

Unit Title: How to Get Hired and Stay Employed

Grade Level: 9, 10, 11, 12

Subject Area: Business - (DECA the Class)

Duration/Length/Number of class periods: 20 class periods

Description:

Students will learn and practice how to answer introductory job interview questions. They will participate in a mock job interview and be hired or return to training. Students will learn how to keep a job after they've passed the interview. These will include how to communicate with their boss, finding ways to help the business grow while on the job and other workplace norms and expectations. This unit will allow students to bridge generational workers and make sure they understand how to communicate and act on the on the job.

Established Goals (National, State, Local):

Work Based Learning Framework

- Performance Indicator CS1 2.0: Student will identify and practice the skills needed to seek and successfully secure employment.
 - CS1 2.2 Prepare relevant employment documents
 - CS1 2.3 Identify and practice effective interview skills for employment
 - CS1 2.4 Understand the steps for accepting a job and for leaving a job in a professional manner
- Performance Indicator CS1 4.0: Student will understand the employability skills needed to maintain employment.
 - CS1 4.1 Identify personal qualities needed to maintain employment
 - CS1 4.2 Identify workplace norms and professionalism standards for career of interest
 - CS1 4.4 Discuss self-advocacy skills in a workplace setting
- Performance Indicator CS1 5.0: Student will practice effective communication in the workplace.
 - CS1 5.1 Identify and practice effective written communication in the work setting
 - CS1 5.2 Identify and practice effective verbal communication in the work setting

What Enduring Understandings are desired?

- It is equitable for all students to have the skills to be successful in an interview.
- Success in a job is dependent on a wide range of skills and work ethics.
- Exploring the role of whiteness can provide insight into current work ethic expectations
- Holding a job is essential for financial freedom and stability.
- A quality job opens up possibilities for future success to earn what we need and want.
- Not all career paths have the same route to success.
- Racial and gender pay gaps are real and affect many in society.

What [Essential Questions](#) will be considered?

- To what extent do interviews support white supremacy?
 - How should this change?
- How have smartphones hurt (or help) job performance?
- Why are there racial and gender pay gaps?
 - To what extent should we openly discuss pay/salaries?
- Why is body language more important than verbal language in job interviews?
- How should students prepare for job interviews?
- Why do we prepare for job interviews?
- How important are verbal and written communication to employers?
- To what extent is internal motivation crucial for job performance?
- To what extent is networking more important than post-secondary education?
- How can experience be more important than post-secondary education?
- How can build skills or communicate to be promoted or increase pay?
- How can establishing a relationship with your supervisor help one find success in a work environment?

Students will know / be able to:

- How to get the job offer from an interview
- How to get noticed at your job and get rewarded or promoted
- How to communicate effectively with the boss and other coworkers
- Will be able to define and present examples of empathy

Description	For ma tive	Su m ma tive	Intro duct ory Activ ity	Lear ning Activ ity	Stud ent Tech nolo gy Use d	Teach er Tech nolog y Used	ISTE Stand ards
Interview classmates using questions from MN DECA Top Questions list			X				
The psychology behind 'tell me about yourself' and how to answer				X		X	
Practice TMAY - with two classmates and record on FlipGrid	X				X		
Entering the job interview (handshake body language and other nonverbals)				X	X	X	
Answer, Explain Example questions from MN DECA Top Questions to go into students Google Slides Journal				X	X	X	6a
Becoming the interviewer				X			
Student answers to MN DECA Top Questions on FlipGrid	X				X	X	6a
At the end of the interview 1. Questions for them 2. Grabbing contact information 3. Knowing next steps				X		X	

4. Thank yous							
Discussion, “The role of whiteness in the job interview”				X	X	X	
Student-to-student mock interviews with feedback from the interviewer				X			
FlipGrid responses to MN DECA Top Questions	X				X	X	1c
Fill out a digital job or paper application with 80% proficiency		X			X		6d
Mock interviews with Best Prep & Career and College Readiness Board using Answer, Explain Example format for questions • Tell me about yourself • 3 other questions from MN DECA Top Questions list		X			X	X	1b 6a
Retain and send a thank-you/follow-up note to the interviewer		X					2a
Case studies with Google Jam Boards continuum and discussion • Scheduling issues • Getting passed for a promotion/pay raise ◦ Asking for a promotion or pay raise • Smartphones and motivation • Networking • Body language				X	X	X	2b 1a 1b
Participate in conversations regarding the role of whiteness in perceived work ethic	X						
Respond to one of the following prompts by writing a paper, making a video or giving a presentation. 1. What role does whiteness play in retaining and keeping a job? What changes would you recommend? 2. How can establishing a relationship with your supervisor help one find success in a work environment? What advice would you provide your peers?		X			X		

Materials, tools and resources:

- Student device (with camera and microphone)
- FlipGrid
- Google JamBoards
- Google Forms
- Pear Deck
- Google Slides Journal
- Zoom/Google Meets
- Email
- LinkedIn

Unit Plan Author [Abby Lugo](#), St. Louis Park High School

Additional credit given to: MN DECA

Day-to-day lesson plan

Monday	Tuesday	Wednesday	Thursday	Friday
Interview classmates	Tell Me About Yourself - Psychology behind - Sheild	Practic TMAY 2 live classmates - When ready, record on FlipGrid	Entering the Job Interview - Handshake - Eye contact - Sitting down - Body Language vs. verbal language - Dressing the part	3 more questions (Pear Deck) - google slides journal FlipGrid
Practice TMAY student-to-student + 2 covered questions	How to be the interviewer First impressions 3 more questions (Pear Deck) - google slides journal	Practice TMAY + 2 questions student-to-student 2 more questions	The end of the interview - Questions for them - Getting contact info - Knowing next steps - Thank yous	Role of witness in job interview process discussion
Student mock interviews	FlipGrid practice	Applications and resumes	Applications and resumes	Mock interviews with adults
Case study: Schedule issues Outcome: Students write proper etiquette email to supervisor	Case Study: Getting the promotion or pay increase Outcome: Relationships with supervisor & verbal communication practice (FlipGrid?)	Case Study: Finding out your co-worker makes more \$\$\$ Discussion: Gender/racial pay gaps JamBoard: How do we get this to change?	Case Study: Networking Outcome: Setting up a LinkedIn profile or reaching out for an informational interview	Case Study: Body language on the job or in the interview? Case Study: What's more important education or experience?
Role of whiteness in perceived work ethic	Final paper, video or presentation assignment preview	Work time	Work time	Final paper, video or presentation due