutes)  
Pre-Assessment Activity described above. On notebook paper, each student will attempt to list at least three things they think they should do and three things they should not do to these questions: (5 – 10 minutes)  
What should you do to prepare for an interview? / How?  
What types of communication skills are important during an interview?  
How should you present yourself at an interview?  
What should you do after the interview is over?  
  
Upon completion, each student in the class will give one of their answers and explain why they feel this is a do or don’t for job interviews. Responses can be written onto Smartboard Word document by either the teacher or students. This will continue until each student has had a chance to provide a response or until all student responses have been exhausted.

2. Developmental Activity: (30 – 35 Minutes)  
Students will spend the remainder of the class period examining and researching what expectations employers have during the interview. The “Information to Assist with Interview Research” will be placed on the Smartboard/White Board at the front to the room during class and will be provided as a handout to students to guide and assist students through the research process. (This handout is provided following the Concluding Activity Section)

3. Concluding Activity: (Last 5 minutes of class)  
Handout and review expectations for “Key Interview Questions” for students to complete as Homework. Remind students to use information from above. Also provide students with “Potential Interview Questions” handout for students to further examine and research “Best Answers” to potential questions.

**Information to Assist with Interview Research**

*Three steps to answering problem questions:*  
  
**A.** Understand what is really being asked. Most questions are really trying to find out about your self-management skills. While employers are rarely this blunt, the employer’s real questions are often:   
  
Can I depend on you?  
Are you easy to get a along with?  
Are you a good worker?  
Do you have the experience or training to do the job if I hire you?  
  
**B.** Answer the questions briefly  
Acknowledge the facts, but present them as an advantage, not a disadvantage.  
  
**C.** Answer the real concern by presenting your related skills  
Base your answer on your key skills.  
Give examples to support your skills statements.

Access articles on interview tips from the links below and/or additional internet sites that the students provided by students. These links are to provide a good starting point:   
  
Good Source for general information on a variety of Interview Questions  
<http://career-advice.monster.com/job-interview/interview-questions/jobs.aspx>  
  
Many general job search strategy resources and advice. Link on bottom to access articles for “Interview Tips” including ones on answering Questions  
<http://www.careerbuilder.com/JobSeeker/Resources/CareerResources.aspx?sc_cmp2=JS_Nav_AdvRes>  
  
Excellent source of specific Questions with “Best Answers” to each Question  
<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

Financial Literacy Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**KEY INTERVIEW QUESTIONS**

DIRECTIONS: Pick a job/position for which you would like to be interviewed. Then answer the following questions as you would answer them if asked in the interview. (Remember: SELL YOURSELF)

Name Job or Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tell me a little about yourself? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why would you like to work as a *(Whatever job you picked above)*?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Tell me about some of your qualifications for this job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Why do you want this job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What do you plan on doing for work/career five years from now?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Give me an example of a major problem you faced AND how you solved it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. In your lifetime, what is your greatest accomplishment? What did you learn from it?  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What is your greatest strength? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What is your greatest weakness? (*Try to turn into a positive*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. What motivates you to do a good job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Give me three reasons why I should hire you?  
A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Do you have any questions for me?  
A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Potential Interview Questions Handout**

**Work History Questions**

* Name of company, position title and description, dates of employment
* What were your expectations for the job and to what extent were they met
* What were your starting and final levels of compensation?
* What were your responsibilities
* What major challenges and problems did you face? How did you handle them
* What have you learned from your mistakes?
* What did you like or dislike about your previous job?
* Which was most / least rewarding?
* What was the biggest accomplishment / failure in this position?
* Questions about your supervisors and co-workers.
* What was it like working for your supervisor?
* What do you expect from a supervisor?
* What problems have you encountered at work?
* Have you ever had difficulty working with a manager?
* Who was your best boss and who was the worst?
* Why are you leaving your job?
* Why did you resign?
* Why did you quit your job?
* What have you been doing since your last job?
* Why were you fired?

**Job Interview Questions About You**

* What is your greatest weakness?
* What is your greatest strength?
* How will your greatest strength help you perform?
* How would you describe yourself?
* Describe a typical work week.
* Describe your work style.
* Do you take work home with you?
* How many hours do you normally work?
* How would you describe the pace at which you work?
* How do you handle stress and pressure?
* What motivates you?
* Are you a self-motivator?
* What are your salary expectations?
* What do you find are the most difficult decisions to make?
* Tell me about yourself.
* What has been the greatest disappointment in your life?
* What are you passionate about?
* What are your pet peeves?
* What do people most often criticize about you?
* When was the last time you were angry? What happened?
* If you could relive the last 10 years of your life, what would you do differently?
* If the people who know you were asked why you should be hired, what would they say?
* Do you prefer to work independently or on a team?
* Give some examples of teamwork.
* More teamwork interview questions.
* What type of work environment do you prefer?
* How do you evaluate success? -
* If you know your boss is 100% wrong about something how would you handle it?
* Describe a difficult work situation / project and how you overcame it.
* Describe a time when your workload was heavy and how you handled it.

