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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Practicum in Human Services |
| **Lesson/Unit Title** | Empowering Your Job Skills |
| **TEKS Student Expectations** | **130.280. (c) Knowledge and Skills**  (2) The student analyzes career paths within the human services industries. The student is expected to:  (A) review careers within the Human Services Career Cluster  (B) complete a resume  (C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers  (D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences  (3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:  (A) practice effective verbal, nonverbal, written, and electronic communication skills |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze interview questions and select appropriate responses * Practice and demonstrate appropriate interviewing skills * Rehearse and role-play the interview process * Demonstrate appropriate oral and written communication skill |
| **Rationale** | If you make it to the interview stage of your job hunt, you are halfway to landing the job. The interview can make or break you in terms of getting the job. A positive first impression is a must. Like your resume, you need to sell yourself in the interview! |
| **Duration of Lesson** | Seven 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Body language:** Non-verbal communication through the use of postures, gestures, and facial expressions  **Chronological resume:** The most common resume. It lists and highlights your work experience, education, and personal information  **Empower:** To give authority or power to  **E-Portfolio (Electronic Portfolio):** Electronically compiles materials which are representative of your best work; allows you to add audio, video clips, e-mail link, or a link to your own website (if you have one)  **Functional resume:** Allows you to focus on your skills when you do not have previous work experience to highlight  **Interview:** A formal meeting in which one or more persons question, consult, or evaluate another person  **Internship:** Provide opportunities to actually do work, generally without pay.  **Panel interview:** An interview in which two or more people are interviewed at the same time  **Portfolio:** Compiled materials which are representative of one’s best work  **Rehearse:** To practice for a public presentation  **Resume:** A brief summary of personal, educational, and professional qualifications and experience |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers/laptops with printer capability * Presenter/remote * Reserve computer lab, if needed   **Materials:**   * Classified ads from local newspaper * Four chairs for panel interview * Men’s ties (note to teacher: you will probably need about 15) * Professional clothing (men’s and women’s) which would be appropriate for a job interview * Sample employment portfolio * Samples of chronological resumes and functional resumes * Copies of handouts   **Free iPad/iPhone App:**   * How to Tie a Tie Free Simple step-by-step instructions illustrated by pictures for those who need to tie a necktie quickly.<http://itunes.apple.com/us/app/how-to-tie-a-tie-free/id378478530?mt=8>   **PowerPoint:**   * Empowering Your Job Skills   **Websites:**   * Job Hunter’s Guide<http://www.twc.state.tx.us/news/tjhg/toc.html> Introduction to job hunting, Assess, Prepare, Search, Contact, Interview, Work, Case Studies, and Special Topics. * Occupational Outlook Handbook Teacher’s Guide<http://www.bls.gov/ooh/About/Teachers-Guide.htm> * Occupational Outlook Handbook The nation’s premier source for career information<http://www.bls.gov/ooh/>   **YouTube:**   * Interviews Dos and Don’ts-  Uploaded by VaultVideo on May 4, 2007. Interview tips to land that job! Watch this video to learn how to ace your next job interview<http://youtu.be/S1ucmfPOBV8>   Job Interview Tips for Teens  For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm>  **Graphic Organizers:**   * Empowering Your Job Skills Notes * Empowering Your Job Skills Notes (Teacher Key)   **Handouts:**   * 25 Key Interview Principles * 101 Interview Questions * Interview Score Sheet |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to teacher: A resume is one of the components of the interviewing process.  Show Yourself Off: Write A Resume is a good lesson for the students to create their personal resume prior to completing this lesson.A portfolio is an important element in an effective job search.  Maximize Your Job-Search with a Portfolio is a good lesson for the students to create a binder portfolio or electronic portfolio.  Become familiar with:   * Tagxedo Creator for creating a word cloud <http://www.tagxedo.com/> * 101 Interview Questions * The Occupational Outlook Handbook Teacher’s Guide to assist the students with their career search.<http://www.bls.gov/ooh/About/Teachers-Guide.htm>   Gather materials and place on a table for students to see as they enter the classroom. When students are seated, have students brainstorm terms related to:   * A job interview * Resume * Employment portfolio * Careers related to human services   Assign a student scribe to record all answers on the board or chart tablet.  Connect your computer to a projector and allow students to develop a Tagxedo word cloud using terms that the students identified:  <http://www.tagxedo.com>   * The students can choose the shape of the word cloud and color scheme. * Print and post on the board and refer to it throughout the lesson. * View sample word wall |
| **Direct Instruction \*** | Introduce lesson objectives, new terms, and definitions.  Introduce and discuss the content of PowerPoint Empowering Your Job Skills. Students will take notes on the slide presentation using Empowering Your Job Skills Notes.  Discuss internships and work-based careers in Human Services.  View the short videos included in the slide presentation:  1. Interviews Do’s and Don’ts- Uploaded by VaultVideo on May 4, 2007. Interview tips to land that job! Watch this video to learn how to ace your next job interview<http://youtu.be/S1ucmfPOBV8>  2. Job Interview Tips for Teens For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing copies of notes * allowing a peer to assist with note taking * providing a copy of notes * provide printed PowerPoint notes |
