

ACHIEVE: LIFE SKILLS

**LIFE SKILLS
CURRICULUM**

SAMPLES



education: associates
Job Ready. Life Ready.

EXCERPTS PROVIDED:

Instructor Notes with Scope and Sequence(2 pages front and back)

3rd - 4th GRADE READING LEVEL MATERIALS

- 1. Student Competencies(1 page)**
- 2. First Look at Interviewing Pre-Post Test(2 pages front and back)**
- 3. First Look at Interviewing Instructional Powerpoint.....(3 pages front and back)**
- 4. Academic Worksheets(1 page front and back)**
Math and English

6th-8th GRADE READING LEVEL MATERIALS

- 1. Student Competencies (1 page)**
- 2. Interviewing for a Job Pre-Post Test (2 pages front and back)**
- 3. Interviewing for a Job Instructional Powerpoint(2 pages front and back)**
- 4. Interview Preparation Worksheet(1 page front and back)**
- 5. Assessment Checklist (1 page front and back)**

“INTERVIEWING FOR A JOB”

Multimedia Package

INSTRUCTOR’S NOTES

Overview:

The “Interviewing for a Job” Multimedia package is one in a series of 25 multimedia packages designed to instruct students in learning key job search, job survival and life skills needed to successfully secure and obtain employment and support independent living in the community. Each multimedia package is a stand-alone instructional unit on that topic area that can be used as a resource in a teacher-led or self-paced program setting.

A variety of formats have been included in this instructional package to accommodate different learning styles and retention strategies, including a DVD, PowerPoints, and Activity Worksheets.

Implementation:

The package provides over 12 hours of instruction on this content area in each of two levels. The package is competency-based—the knowledge, skills and behaviors that must be demonstrated for successful completion are provided. Please see the Scope and Sequence Chart for the process of using the different materials, along with the lessons and time frames.

The package may be used in a variety of instructional areas including career/technical education, special education, school-to-work transition, life skills, family and consumer science, employability/job readiness skills, work maturity, business education, and dropout prevention. Additional settings include Welfare to Work, juvenile justice correctional centers, adult basic education, family literacy, alternative education, out-of-school youth, and youth service centers.

Each package reinforces basic English, writing and math skills. Students are required to express themselves in complete sentences, to use correct grammar and punctuation, to spell correctly and to organize thoughts in an acceptable manner.

Differentiated Instruction:

While all students will experience the DVD in the package, the remaining instructional materials are provided at different reading levels and support differentiated instruction for a class of varying levels of learners:

1. 3rd-4th grade reading level materials for students with special needs or students at-risk (found in Section 2), and
2. 6th-8th grade reading level materials for students with special needs, students at-risk and the general population (found in Section 3).

Please see the Scope and Sequence Chart to see the process of parallel instruction using all the materials provided in the package.

Contents:

This multimedia package contains:

Section 1: **Instructor’s Notes** (containing the Scope and Sequence Chart, Competencies, pertinent Answer keys and Rubrics)

Section 2: **3rd-4th Grade Reading Level Differentiated Instruction**

- A. **Student Competency Requirements** (to inform the individual of the desired competencies to be learned)
- B. **“First Look at Interviewing” Pre/Post Test with Score Report Form** (Interactive PowerPoint on CD, hard copy in binder). Use the PowerPoint to administer the Pre-Post Tests. The PowerPoint also has *assistive technology with audio* that reads thru the questions. In addition, the **Score Report Form** provides the answers and is used to record student responses.
- C. **“First Look at Interviewing”** (PowerPoint on CD, hard copy in binder). Use the PowerPoint to instruct the users in the main concepts of the unit (audio that reads thru the slides is also provided on this PowerPoint for the lower-functioning students).
- D. **“Matching” Vocabulary Worksheet**
- E. **“Math Think It Over” Worksheet**
- F. **“Interviewing Word Search” Worksheet and key**
- G. **“Interview Preparation” Worksheet**
- H. **“Practice Follow-up Letter” Worksheets**

Section 3: **6th-8th Grade Reading Level Differentiated Instruction**

- A. **Student Competency Requirements** (to inform the individual of the desired competencies to be learned)
- B. **“Interviewing for a Job” Pre-Post Test with Score Report Form** (Interactive PowerPoint on CD, hard copy in binder). Use the PowerPoint to administer the Pre-Post Tests. In addition, the **Score Report Form** provides the answers and is used to record student responses.
- C. **“Interviewing for a Job”** (PowerPoint on CD, hard copy in binder). Use the PowerPoint to instruct the users in the main concepts of the unit.
- D. **“Interview Preparation” Worksheet.**
- E. **“Practice Follow-up Letter” Worksheets**
- F. **Assessment Checklist and Answer Key** (optional open-ended assessment—use answer key provided and Rubrics to score)

Section 4: **CD Sleeve:**

- 1. **“Landing the Job: The Interview” DVD & Teacher’s Guide**
- 2. **“Interviewing for a Job” CD** - containing files of all materials in the binder—Word, PDF and PowerPoint.