**Job Interview Questions About the New Job and the Company**

* What interests you about this job?
* Why do you want this job?
* What applicable attributes / experience do you have?
* Are you overqualified for this job?
* What can you do for this company?
* Why should we hire you?
* Why are you the best person for the job?
* What do you know about this company?
* Why do you want to work here?
* What challenges are you looking for in a position?
* What can you contribute to this company?
* Are you willing to travel?
* What is good customer service?
* How long do you expect to remain employed with this company?
* Is there anything I haven't told you about the job or company that you would like to know?

**Interview Questions: The Future**

* What are you looking for in your next job? What is important to you?
* What are your goals for the next five years? / ten years?
* How do you plan to achieve those goals?
* What are your salary requirements - both short-term and long-term?
* Questions about your career goals.
* What will you do if you don't get this position?

**Job Specific Job Questions** – Varies depending on job and occupation

**Day 2 of Lesson 1**

1. Introduction Activity: (15 – 20 Minutes)  
Each student is to share at least 2 or 3 of their responses to the class from “Key Interview Questions” worksheet. Students and Teacher will offer suggestions on what they feel are the strengths and weaknesses of each response

2. Developmental Activity: (30 Minutes) Mock Interviews  
Students will pair off and conduct mock interviews with each other. Each student will take turns acting as the Interviewer and the Interviewee. After about 10 – 15 minutes, students will be required to switch their partner to practice the interview with a different partner. This should allow each student to practice their interview answers 2 to 3 times before the end of the class.

3. Concluding Activity: Homework  
For homework, the students will have the options to revise and rewrite their responses to their interview questions based on what they experienced from the mock interviews with student partners. What seemed to work well? What didn’t? What did you learn from others’ responses that can help you make your answers better?

**Assessment:** Teacher will monitor mock interviews and act as Interviewer for students throughout sessions. Teacher will examine “Key Interview Questions” WS throughout class period for completion. There are no “right” answers so there is no need to collect homework assignment to “grade”.

**Materials / Resources:** Computers with internet access for each student  
Smartboard and Projector  
Key Interview Questions Worksheet for Homework  
Potential Interview Handout  
Possible additional space for students to practice mock interviews (i.e. hallway, another teacher’s classroom during planning periods, etc.)

**Lesson Plan 2: (1 Day)**

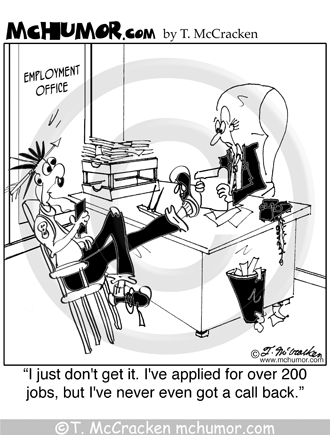
**Concept:** The effects of dress, appearance, hygiene and body language during job interviews

**Lesson Objective:**

* Students will understand the importance of physical appearance, grooming, hygiene and dress for interviews (Knowledge/Analysis)
* Students will analyze how things such as tattoos, piercings and other “body art” can affect present and future employment opportunities (Application/Analysis)
* Students will examine various types of body language and how this can help or hurt during an interview (Analysis/Synthesis)

**Procedure:**

1. Introductory Activity: (10 Minutes)  
Students will review responses they gave during the Pre-Assessment Activity on the first day of this sub-unit focusing on the question “How should you present yourself at an interview?”  
Ask students to answer “Why is this so important?”

2. Developmental Activity: (20 – 30 Minutes) Time may vary depending on amount of discussion and feedback from students.  
  
Teacher will guide students through a class discussion analyzing cartoons about how dress/physical appearance, hygiene, body piercings/tattoos and body language can have an effect on a job interview. Cartoons will be viewed through the Smartboard projector. Sample questions and answers are provided but these are only part of the “right” answer. Students may have a vast amount of correct answers that could be considered acceptable. Additional Q/A may arise from the students as a result of the discussion.  
  
  
Explain what it means to “Dress for the job want”?  
*You must portrait the image that the employer is looking for to represent their company. Dress at least as well as a person in that occupation might wear for their “best dressed” occasion.*  
How should you dress for a job interview?  
*Different jobs require different dress. A simple rule: Dress as the interviewer is likely to dress – ONLY CLEANER!*  
What should you NOT wear to a job interview?  
*Underdressed for that job: ripped jeans and holey T-shirt, excessive jewelry, clothing with profanity or offensive material, tennis shoes*  
  
  
What is the meaning of this cartoon?  
*Employers expect a certain level of hygiene from people that they interview?*  
What hygiene things should you do to before the interview?  
*Shower, cut/trim wash and style hair, brush teeth, use deodorant, shave/trim facial hair, go light on make-up, make sure clothes are clean and wrinkle free, cologne/perfume (but not too excessive), clean/shine shoes*  
  
