



2018 Future

Fayette Workforce

Teacher in the Workplace Program

LESSON PLANS

Lesson Plan Title: Mock Employer Interview

General Information

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Subject(s): English 12, Freshman Seminar

Topic: Interview Roleplay

Grade-Level(s): 12

Partner Company: Various companies will be explored throughout lesson

Summary:

An interview roleplay will be set up between partnered students. The student interested in a particular company or industry must play the “employer” of that industry and give information to the “applicant.” The “applicant” must then answer questions but also have questions prepared for the “employer” to test “employer’s” knowledge of a particular company.

Resources:

PA Career Link, Stem Jobs website, Career Cruising database, PA Career Zone website, various company websites.

Alignment to PA Standards for Career Education and Work

13.1.11.A, 13.1.11.B, 13.2.11.A, 13.2.11.B, 13.2.11.E

Desired Results

Established Goals:

What relevant goals will this lesson address?

The student will be able to acquire knowledge of company/industry knowledge that is relevant to their career pathways. Students will work towards proficiency with professional speaking/listening skills.

Overarching Understandings:

What are the big ideas?

Career readiness is an essential component to learning and life-long success.

What misunderstandings are predictable?

Students may overestimate or underestimate what corporate opportunities are available to them in the local area.

Essential Question(s):

What provocative question will foster inquiry, understanding, and transfer of learning.

How does one “prepare” for his/her career path?

How is public speaking essential to good communication?

How is active listening essential to good communication and learning?

Knowledge:

What key knowledge will students acquire as a result of this unit?

Identify and describe potential career

Evaluate opportunities for career preparation

Summarize career requirements

Justify the possibility of the career choice

Skills:

What key skills will students acquire as a result of this unit?

Self assessment of strengths/interests

Career content research

Professional interviewing

Public Speaking/Presenting

Assessment Evidence

Performance Task:

Through what authentic performance task(s) will students demonstrate the desired understandings?

Interview roleplay will occur before a classroom audience. Afterwards, interviewer (“employer”) and interviewee (“applicant”) will switch roles.

By what criteria will performances be judged?

Presentation rubric along with content criteria for company research will be required.

Other Evidence:

Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

How will students reflect upon and self-assess their learning?

Evaluation of peer performance will be shared with each student. Student will be required to reflect on this evaluation and their own roleplay experience.

Lesson outline/activities (1-3 days)

Launch: (Anticipatory Set) Students will take one or more career interest assessments to match them with a potential career.

Explore: (Activities) A conglomerate of prospective companies and a brief overview for each, covering the range of interests from the interest assessments, will be showcased to students as part of the opening lesson. Students will pick a particular company to research, in-depth, and prepare knowledge of corporate information to be assessed during their interview roleplay. They will also prepare standard employer interview questions for when the switch roles. Both employer company information and professional applicant Students will pair up with another

Summarize: (Closure) Students will be required to fill out an evaluation of peer performances for the mock interview, as well as discuss strengths and weaknesses as a class. Students must record information from several major employers that may pertain to their own career aspirations.