| **Guided Practice \*** | Distribute and review 25 Key Interview Principles handout.  Discuss the interview principles and allow for questions and answers.  Role playing/rehearsing – Divide students into subgroups of three. Assign and discuss roles. One student will act as the” interviewer”, one student will act as the “applicant”, and one student will be the “assessor”. Provide three copies of the Interview Score Sheet per team. Thoroughly discuss the components of the score sheet. Students will have an opportunity to practice being interviewed as well as objectively assess the interview skills of their teammates.  The interviewer will select and individually ask the applicant three questions from 101 Interview Questions. Immediately after the interview, the assessor will provide positive and constructive feedback to the applicant. Students will rotate roles and continue the interview process.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing opportunity to respond orally * emphasizing major points |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Scenario:  You are the owner and director of a local day care center. You are in the process of hiring high school students for summer openings. You will be interviewing the students using a panel interview team.  Select four students to be on the panel interview team. Set up four chairs at the front of the room. Provide the panel interview team with the handout 101 Interview Questions. The panel members will select students to take turns answering the interview questions. Allow time for students to answer questions. Review answers as a class.  Note to teacher: Interviews may be recorded to be critiqued later.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with peers * participating in small groups |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  At the end of class, provide one interview question per student. Have each answer the question appropriately before he/she leaves class.  Discuss their answers. |
| **Summative/End of Lesson Assessment \*** | Student will write a one-page reflection on what they personally learned from this lesson and how it will assist them in preparing and securing a job.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing select guiding questions as they prepare their reflection. Examples:   + how comfortable were you as you were being interviewed?   + how comfortable were you interviewing others?   + how will these classroom experiences assist you as you seek future employment? * providing extra time for completion of activity |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * Parnell, Frances Baynor. *Skills for Personal & Family Living.* 7th. Tinley Park, IL: Goodheart-Willcox, 2004. 146-148.   **Websites:**   * Job Hunter’s Guide<http://www.twc.state.tx.us/news/tjhg/toc.html> Introduction to job hunting, Assess, Prepare, Search, Contact, Interview, Work, Case Studies, and Special Topics * Occupational Outlook Handbook Teacher’s Guide<http://www.bls.gov/ooh/About/Teachers-Guide.htm> * Occupational Outlook Handbook The nation’s premier source for career information<http://www.bls.gov/ooh/> * Tagxedo Creator Tagxedo turns words – famous speeches, news articles, slogans, and themes, even your handouts – into a visually stunning word cloud.<http://www.tagxedo.com/app.html>   **YouTube:**   * Interviews Do’s and Don’ts- Uploaded by VaultVideo on May 4, 2007. Interview tips to land that job! Watch this video to learn how to ace your next job interview<http://youtu.be/S1ucmfPOBV8> * Job Interview Tips for Teens For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall – These definitions can be found in the “Interviewing Skills” notes * Journal Entries * Emphasize that being bilingual in today’s workforce is beneficial in landing a job * Additional time for preparing and practicing interview question responses * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Using the Job Hunter’s Guide, assign or allow students to select one of the articles to read and summarize. Students will orally share their findings with the class. * Job Hunter’s Guide Introduction to job hunting, Assess, Prepare, Search, Contact, Interview, Work, Case Studies, and Special Topics.<http://www.twc.state.tx.us/news/tjhg/toc.html> * Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s). |
| **Quotes** | Confidence has a lot to do with interviewing – that, and timing. **-Michael Parkinson**  My basic approach to interviewing is to ask the basic questions that might even sound naive, or not intellectual. Sometimes when you ask the simple questions like “Who are you?” or “What do you do?” you learn the most. **-Brian Lamb**  Questions are never indiscreet, answers sometimes are. **-Oscar Wilde** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Encourage students to proofread and edit each other’s written work before submitting for assessment. * I would enjoy working in a Human Services career because \_\_\_\_\_\_\_\_\_\_\_\_. * I have experience working with children as a \_\_\_\_\_\_\_\_\_\_\_. * Explain a time when you had to take the initiative. * What can you do for a company that other applicants can’t? * Give me an example of a time you did something wrong. How did you handle it? * A firm handshake is important because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * A first impression at a job interview can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * After reading the suggested articles from the reference/resource section of the lesson plan, have the students write a paragraph on their findings. |
| **Communication**  **90 Second Speech Topics** | * I can prepare for a job interview by \_\_\_\_\_\_\_\_\_\_\_\_. * I will be successful at a job interview because \_\_\_\_\_\_\_\_\_\_\_\_\_. * As part of the interviewing process, companies requiring applicant’s user name and password to a social network \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Prior to activity request necktie donations from faculty, staff, and parents.  Students learn how to tie a necktie.   * Have students view: How to Tie a Tie: -Expert Instructions on How to Tie a Necktie.<http://youtu.be/MbXzI-IAdSc>   Students can be grouped in pairs and take turns practicing tying a necktie.  Note to teacher: Invite campus faculty and staff to demonstrate and assist the students with this activity. |
| **Family/Community Connection** | Have students take their 101 Interview Questions handout home and practice interviewing with parents. Ask parents to make critique notes on the handout.  Locate interviewers for panel interviews.  With permission from administration, host a “Dress for Success” fundraiser. If students are required to wear a uniform to school, the students can pay $2.00 to “Dress for Success” and align it with a career of their choice. It has to be professional attire and within the school dress code rules. All monies collected could be donated to a women’s shelter. |
| **CTSO connection(s)** | Family, Career, Community Leaders of America (FCCLA) <http://www.texasfccla.org/>  **STAR Event:**  Job interview – An individual event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements. The students will create a resume, cover sheet, job application form and many more skills.  Career Investigation— An individual event, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants prepare a portfolio and an oral presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see<http://www.nylc.org/>  Example:  Students can teach middle school students the interview process. Students can guide the middle school students in responding to interview questions. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)