On the CD you will see the following folders: Sections 1, 2, and 3 to match the sections of the binder.

Scope and Sequence Chart:

The Scope and Sequence Chart below provides the process of activities for the lessons/materials in this package. Students with special needs will benefit from repetition and extra time to process new concepts. They also learn best when information is presented in a range of modalities. The following recommendation is made with an eye to pacing for an inclusive class.

- **First Column - Lesson Plan.** This column represents the plan of instruction using the materials in this multimedia package.
- **Second Column – Time Frames.** This shows the time frame based on approximately 50 minutes per day.
- **Third Column - 3rd-4th Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 3rd-4th grade reading level.
- **Fourth Column - 6th-8th Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 6th-8th grade reading level.

SCOPE AND SEQUENCE CHART

LESSON PLAN	TIME FRAMES	3 RD -4 TH GRADE READING LEVEL ACTIVITIES	6 TH -8 TH GRADE READING LEVEL ACTIVITIES
Introduction to Multimedia Package & Pre-Test Assessment	Day 1	<ul style="list-style-type: none"> • Distribute the Student Competency Requirements (Section 2) • Use the PowerPoint to administer the Interactive “First Look at Interviewing” Pre-Post Test (on CD in Section 4) • Score the Pre-Test (answers on Score Report Form in Section 2) 	<ul style="list-style-type: none"> • Distribute the Student Competency Requirements (Section 3) • Use the PowerPoint to administer the Interactive “Interviewing for a Job” Pre-Post Test (on CD in Section 4) • Score the Pre-Test (answers on Score Report Form in Section 3)
Instruction	Days 2-3	<ul style="list-style-type: none"> • View “Landing the Job: The Interview” DVD (Section 4) 	<ul style="list-style-type: none"> • View “Landing the Job: The Interview” DVD (Section 4)

		<ul style="list-style-type: none"> • Class discussion on key points 	<ul style="list-style-type: none"> • Class discussion on key points
Instruction	Days 4-6	<ul style="list-style-type: none"> • Use the PowerPoint “First Look at Interviewing” (on CD in Section 4) 	<ul style="list-style-type: none"> • Use the PowerPoint “Interviewing for a Job” (on CD in Section 4)
Instruction	Days 7-9	<ul style="list-style-type: none"> • Complete Activity Worksheets: “Matching,” “Math Think It Over,” “Interviewing Word Search,” “Interview Preparation Worksheet,” and “Practice Follow-up Letters” (Section 2) 	<ul style="list-style-type: none"> • Complete Activity Worksheets: “Interview Preparation”, and “Practice Follow-up Letters” (Section 3)
Post-Test Assessment	Day 10	<ul style="list-style-type: none"> • Use the PowerPoint to administer the Interactive “First Look at Interviewing” Pre-Post Test (on CD in Section 4) • Score the Post-Test (answers on Score Report Form in Section 2) 	<ul style="list-style-type: none"> • Use the PowerPoint to administer the Interactive “Interviewing for a Job” Pre-Post Test (on CD in Section 4) • Score the Post-Test (answers on Score Report Form in Section 3)
Wrap-Up	Days 11-12	<ul style="list-style-type: none"> • Review Test Answers • Role Play 	<ul style="list-style-type: none"> • Administer Assessment Checklist (optional) • Review Test Answers • Role Play

Assessment/Evaluation

There are many different assessment measures built into the package. For example:

1. *Pre-Post Tests* are provided for each different reading level in a PowerPoint format on the CD. (A hard copy is also in the binder).
2. The package is *performance-based*. The users will complete and demonstrate many of the competencies required (e.g., in class discussion, on the worksheets, and through role plays). Answers to the Worksheets are provided either in the binder behind the worksheet or see the Answer Keys section below.
3. In addition, *successful attainment* of many of the competencies must be shown in the user’s attitude, behavior, and interpersonal skills, such as maintaining regular attendance in class, being on time, being dependable, being part of a team, demonstrating good interpersonal relations, effectively communicating, solving problems, etc. Many of the package activities will provide

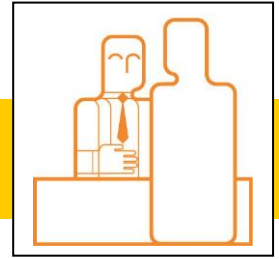
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SAMPLES

**3RD-4TH GRADE READING
LEVEL MATERIALS**

Interviewing For a Job



Name: _____

Date: _____

STUDENT COMPETENCY REQUIREMENTS ***3rd-4th Grade Reading Level***

1. Discuss the purpose of a job interview.
2. Discuss ways to prepare for a job interview.
3. Discuss proper behaviors during a job interview.
4. Discuss the proper way to end a job interview.
5. Describe how to write a follow-up letter after a job interview.

