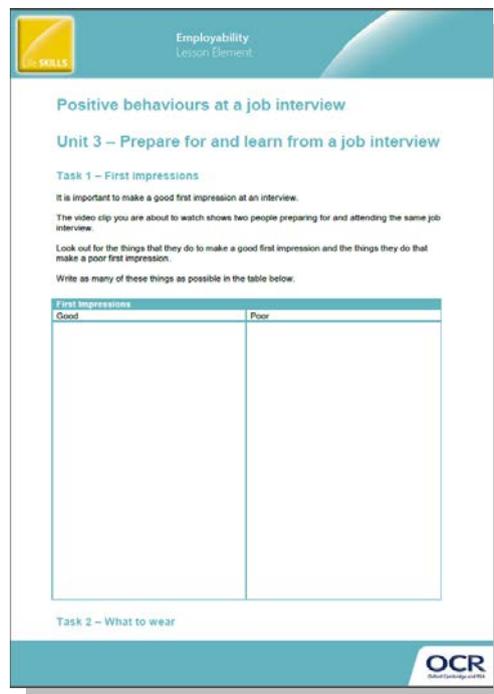


Positive behaviours at a job interview

Unit 3 – Prepare for and learn from a job interview

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element 'Positive behaviours at a job interview', which supports OCR Awards and Certificates in Employability Skills Unit 3 – Prepare for and learn from a job interview.



Employability
Lesson Element

Positive behaviours at a job interview

Unit 3 – Prepare for and learn from a job interview

Task 1 – First impressions

It is important to make a good first impression at an interview.

The video clip you are about to watch shows two people preparing for and attending the same job interview.

Look out for the things that they do to make a good first impression and the things they do that make a poor first impression.

Write as many of these things as possible in the table below.

First Impressions	
Good	Poor

Task 2 – What to wear

OCR
Oxford Cambridge and RSA

Associated materials

Lesson Element Activity – 'Positive behaviours at job interviews'

Expected duration

Task 1 – 30 minutes

Task 2 – 35 minutes

Task 3 – 1 hour



Task 1 – First impressions

Learners need to understand how to make a good first impression at interview.

Write **FIRST IMPRESSIONS** on the white board as a heading and ask learners how people could make a good first impression at an interview. Write up their answers on the white board.

Show learners a short video of a job interview, e.g.

https://www.youtube.com/watch?v=bq_hQQ4uzAo

Distribute the **First Impressions** hand out printed below, included in the learner resources.

Ask learners to write down the behaviours seen on the video that demonstrate a good or poor first impression. If necessary show the video clip again.

Lead a group discussion on the importance of making a good first impression – and agree how this can be achieved.

First Impressions	
Good	Poor



Task 2 – Body language

Explain to the group what body language is.

Ask the group for examples of body language and list these on the white board.

Describe how these examples might be interpreted by others – and the importance of body language in an interview.

Show a short video about body language, such as:

<https://www.youtube.com/watch?v=9bAgEmihzLs>

Ask learners to work together in pairs to identify two or more ways they can make a good impression at a job interview through body language. Distribute the **Body Language** hand out printed below, included in the learner resources.

Ask each pair to tell the whole group one way that a good impression could be made through body language.

Add any 'new' examples of body language to the list on the white board.

Body Language – How to make a good impression at a job interview

Example 1

Example 2

Other Examples

Task 3 – Ten common interview questions

Give learners the hand out printed below, included in the learner resources, of the **Ten Common Interview Questions**.

Tell learners to work in pairs to agree on the best answers for all of the questions.

Instruct learners to make their own copy of all the answers they have agreed.

Once all learners have decided on their answers, instruct learners to work with a different partner. Explain that one partner will ask questions one to five and the other partner will answer – then they swap so that the second partner asks questions six to ten with the first partner answering.

Lead a group discussion to exchange ideas on ‘best’ answers.

Body Language – How to make a good impression at a job interview

1	Tell me about yourself	
2	Why do you want this job?	
3	What are your strengths?	
4	What are your weaknesses?	
5	Tell me how you would deal with a difficult situation	
6	Give an example of teamwork	
7	Tell me about your achievements	
8	Tell me about a time when you helped others	
9	What do you hope to be doing in the future?	
10	What questions do you have for us?	



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