

# Lesson plan

## Successful interviews

100+  
Minutes

16-18  
Age

### Learning outcome(s)

#### By the end of the lesson students will:

- Understand the purpose of an interview
- Identify the different types of interview used by employers and universities/colleges
- Understand how to prepare in advance for a job, apprenticeship or university interview
- Know how to present themselves in an interview situation
- Have learnt a technique to answer common interview questions

### Summary of the lesson

A short introductory video, class discussion and group activities are used to facilitate learning about different types of interviews, interview preparation and presentation. In pairs students will practise answering a typical interview question using the STAR method.

PowerPoint presentation slides accompany the lesson and may be given to students afterwards to reinforce their memory of the lesson

#### Classroom requirements

- Interactive board
- Accompanying PowerPoint slides
- Paper and pens for each group
- Paper and pen for each student

#### Suitable for students aged:

14-18

#### Time required to complete tasks

100 mins minimum

#### Skills builder framework



# Lesson activities

## 1. Introduction to the topic

Find out how many students have experience of being interviewed. Ask one or two to briefly share their experience with the class. The following questions could be used:

- What position was the interview for?
- How did you prepare?
- How did you feel during the interview?
- Is there anything you would do differently another time?

For older students show the 5-minute video **Top Interview Tips: Common Questions, Body Language & More from Indeed.com**.

For younger students show the 10 minute Apprenticeship interview '**Getting it wrong and getting it right**'

Now show PowerPoint Slide 4. Why do recruiters use interviews? What is the purpose of an interview?

Encourage class discussion before showing the answers which will appear on the next click of the mouse.

Explain that an interview is a two-way process. It's not just about the recruiter finding a suitable applicant to fill the job vacancy or to offer a place on a course; it's also an opportunity for the applicant to find out more and decide if it's the

Time  
Required

20  
Min

### Resources

PowerPoint Slide 2

PowerPoint Slide 3 has the link to access the video here:

### Top Interview Tips

<https://www.youtube.com/watch?v=HG68Ymazo18>

### Getting it wrong

<https://www.youtube.com/watch?v=n5V7TVYiVas>

PowerPoint Slide 4

## 2. Different types of interviews

Show PowerPoint Slide 5. Students will be aware of face to face interviews but what other types of interviews have they heard of?

Discuss with students other interview formats they might know.

Show slide 5 which lists the different types of interviews. Talk through the list.

Show PowerPoint Slide 6; highlight to the class which situation, or situations, each type of interview would be suited to.

Time  
Required

10  
Min

### Resources

PowerPoint Slide 5

Paper and pens for each group

### Resources

PowerPoint Slide 6

## 2. Different type of interviews (continued)

Explain that you may need to adapt your approach depending on the type of interview situation you are in. Ask the class:

- How might you act differently in a face to face interview compared with a panel interview (e.g. *Who should you direct your answers to in a panel context? What about body language?*)
- How might you act differently in a telephone interview compared with a face to face interview? (*In a phone interview it's vital to speak slowly and clearly; focus on the language you use and your tone of voice*)

## 3. Preparing for an interview

In their small groups ask students to brainstorm anything they should do or consider in preparation for an interview (some groups focus on course, others job interviews). Ask them to write down their ideas under the following headings (PowerPoint Slide 7):

- Research
- Appearance and presentation
- Logistics

Click on PowerPoint Slide 7 again and ask the groups to mark their responses from the answers that appear.

Ask the following questions to clarify how they could prepare (*click to reveal answers on each slide*):

- How might you research an employer or institution? (*PowerPoint Slide 8*)
- How might you research a job or course? (*PowerPoint Slide 9*)
- What should you wear to an interview? (*PowerPoint Slide 10*)
- How would you plan to get there early? (*PowerPoint Slide 11*)

**Time  
Required**

**25  
Min**

### Resources

Paper and pens for each group

PowerPoint Slide 7

### Resources

PowerPoint Slides 8-11



## 4. Answering interviews questions

Show the class common questions you could be asked in an interview for a job, apprenticeship or a course (*PowerPoint Slide 12*).

Explain there are two main types of questions; (*PowerPoint Slide 13*)

1. Competency (*Have you got the skills required?*)
2. Motivation (*eg Why do you want the job/course? What are your personal strengths?*)

**Introduce the STAR model for answering competency questions:** Has anyone heard of it before? (*PowerPoint Slide 14*)

Explain it's a useful tool to help you prepare answers to interview questions; it helps you create a clear, structured response which includes the information that the recruiter may be looking for. Show an example on PowerPoint Slide 15; tell me about a time you used your communication skills effectively.

**Role play:** (*PowerPoint Slide 16*) in pairs ask students to spend a minute or two preparing an answer to the question 'Tell me about a time you worked well in a team'. Then in each pair the students take it in turns to present their answer while their partner listens. Tell students they should be concise and speak for about two minutes each.

After the exercise ask for feedback from the class. How easy or difficult was this exercise?

**Motivation questions:** show PowerPoint Slide 17 with typical motivation questions. Explain that in an interview your responses need to be tailored to the job role or course you have applied for. Show PowerPoint Slide 18; sample question and answer.

Then show PowerPoint Slide 19 and talk through the typical concerns people have about interview questions.

**At the end of an interview:** you will normally be asked whether you have any questions you want to ask the recruiter. Show PowerPoint Slide 20 and ask the class:

- What questions might you want to ask?
- What should you avoid asking?

**After an interview:** encourage students to reflect on their experience (*PowerPoint Slide 21*) and to ask the interviewer for feedback if they were unsuccessful. Stress the importance of learning from each interview experience and remaining positive in the face of disappointments.

Show PowerPoint Slide 22 with links to useful resources for extension activities.

**Time  
Required**

**40  
Mins**

### **Resources**

PowerPoint Slides  
12-22

### **Resources**

Paper and pen for  
each student



## Differentiation



Some students may need support with the interview role play - tell them it is a safe space for practising answering questions.

## Extension activities



Mock interviews and further role play can be useful preparation for job, apprenticeship, and college/university interviews. Careers advisers, local employers, and alumni are all a useful resource for delivering interview practice.

Students may also find the following resources on **course interviews**:

- [https://www.youtube.com/watch?v=ya8\\_jJg97ME](https://www.youtube.com/watch?v=ya8_jJg97ME) – Art & Design course selection interviews at RMIT (*4 mins*)
- <https://www.crimsoneducation.org/au/blog/med-school/how-to-nail-the-multiple-mini-interview-preparation-guide/> - Guide to Medicine Interviews

**Job and apprenticeship interviews:**

- <https://www.youtube.com/watch?v=n5V7TVYiVas> – Getting it wrong and getting it right: interviewing for an apprenticeship (*10 mins*)
- <https://www.youtube.com/watch?v=7Ef7zUqvQBg> – The University of Melbourne Alumni Job Interview Tips (*5 mins*)

Students with a Morrisby account can add mock interview practice as a goal in their Morrisby Action Plan.