First Look at Interviewing

Pre-Post Test



1. Which person is dressed right for a job interview?

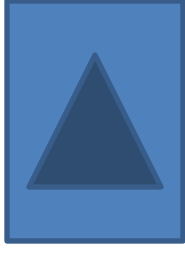


A



B

YES!

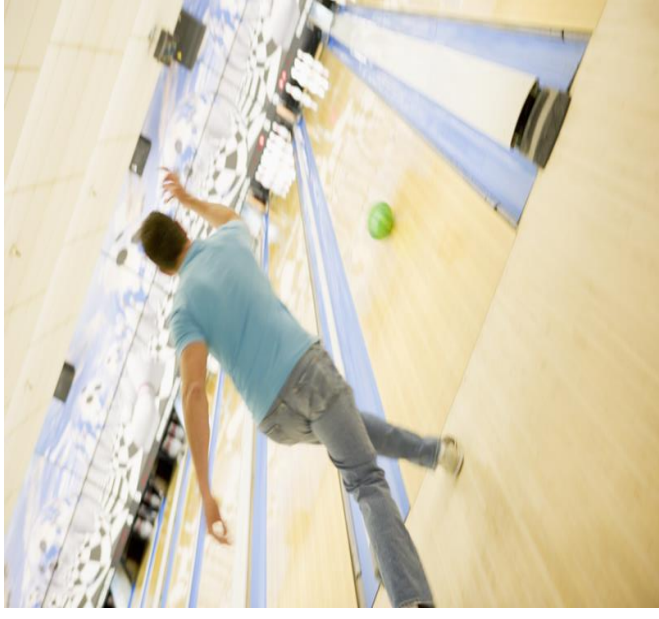


2. What is the reason for a job interview?

Lets the employer decide if you can do the job.



Lets the employer find out your hobbies.



First Look at

INTERVIEWING



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1

The key to getting a **job** is the **job interview**.

A **job** is work you do for a company.



2

The **job interview** is when a boss finds out if you would be a good worker.



3

The job interview is the time for you to make a good first **impression**.

An **impression** means a feeling. You want the boss to feel good about hiring you.



4

Before the job interview you should **prepare** for it.

Prepare means to get ready.



5

Get ready for the interview:

Find out about the job.



6

Get ready for the interview:

Get a good night's sleep.



7

Get ready for the interview:

Know the **time** and place of the job interview.
You must be on time.



8

Get ready for the interview:

Know the name of the person with whom you will interview.



9

Get ready for the interview:

Go to the job interview **alone**. If someone drives you, have them wait in the car for you.



10

Get ready for the interview:

Look your best. Your **appearance** is the first thing they will see.

Appearance is the way you look and dress.

You should wear clean, ironed clothes.



11

Get ready for the interview:

Take a pen and paper with you to the job interview. You may need to write notes so you will not forget facts about the job.



12

Interviewing For a Job



Name: _____

Date: _____

MATCHING

Directions: Match the word to the correct definition.

- | | |
|-----------------------|---|
| 1 _____ job interview | A. A person who says hello to guests |
| 2 _____ resume | B. A time in which a person is asked questions to decide if they would be a good worker |
| 3 _____ receptionist | C. A list of your education and jobs |
| 4 _____ prepare | D. Get ready |
-
- | | |
|---------------------|---|
| 1 _____ job | A. Work you do for a company |
| 2 _____ appearance | B. The person you talk to about the job |
| 3 _____ skills | C. Knowing how to do something well |
| 4 _____ interviewer | D. The way you look and dress |

Interviewing For a Job



Name: _____

Date: _____

MATH THINK IT OVER

Directions: Complete the math problems below. Show your work.

PROBLEM	SHOW YOUR WORK
<p>1 Gary went on his first job interview on October 4th. The boss called him on October 27th.</p> <p>How many days did he wait on the boss to call?</p>	
<p>2 Sally had three job interviews. She drove 7 miles to the first job interview. The second job interview was 11 miles from her house. The last job interview was 9 miles away.</p> <p>How many miles did she drive to job interviews?</p>	
<p>3 Marguerita was offered two jobs. JOB #1, she would work 35 hours per week and make \$9.00 per hour.</p> <p>JOB #2, she would work 40 hours per week and make \$8.00 per hour.</p> <p>Which job would she make the most money?</p>	

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**6TH-8TH GRADE READING
LEVEL MATERIALS**

Interviewing For a Job

6th-8th Grade Reading Level



Name: _____

Date: _____

STUDENT COMPETENCY REQUIREMENTS

6th-8th Grade Reading Level

Upon completion of this package, you should be able to:

1. Discuss the purposes of a job interview.
2. Discuss five ways to be prepared for an interview.
3. List eight ways to make a good impression with your appearance.
4. Explain the importance of appearance to success during the job interview.
5. Discuss why being punctual is crucial to a job interview.
6. List three ways to make a good impression upon arrival at the job interview.
7. List seven examples of proper behavior during the job interview.
8. List five acceptable answers to standard interview questions.
9. List three questions to ask during the interview.
10. List two ways to follow-up a job interview.

