

Unit #4 Title: Presenting: Me!

Lesson Title: Who Really Gets Hired?

Lesson 2 of 2

Grade Level: 4

Length of Lesson: 30 minutes

Mississippi College and Career Readiness Standard:

W4.8, SL.4.1c, RI.4.6

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 4

B-LS.7

B-SS.1, B-SS.2

Materials (include activity sheets and/ or supporting resources)

Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).

Projection of a sample resume' and information from a portfolio (through use of transparency or electronic means).

Interview Questions Activity Sheet

Personal Portfolio Folder (from Lesson 1)

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The student will write two questions to be used for interviewing an employer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

Students will ask appropriate questions (using the *Interview Questions Activity Sheet*) about what an employer looks for in an employee, and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from a businessperson.

Lesson Preparation

Essential Questions: How does a person prepare for getting a job?

Engagement (Hook): Prior to the guest speaker’s arrival, the counselor will show students a copy of the guest speaker’s resume’ (in brief form...personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked of the employer using the *Interview Questions Activity Sheet*. Guide students to consider questions that will help them learn what a portfolio is. (E.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is, and what it should have in it (e.g. a folder, file or case with information about that interviewee’s personal qualities, education, training and work history). The interviewee should provide sample documents of their work or studies. Review the information from the *Student’s Personal Portfolio Folder* used in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the <i>Interview Questions Activity Sheet</i>. 2. Select students to ask certain questions written on their <i>Interview Questions Activity Sheet</i>. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I. 3. Ask students to consider questions such as: “What did you learn about what is important for employers to know about a future employee? Why were those items important to know?” 4. Ask, “Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?” 	<ol style="list-style-type: none"> 1. Students welcome guest speaker. 2. Students ask questions that are relevant to discussion of hiring employees. 3. Students participate in discussion of prior learning and new learning. 4. Students generate their own ideas as well as answer your questions.

Activity Sheet

Interview Questions

Question 1: _____

Answer and comments: _____

Question 2: _____

Answer and comments: _____

Comments about information shared during the interview.