

ACHIEVE: LIFE SKILLS

**LIFE SKILLS
CURRICULUM**

SAMPLES



education: associates
Job Ready. Life Ready.®

EXCERPTS PROVIDED:

Instructor Notes with Scope and Sequence

3rd - 4th GRADE READING LEVEL MATERIALS

- 1. Student Competencies**
- 2. First Look at Interviewing Pre-Post Test**
- 3. First Look at Interviewing Instructional Powerpoint**
- 4. Academic Worksheet: Math**

6th - 8th GRADE READING LEVEL MATERIALS

- 1. Student Competencies**
- 2. Interviewing for a Job Pre-Post Test**
- 3. Interviewing for a Job Instructional Powerpoint**
- 4. Interview Preparation Worksheet**
- 5. Assessment Checklist**

“INTERVIEWING FOR A JOB”

INSTRUCTOR’S NOTES

Overview:

The “Interviewing for a Job” package is one in a series of packages designed to instruct students in learning key job search/employability skills, job survival and life skills needed to successfully secure and obtain employment and support independent living in the community. Each 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.

This instructional package accommodates different learning styles and retention strategies with PowerPoints with audio and worksheets.

Implementation:

The package provides over 10 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:

The 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).

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 package.
- **Second Column – Time Frames.** This column 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	3RD-4TH GRADE READING LEVEL ACTIVITIES	6TH-8TH GRADE READING LEVEL ACTIVITIES
Introduction & 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 thumb drive) • 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 thumb drive) • Score the Pre-Test (answers on Score Report Form in Section 3)
Instruction	Days 2-4	<ul style="list-style-type: none"> • Use the PowerPoint “First Look at Interviewing” (on thumb drive) 	<ul style="list-style-type: none"> • Use the PowerPoint “Interviewing for a Job” (on thumb drive)

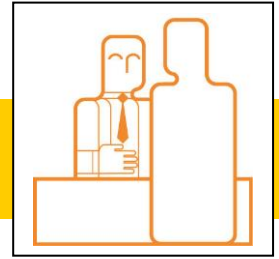
ACHIEVE: LIFE SKILLS

**LIFE SKILLS
CURRICULUM**

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



Copyright, MMXI, Education Associates, Inc.



1

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



A



B

2

First Look at Interviewing

INSTRUCTIONAL POWERPOINT



Copyright, MMXI, Education Associates

1

1

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

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



2

2

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



3

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

4

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

Prepare means to get ready.



5

5

Get ready for the interview:

Find out about the job.



6

6

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>	

ACHIEVE: LIFE SKILLS

**LIFE SKILLS
CURRICULUM**

SAMPLES

**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



Copyright, MMXI, Education Associates, Inc.



1

3. You should arrive at the interview about ten minutes early.

True



False



8

Interviewing for a Job

Instructional PowerPoint



Copyright, MMXI, Education Associates

1

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)

4

4

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

6

6

YES!



7

7

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.

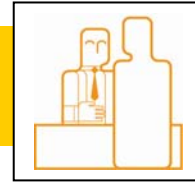
Practice answering some commonly-asked interview questions.

1. Tell me about your current job responsibilities. _____

2. Tell me about yourself. _____

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

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. _____