Interviewing for a Job Pre-Post Test



1. It's all right to smoke during an interview if the interviewer is doing so and says you may.

True



False



YES!



2. You should not waste the interviewer's time by asking questions.

True



False



Interviewing for a Job

Instructional PowerPoint



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1

MAIN MENU

Select either A, B or C!



Preparing for the Interview (Questions 1 - 6)



Making a Good First Impression (Questions 7 – 10)



Interview questions (Questions 11 – 20)

2

**1. What is the purpose of a job interview?
To help...**

- 1** the employer learn about your qualifications
- 2** the employer decide about hiring you
- 3** you learn about the job and company
- 4** all of the above

3

YES!



4

The purpose of a job interview is for the employer to learn about you and your qualifications and to decide if you would best fill the job opening.

It is also the time for you to learn about the job.

The interview is *your* chance to meet face to face with the employer and convince him/her that you are the person to hire.

You must do a good job of 'selling yourself' to the prospective employer if you want to get the job.



5

2. What should you do to be prepared for your interview?

1

Be prepared about what to say

2

Dress up in your finest party clothes

3

Plan on getting there a few minutes late so the interviewer will think you're a busy person

4

all of the above

6

There are several things you can do to prepare for an interview.

- * **Be prepared about what you are going to say.** Practice answering some common interview questions. Also, be ready to talk about your **schooling and work experience.**
- * **Know something about the company.** You then will be able to show a sincere interest in the company. You will be able to ask intelligent questions about the job and the company.
- * **Have your resume ready to take with you.** The interviewer may not have seen your resume or not have a copy available.
- * Be **appropriately dressed and groomed** for the interview.



We'll talk about what to wear to an interview in just a few minutes.

7

3. You have an interview at 10:00 am. It takes 15 minutes to get there. What time should you leave?

1

9:00 am

2

9:15 am

3

9:30 am

4

9:45 am

8

Interviewing For a Job



Name: _____

Date: _____

INTERVIEW PREPARATION WORKSHEET

This checklist will help prepare you to make a good first impression at your job interview.

- I look rested and alert
- I bathed
- I brushed my teeth
- I have clean nails and hands
- I have clean, neat hair
- I am wearing clean clothes that are neat and pressed
- For men, facial hair is shaved or neatly trimmed
- For women, perfume or makeup is tastefully applied
- My accessories are minimal and in good taste
- I am dressed in clothes appropriate for an interview
- I have my resume to take with me to the interview
- I am prepared to get to the interview 10 minutes early
- I know something about the company and am ready to ask questions
- I have a pen and pad to take with me to the interview
- I am ready to talk about myself and make a good first impression.

Practice answering some commonly-asked interview questions.

1. Tell me about your current job responsibilities. _____

2. Tell me about yourself. _____

3. What type of job are you looking for? _____

Name: _____

Date: _____

INTERVIEW PREPARATION WORKSHEET – Con't

4. Why do you want to leave your current job? _____

5. What skills do you have that make you qualified for this job? _____

6. What is your record of attendance on your current job? _____

7. Explain your ability to get along with supervisors and co-workers. _____

8. How much do you know about our company? _____

9. What are your strongest points? _____

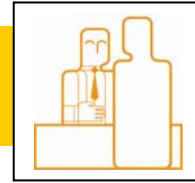
10. What are your weakest points? _____

11. Have you ever been fired? _____

12. What do you hope to be doing 10 years from now? _____

13. Tell me about your leisure activities. _____

Interviewing For a Job



Name: _____ Date: _____

ASSESSMENT CHECKLIST

1. What are the purposes of a job interview?

2. List five ways to prepare for an interview:

1. _____
2. _____
3. _____
4. _____
5. _____

3. How can you make a good impression with your appearance during the job interview? List eight ways.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4. List three ways you can create a good impression when you arrive at the job interview.

1. _____
2. _____
3. _____

ASSESSMENT CHECKLIST - CON'T

Name: _____ Date: _____

5. List seven examples of correct behavior during the job interview.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

6. List five questions usually asked during an interview.

1. _____
2. _____
3. _____
4. _____
5. _____

7. List three questions you may ask during the job interview.

1. _____
2. _____
3. _____

8. List two ways to follow-up a job interview.

1. _____
2. _____

