

Targeted Grade Levels – 9 or 10

Lesson Title – Effective Communication for the Workplace (Job interview)

Estimated time: 55 minutes

Career Ready Practice Standard 2 - Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Objectives: (Bold print below indicates targeted objectives for this lesson)

- 1. Students will demonstrate appropriate language and behaviors for the workplace.**
2. Students will practice and demonstrate active listening.
- 3. Students will consider their audience and practice adjusting their communication accordingly.**
4. Students will communicate with clarity and purpose using a variety of communication methods (e.g. written, verbal, electronic, visual methods).

Resources Needed for this Lesson

1. Ensure access to the following website <https://www.youtube.com/watch?v=k0URU3HTQAY> and ability to show videos in a whole class setting.
2. Activity #3: Print one copy per student of *Graphic Organizer*.
3. Activity #4: Print one copy per student of *Interview Results Sheet*.
4. OPTIONAL Differentiation Activity #4, print one copy per student of *Video Script Reference Guide*
5. OPTIONAL Extension Activities can be found on the final page of this lesson.
6. OPTIONAL Extension Activity #1, print one copy per student of *Interview Questions and Feedback Summary Form*.

Key Vocabulary/Terms

- Clarity - the quality or state of being clear
- Consensus –points of view not merely heard, but solicited; the will of the group is evident even to those who most oppose it
- Justify – providing an explanation and/or rationale to defend one’s position

- Non-verbal communication – communication without words, including behaviors such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people
- Work ethic - a value based on hard work and diligence

Activity #1: Introductory Video

1. Teacher describes to students that they will be viewing a scenario of two individuals that are preparing for a job interview. As students view the video, they should observe differences in the individuals' preparation.
2. Show Video 9.10.2.1 – (Job Interview Introduction)
3. Pause Video 9.10.2.1 at 1:45

Activity #2: Classroom discussion

4. Targeted learning objectives should be written on the white board and verbalized for students to understand what the lesson outcomes will be.
5. Ask for any student volunteers to describe their experience with interviews or other interactions with adults in a formal setting (e.g. class presentations, when being introduced to adults, science fair interview, etc.) Ask student volunteer(s) to share their experience and how it made them feel. Do you remember any answers/comments you wish you could have changed? If so, can you share?
6. If no students respond, the teacher can share their first interview experience(s), including what worked well and what did not work well.

Activity #3: Video – Job Interview Fail

7. Instruct students that they will be viewing a scenario of a job interview. Ask students to independently write down their observations of ineffective interview behaviors from the video using the *Graphic Organizer*.
8. Resume Video 9.10.2.1 and pause at 4:22.
9. Instruct students to work with their elbow partner (think-pair-share¹) to compare and contrast their written observations.
10. Randomly² select student partners to share examples of unsuccessful job interview behaviors, as illustrated in the video, while a designated student records responses on the white board. If necessary, probe for additional responses to create a comprehensive list of ineffective interview behaviors (See pre-prepared list of unsuccessful job interview behaviors below as guide):
 - Late to interview
 - Chewing gum
 - Overly casual dress
 - Overly casual speech (e.g. yeah, um)
 - Slouches in chair
 - Poor handshake
 - Uses cell phone
 - Inappropriate hand gestures
 - Poor reason for seeking job
 - Unprofessional questions
 - “High five” gesture as she leaves

11. Teacher leads class discussion to prioritize three or four of the most ineffective interview behaviors from the list generated by the class and writes on board.
12. Using the three or four behaviors generated by the class, have student elbow partners record these behaviors on the bottom half of the *Graphic Organizer* and note how they would improve upon these behaviors.

Activity #4: Video – Job Interview Success

13. Review the *Interview Results Sheet* with students so that they know what to observe during the next segment of the video.
14. Resume remainder of Video 9.10.2.1.
15. Have students in groups of four compare and contrast the two successful interviews using the *Interview Results Sheet*. Inform students that an *Interview Results Sheet* will be collected from each student at the end of the class period.
16. Using the completed *Interview Results Sheet* to justify their selection, students discuss and come to consensus³ on which interview candidate they would hire.
17. To close the lesson, each group of students will report out to the whole class, justifying their selection of a candidate.

Activity #5: Assessment

18. Use the *Interview Results Sheet* in Activity #4 to assess students.

Differentiation

1. Pre-teach Key Vocabulary/Terms based on student need.
2. Rather than having students find the areas for improvement, play and pause the video, directing students to the behaviors you want them to recognize.
3. Do the entire activity as a whole group instead of with partners.
4. Provide the *Video Script Reference Guide* as an additional resource for students.

California Common Core Alignment (ELA Grades 9-10)

Literacy.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Literacy.SL.9-10.1b – Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual goals as needed.

Literacy.SL.9-10.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English Language Development (ELD) Standards, grades 9-10

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

Extension Activities (Optional)

1. Using the *Interview Questions* (attached), students will be interviewed and provided a *Feedback Summary Form* (attached). Make certain students are provided advanced notice of this activity and encourage them to prepare and dress appropriately. Teacher should recruit three to four adult volunteers to assist with providing meaningful and neutral feedback.
2. Have students predict questions they believe will be asked in an interview.
3. Have students research sites to help them sharpen their interviewing skills.

Footnotes

1. Think-Pair-Share – Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assignment. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.
2. Random Selection – Use Smart Board, cell phone or tablet technology for a Random Number/Name Selector; write names or numbers on popsicle sticks to be drawn at random; write student numbers on the surface of an inflated beach ball, toss the ball to any student and whatever number is touched by the student's thumb is the one who is called on to respond.
3. Definition of Consensus – All points of view have not merely been heard, but solicited. And, the will of the group is evident even to those who most oppose it.