

Interviewing Tips Activity

Setup: Desks should be arranged into 6 groups. Divide students evenly into groups as they enter the room. Place the Three Ps flashcards on the board with tape or in the marker tray and space them out slightly in the front of the room. (You'll be referring to them later.) Leaving room for drawing on the board during the activity.

Goal: Students will learn important interviewing tips through acting out or drawing clues.

Introduce yourself and briefly share your career/education background.

Opening Comments: (2 minutes) Tell the students that they will be learning and discussing important interviewing tips. More than likely, many of them will be going on an interview when they get into high school. You can discuss why it is important to have good interviewing skills (to portray a positive image, to get the job). You can inform them that although you will be talking about interviewing tips, many of these are life skills or soft skills that are important in everyday life and interacting with others.

Activity 1: Play Video of the Do's and Don'ts on a Job Interview (5 minutes)

The teacher should have a link to the video already downloaded onto a computer. If not, insert the flash drive in your bin into the computer or scan the QR code.

Explain to the students that first impressions are important. Job recruiters begin to assess applicants from the moment they arrive. Ask, **"What are the things they will notice first about you?"** Possible answers:

- Your arrival time – Late is NOT great! Be 15 minutes early for an interview.
- Your attire – Dress one step above what employees wear. Dress to impress.
- Your body language - Aim to look comfortable, but not too relaxed. Keep a natural posture and avoid crossing your arms.
- Your organizational skills – Have all your notes, resume, etc. easily accessible. Do NOT have your phone visible or on during the interview.

Activity 2: The Three Ps of Interviews: (8 minutes)

Shellye Archambeau is a CEO and Board Director with over 30 years of experience. She is frequently featured on CNBC and CNN. She says that you should focus on these Three Ps to give an edge over other candidates and increase your chances of getting hired.

Point to the **Preparation** flashcard first (on the board) and ask the students for ways they can prepare for an interview. See how many ideas they can come up with. Then share the information on your teacher flashcard (same as the back of the flashcard) for Preparation. Repeat for **Practice** and **Positivity**.

Activity 3: Pictionades (15 minutes)

Place the CLUE cards face down at the front of the room. Each clue has an interview Do or Don't on it. Give each group of students a Group #. Starting with Group #1, have one person come to the front of the room to be the actor or drawer; we can refer to them as the "presenter." Ask the presenter to select an interview CLUE card. The presenter should look at the clue and decide whether they will draw or act out the clue. If they are drawing the clue, they can use the white board at the front of the room. If they are acting, they can NOT use any words. Tell them they will have 1 minute to try and get their team to guess the clue. Each clue fits into one of the 3 P categories (Preparation, Practice, or Positivity). Each team will receive 1 point if they guess the clue within 1 minute. Use any board space in the room to keep score. Use your timer in the bin to keep time.

If the first group is not able to guess the clue, the other groups can try to guess. Continue until a group has answered correctly, or all groups have tried to guess. Give 1 point to the winning group.

When finished, ask the presenter to decide **which P** the clue fits under – Preparation, Practice, or Positivity. (Consulting with their group is allowed). The presenter should then place the clue beside the flashcard (on the board or in the tray). Use your Teacher Category Answer Key to let them know if they are correct. (Some clues could fit in more than one category.)

Move on to Group #2, sending a presenter to the front of the room, and so on.

The team with the most points at the end of the session will be the winner.

Gather all the clue cards back together when the game is finished.

Summary and Review (remaining time)

- Ask the students to review a few tips they learned today that they can use to get their first real job.

- **End of Day Clean-Up Checklist – Place the following back in the bin:**
 - **Timer**
 - **5 Pencils**
 - **1 Roll of Tape**
 - **Job Interview Poster**
 - **24 Clue Cards**
 - **Scratch Paper**
 - **USB flash drive – Opening Video and Interviewing video**
 - **2 QR Codes – 1 Opening Video and 1 Interviewing video**
- **Volunteer Instructions Folder**
 - **Volunteer Instructions 3 pages**
 - **3 Three Ps Flashcards**
 - **1 Teacher Flashcard**
 - **1 Teacher Category Answer Key**
 - **Recap Question Card (1)**
- **Thank the teacher for allowing JA in their classroom today.**
- **Return Bin to JA staff in hospitality area.**

Smile. You made a difference today!