Teachers' notes

Time One hour

Purpose
Prepare students for interviews.

Rationale
The purpose of an interview is to give the interviewers the opportunity to meet prospective candidates for a position in a workplace or course or volunteer organisation, and to discuss their interest in the work and ability to meet the work’s requirements. They can compare the abilities of the short-listed applicants and choose the best. It provides the opportunity for people to promote themselves and hopefully win the position.

Activities
You will need assistance from another adult (or well briefed student) to do the introductory activity. Select a realistic job that students may consider doing as a basis for the interview role play.

1. Begin this lesson by role playing a bad and a good interview. For demonstration purposes, attributes and actions can be exaggerated.
   e.g. Bad interview – enter the room slouching, mumble, don’t make eye contact or shake hands, answer the interviewer’s questions with ‘yes’ ‘no’ answers and generally have a don’t know, don’t care attitude.
   Good interview – enter the room confident, friendly and respectful, shake hands, be clearly spoken, answer questions appropriately, demonstrating that you have researched the organisation and have the necessary transferable skills.

2. Students should note down positives and negatives during the interviews.

3. Follow up with a class discussion of Interview dos and don’ts. Work through the Interview dos and don’ts handout and get students to add any others that have come from their discussion.

4. Divide students into groups. Get each group to select from the following topics and research and report back to the class:
   a. What information should I get about the employing company? How can I get this information? What questions should I ask?
   b. How should I present myself at an interview? Include appearance, appropriate dress standards, body language etc.
   c. What should I take to an interview?
   d. How do I demonstrate my interest in the job?

   Students combine the information from all the groups to develop a “Tips sheet for job applicants”.

5. Students should think about questions they may be asked at interviews. Distribute the handout on interview questions. Get students to discuss and add any questions the interviewer may ask and write some questions they as interviewees should ask?

Further activities
- In small groups, students list reasons for rehearsing for an interview and being prepared to answer interview questions. Groups report back and discuss as a class.
Resources

- Copies of *Interviews dos and don’ts* sheet for each student
- Copies of *Interviews questions* sheet for each student
- Doing step in the My guide section of the *myfuture* website at [http://www.myfuture.edu.au](http://www.myfuture.edu.au)

**Victorian Essential Learnings (VELS)**

**Level 5 and 6**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>The individual learner Building social relationships</td>
</tr>
<tr>
<td>Disciplined-based Learning</td>
<td>Personal Learning</td>
<td>Managing personal learning</td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>The Humanities – Economics</td>
<td>Economic knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Communicating</td>
<td>Presenting</td>
</tr>
<tr>
<td></td>
<td>Thinking Processes</td>
<td>Reflection, evaluation and metacognition</td>
</tr>
</tbody>
</table>