

Role Play Lesson Plan: Preparing for a Job Interview

Time: 4.5 hours

of Participants: 10-15

Who Should Attend: Adults looking for a job or preparing for a job interview

Learning Objective

Upon completion of this class, participant(s) will be able to:

- Identify effective strategies to prepare for a job interview;
- Differentiate between appropriate and inappropriate behavior in the context of a job interview;
- Develop appropriate use of language when answering questions;
- Understand the emotions involved in the process.

Rationale

Role play has been selected as the instructional strategy to be used for this particular learning outline for the following reasons:

- Involves direct, authentic experience to prepare learners for real-life job interviews;
- Enables learners to activate affective, cognitive and psychomotor learning domains;
- Integrates practical integration of knowledge, skills and abilities;
- Provides immediate feedback;
- Multiple solutions and outcomes can be practiced.

Assessment

Student assessment will be based on:

- Student participation and involvement in the role play and as an observer;
- Discourse demonstrates understanding, insightful reflection and constructive feedback;
- Peer-evaluation and self-evaluation criteria;
- Appreciation and respect for different perspectives;
- Proper etiquette within the community of learners.

Materials / Resources

- Chart paper;
- Pen/marker;
- Demonstration videos;
- Projector;
- Computer;
- Student hand-outs (scenario/character cards, audience checklist);
- Feedback survey.

Lesson		
Time	Topic	Strategies
0.25hr	A. INTRODUCTION <ul style="list-style-type: none"> • Introduction Icebreaker game; • Identify objectives, rationale and assessment for course; • Ask class to determine class rules and write it down on a chart paper to post by the door; • Explain benefits of experiential learning. 	Whole-class Activity; Facilitator-Led Introduction
0.5hr	B. ACTIVATION <ul style="list-style-type: none"> • Learners will be shown a video of an example of a bad interview skills & as a group identify what went wrong; http://www.youtube.com/watch?v=SP8tTGfm4jU • Learners will self-reflect on prior interviews they have personally attended; • Learners will form small groups (4-5 students) for a round table sharing of one of their prior experiences. 	Video Example (bad); Large Group Discussion; Self-Directed Reflection; Small Group Sharing
0.5hr	C. DEMONSTRATION <ul style="list-style-type: none"> • Learners will be shown a video of tips for a good interview; http://www.youtube.com/watch?v=CnLQy0ACIOs • Learners will identify qualities that were good/what to do to prepare & points will be written down on chart paper. 	Video Example (good); Large Group Discussion
1.5hr	D. APPLICATION <ul style="list-style-type: none"> • Learners will self-select into groups of 3 to prepare role play scenarios for job interviews (interviewer/interviewee/scribe roles); • Hand-out cards with character/scenario descriptions and interview checklist for audience: <u>Scenario #1</u> – A Salesmen’s Pitch <ul style="list-style-type: none"> ○ John is interviewing for a sales job with the manager at a car dealership. He has worked part-time at McDonalds, Walmart and Best Buy for the last 3 years while studying. <u>Scenario #2</u> – Customer First <ul style="list-style-type: none"> ○ Jane is interviewing for a reception position at a law firm. Her prior experience includes prior administrative positions and post-secondary education. 	Group Role Play & Presentations

	<p><u>Scenario #3 – Manage This</u></p> <ul style="list-style-type: none"> ○ Chris is interviewing for a management position with the senior director of a Big Five company. He has worked in the finance field for 10 years and is a confident middle aged Masters degree individual. <p><u>Scenario #4 – Still Green</u></p> <ul style="list-style-type: none"> ○ Gloria is interviewing for a job in graphics design. She has just graduated from an reputable art school but does not have any working experience. <p><u>Scenario #5 – Handiwork</u></p> <ul style="list-style-type: none"> ○ Bill is interviewing for a job as a handyman on the set of a local movie production. He has just finished his apprenticeship in wood-making and has done freelance projects. <ul style="list-style-type: none"> ● Learners will take turns presenting their scenarios to the class. 	
0.5hr	<p>E. ASSESSMENT</p> <ul style="list-style-type: none"> ● Following each role play, learners will be prompted to reflect on the scenarios; Peer Assessment (audience): <ul style="list-style-type: none"> - What behaviors were appropriate / effective? - What strategies/actions can you take to address difficult situations? - Is there anything you would change? Self Assessment (actors): <ul style="list-style-type: none"> - How did the actors feel in the role of the person doing the interview? Being interviewed? 	Large Group Discussion
1hr	<p>F. INTEGRATION</p> <ul style="list-style-type: none"> ● Summarize what works/what doesn't work (add to prior list on chart paper); ● Find own job and check qualifications and prepare sample questions and answers; ● Review resume and qualifications to prepare for interviews; ● Journal – what you can do better/change in your job interviews? 	Large Group Discussion; Journal Reflection
0.25hr	<p>G. CLOSURE</p> <ul style="list-style-type: none"> ● Hand-out of tips for preparing for a job interview; ● Anonymous feedback survey for students to complete; ● Take any closing comments or questions. 	Facilitator-Led

