

Aim

- To prepare for and participate in a mock interview

Learning intention

- I will learn how to prepare for and take part in a mock interview

Success criteria

- I can prepare for an interview
- I can be an interviewee
- I can be an interviewer
- I can self-evaluate

Before you start

- Read about [interviews](#) on My World of Work
- Consider completing the [Strengths lesson plan](#)
- Consider completing the [Know your stuff for interviews lesson plan](#)
- Download and prepare class resources

Resources and downloads

- Printer
- Front screen computer required for presentation
- Pupil IT access useful for next steps activity (we recommend you use the latest versions of Chrome, Firefox or, in the case of Internet Explorer, version 10 or later)
- [Powerpoint presentation](#)
- Worksheets – [questions](#), [job ads](#), [interview scripts](#), [self evaluation](#)

Duration

These are suggested timescales only and will vary dependent on your group:

Lesson 1: Mock interview preparation, 50 mins

- 5 mins: Introduction
- 20 mins: Interview role play
- 10 mins: Review the interview role play
- 15 mins: Mock interview preparation

Lesson 2: The mock interview, 50 mins

- 40 mins: Conduct the mock interview
- 10 mins: Evaluation

Suitable for

This activity is suitable for Senior phase: S4 to S6, and college or other means of study.

Suggested activities

Lesson 1: Mock interview preparation, 50 mins

Introduction (5 mins)

- Use the PowerPoint presentation to introduce the benefits of completing a mock interview

Interview role play (20 mins)

- Ask pupils to pair up. Issue half the pairs with Mock Interview: Script 1 and the other half with Mock Interview: Script 2
- Pairs should decide who will be the interviewer and who will be the interviewee
- Ask each pair with Script 1 to group together with a pair who has Script 2
- Pair one should read their script aloud while pair two take notes on the answers given and overall interview performance
- Get feedback from the group on the questions asked and the answers given
- Repeat this exercise for pair two

Review the interview role play (10 mins)

- Facilitate a whole class discussion around the difference between the two scripts. Who do they think would be the better person for the job in each group? Why? What did this person do well? What impressions would these answers give the employer?

Mock interview preparation (15 mins)

- Select a job advert from the Mock Interview job ads download (this could be one for the whole group or individuals can pick one each)

- Ask the group to imagine that they are going for an interview for this position
- Ask pupils to visit the [Interview top 10](#) on the My World of Work website for interview do's and don'ts or go through this as a class
- Issue everyone with the potential interview questions (either as a full sheet or cut out as cards) and ask the class to prepare possible answers to these questions. This could be done as homework
- You may want to choose specific questions for them to prepare in advance

Lesson 2: The mock interview, 50 mins

Conduct the mock interview (40 mins)

- Ask pupils to return to the pairs/groups they were in last lesson
- As before, each pair should take on the role of the interviewer and interviewee
- The interviewer should select a number of questions at random from the question sheet or card pack. The interviewee should answer these questions, some of which they will have prepared for, others that will provide an element of surprise as in a real interview
- Whilst pair one are completing the mock interview, pair two should each complete an evaluation worksheet on the interviewee
- At the end of the interview the interviewee should complete a self-evaluation form
- Repeat this exercise for all members of the group
- To highlight different interview scenarios pupils could try this several times in different formats e.g. sitting back to back to replicate a telephone interview, in groups with one person as the interviewee and the rest as interviewers to simulate a panel interview and facing each other in pairs to replicate a one-to-one interview
- This could also be tried using Skype, Face Time or Messenger if feasible, as these interview methods are used increasingly by employers
- If ICT facilities allow, filming the interviews would be beneficial. Individuals can then watch the videos back to support the self-evaluation and increase self-awareness

Evaluation (10 mins)

- Each pupil should read their evaluation sheets and discuss in their groups what they could do better next time and what worked well
- Reinforce interview do's and don'ts

Next steps and related activities

- Pupils can complete the [My interview tool](#) on My World of Work, a video based mock interview, to give them more practice
- Invite local employers to conduct formal mock interviews
- Facilitate a discussion about non verbal communication
- Facilitate a discussion about what to wear to an interview

Curriculum links

This activity is designed to support:

Career Management Skills	
Self	I develop and maintain a positive self image.
	I adapt my behaviour appropriately to fit a variety of contexts.
Strengths	I build on my strengths and achievements.

Career Education Standard 'I can statements'	
Senior Phase	<ul style="list-style-type: none"> I can share, evaluate and evidence my skills for learning, life and work to help me make successful future choices and changes I can draw appropriately on evidence from my skills profile to help me complete application forms, create CVs and when practising interview techniques I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress in my career

Experiences and outcomes	
Health and wellbeing across learning	<p>Planning for Choices and Changes HWB 4-19a Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</p> <p>HWB 4-20a I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p>
Health and wellbeing across learning	<p>Mental, emotional, social and physical wellbeing HWB 4-11a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p>
Literacy across learning	<p>Listening, talking and reading LIT 4-26a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p>
Technologies	<p>ICT to enhance learning TCH 4-03b I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks.</p>