  
Why do you think the young man in the cartoon does not get a call back after his interviews? What is he doing wrong?  
*Excessive tattoos, excessive piercings in nose and ears, arrow in hair, poor dress in general (tank top and ripped jeans), feet kicked up on desk and leaning back in chair*  
Why do you think employers care about excessive viewable tattoos and piercings?  
*You and the image you portrait will be representing their company. Employers and some of their customers may find them offensive, costing the company business and money. They are simply unacceptable and unprofessional for some occupations.*  
  
  
  
What is wrong with the person’s body language?  
*Head on desk, maybe sleeping, clearly show he has “lost interest”*  
What are examples of good and positive body language?  
*Good firm handshake at beginning of interview, good posture/sit up straight: leaning forward helps you look interested, maintaining good eye contact (but do not stare) and smiling at interviewer portraits confidence, keep feet on floor and hands in lap*  
What types of body language do you NOT want to display during the interview?  
*Excessive fidgeting (know your habits so you can control them), can use hands and body to express yourself but not to extremes, slouching, kick feet up on employers desk, eyes wandering all around*

3. Concluding Activity: (5 minutes)  
Have students describe what types of clothing they would wear to an interview for various types of jobs from entry level fast food jobs, sales jobs, office jobs etc.

**Assessment:** Teacher will monitor student responses throughout the lesson to gauge their understanding of the material. A more formal assessment will be measured as part of Post-Assessment described at the end of the unit.

**Materials / Resources:** Smartboard and projector  
Cartoons on computer or USB/flash drive to put onto Smartboard

**Lesson Plan 3: (1 Day)**

**Concept:** Importance of follow-up / Thank You Letters

**Lesson Objective:**

* Students will understand the importance of follow-up thank you letters and create sample thank you letters to potential employers (Knowledge/Synthesis/Evaluation)

**Procedure:**

1. Introductory Activity: (5 – 10 Minutes)  
Students will review responses they gave during the Pre-Assessment Activity on the first day of this sub-unit focusing on the question “What should you do after the interview is over?”  
Walk away and hope for the best? Do nothing and hope that you hear back from employer?

2. Developmental Activity: (20 – 30 Minutes)  
Students will research the importance of following up an interview with a simple “Thank You Letter”. An abundant amount of research and short articles on this can be found at the link below but students may use other sources. Many of the articles from this source also provide some basic formats for completing these letters.  
<http://career-advice.monster.com/job-interview/following-up/jobs.aspx>  
  
Basic content should include: thanking interviewer for time in interviewing you, express interest in working for that company, why you think you would be a good person for that job, specifics about the interview that you found important/relevant or addressing something you felt was a weakness in your interview, your desire to reach the “next step” in hiring process and speak to them again about the position.

3. Concluding Activity: (15 – 20 Minutes and Homework)  
Students will complete a sample “Thank You Letter” for an interview. The students can make up the employer that they interviewed with and the job that they interviewed for. Preferably, letters will be computer generated but hand written letters will be acceptable. The importance of the letter is a professional format and basic content.

**Assessment:** Student written “Thank You Letters” will be collected and assessed by teacher for formatting and content described above

**Materials / Resources:** Computers with internet access for each student

**Post-Assessment**

Students will be interviewed by the classroom teacher and volunteer interviewers. These volunteers will consist of other classroom teachers during their planning periods or through the use of potential substitute teachers, building and district level administrators, directors, counselors, psychologists etc. Additional volunteers could be members of the local business community. The more volunteers the better. Ideally, each student would be interviewed by at least two (or three) different people. Each interviewer will complete the scoring rubric (below) for each interview conducted. Interviewers will ask a total of six questions during the interview (at least three questions they choose from the “Key Interview Questions” Worksheet and other questions they choose from the “Potential Interview Questions” Handout). This will ensure that the students do not answer all of the same questions for each interview and force them to answer some questions they were not necessarily expecting. The students final interview score will be the average of the two or three interviews they performed.

**Final Interview Rubric**

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Interviewers Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scoring Guidelines: 10 – Excellent, well thought out response, concise and to point, great job skills/abilities  
8 – Good answer but has some minor gaps, demonstrates some strong job skills/abilities  
6 – acceptable but limited answers with some major gaps, average job skills/abilities  
4 – Could answer question with some clarity but shows little job skills/abilities   
2 – Very poor response or did not really answer question, shows no job skills/abilities   
0 – Unable to respond or completely unsatisfactory and unacceptable answers

1. Student Dress for Interview \_\_\_\_\_\_ / 10

2. Students Appearance & Hygiene for Interview \_\_\_\_\_\_ / 10

2. Students Body Language & Posture throughout Interview \_\_\_\_\_\_ / 10

3. Students Response to First Question of interview \_\_\_\_\_\_ / 10  
  
Second Question of interview \_\_\_\_\_\_ / 10  
  
Third Question of interview \_\_\_\_\_\_ / 10  
  
Fourth Question of interview \_\_\_\_\_\_ / 10  
  
Fifth Question of Interview \_\_\_\_\_\_ / 10  
  
Sixth Question of interview \_\_\_\_\_\_ / 10

4. Students questions to the employer \_\_\_\_\_\_ / 10

TOTAL \_\_\_\_\_\_ / 100

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