

## **How to prepare a Portfolio**

In this session the students will prepare a portfolio to show potential employers their work and styles. Students will be given a Sample format to follow then upon completion of the project they will critique each others work.

### **Background**

It was discovered that many students do not know how competitive the job market is and what they can do to market themselves so they can stand apart from the other candidates. This lesson was developed to emphasize the importance of portfolios and help the learners become more comfortable with marketing their talent.

### **Objectives**

Students will recognize and be able to apply the qualities of a high quality portfolio. They will reflect on the importance of a truthful critique.

### **Time Frame**

This activity will take the entire year. The portfolio will be introduced in September and as projects are completed, the students will add to their project. The students will have an exit interview in late April or early May.

### **Room Set-Up**

Any type of room is acceptable as long as the learners have adequate work space and access to the materials needed to complete the project.

### **Materials**

Binder  
Color Photos  
Construction Paper  
Dividers  
Sheet Protectors  
Word Processor Program

### **Work Based Skills**

Develop self expression; Clear and neat pictures and statements;  
Write clear descriptive paragraphs, so that others can understand;  
Accept criticisms and complements, calmly and respectfully.

### **How to Prepare**

Various portfolio styles will be shown and discussed for the learner to realize that even though the format is the same, each project has an individual expression to it.

### **What to Do During the Activity**

1. Students come to class prepared to learn the basic format of a portfolio.
2. Class discussion on how to make the portfolio professional without giving up their individual style.

3. Show examples of different portfolios
4. Have the student critique the portfolios.
5. Additional discussion on what the students liked and disliked about the portfolios.
6. Upon completion of their portfolios, the students will critique each others portfolios and make suggestions for improvement and complements on what they liked.

### **Pre/Post Assessment**

Before completing the portfolios, the learners will discuss why a good portfolio can make the difference between them getting second interview and or the job. After the project is complete the students will discuss what they learned.

### **Evaluation by Learners**

The learners will complete an evaluation form on each lesson and project

### **Reinforcement**

let each student critique each others project to check for format, errors and any mistakes that the student may have made. Each student will learn by doing and by reflection of sharing each others opinion. Each learner will be given feed back and go through an exit interview using their portfolio.

# Portfolio Project

## Get a Job!

	Points Possible	Points Earned
Binder Contents:	100 total	
Cover Page	5	
Includes Info	10	
Table of Contents	10	
Page #'s	5	
Letter of Introduction	5	
Follows Format	10	
Resume	5	
Includes Proper Info	10	
References	15	
Job Application	5	
Completed in Ink	10	
Letters of Recommendation		
2 signed letters	10	
Work Samples – Research Papers	40 total	
Introductory Paragraph	10	
Includes Examples		
1 Research Paper	10	
2 Work Samples	20	
Creativity ~ Proper Format:	50 total	
Binder	10	
Page Covers	10	
Neatly Completed	10	
Proper Order	10	
Creative	10	
Reflection	25	
Awards	10	
Grand Total	225	

## LESSON PLAN: Navigating Your Way through a Behavior Based Interview

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**Background:** The interview is one of the most crucial steps in acquiring a job. In today's very competitive employment pool, tens, if not hundreds, of applicants will make it through the application screening process; therefore, it is during the interview where an employment candidate must distinguish themselves from the rest. In manufacturing, an interviewing strategy referred to as Targeted Selection or STAR, is a common way to predict whether or not a candidate will meet company expectations. This is a behavioral-based technique that assumes an applicants past work behavior is the best indicator of future work behavior.

**Timeline:** This is a one day lesson that should be apart of a larger unit on interviewing skills. While appropriate dress, asking follow-up questions, ability to articulate and "sell-yourself", etc., are also important lessons, this lesson will focus specifically on answering interview questions using the STAR format.

### Objectives:

- Students will be able to describe each component of a STAR interview question
- Students will be able to answer (verbally and in writing) interview questions in the STAR format.
- Students will be able to score sample STAR responses using a 1-5 scoring rubric.

### Procedure:

- 1) Teacher will introduce the topic and give an overview of the importance of interviewing skills in obtaining a job.
- 2) Students will complete a pre-assessment by completing a K-W-L chart with their partner in which students describe what they already "Know" about interviewing skills and then what they "Want" to learn about interviewing skills. The "L" part of the chart will be completed at the end of the lesson where students describe what they "Learned" from the lesson. Each set of partners will contribute at least one item under "K" and "W" for a class-wide chart.
- 3) Teacher will teach (using PowerPoint, handouts, overhead, etc) the components of STAR and give a few examples:
  - "S"-Interviewee describes a *situation* prompted by the question
  - "T"-Interviewee describes the specific *task* given the situation
  - "A"-Interviewee describes his or hers *actions* as a result of the task
  - "R"-Interviewee describes the *results* of his or hers actions

**Example STAR Questions:**

*“Describe a time in a past job or school assignment in which you decided to go above and beyond the expectations.”*

*“Describe a time when you were given a specific directions to complete a job, but then half way through that job you were asked to do it differently. How did you respond?”*

*“Describe a time when you were able to foresee a potential problem or safety hazard and was able to correct it before it became worse.”*

- 4) Teacher will explain 1-5 scoring rubric
- 5) Students will be given at least two example questions and responses and asked to score them with their partner using the rubric.
- 6) Teacher will lead class discussion on how and why the students gave their scores.
- 7) Students will be presented with additional interview questions and take turns with their partners giving responses.
- 8) Each student will pick one of the questions and hand-write their response to be turned in as a student product.
- 9) Students finish their KWL charts with their partners and then as a class as a post-assessment.

## Help Wanted – Basic Interviewing Skills

### Curriculum/Instructional Strategies:

This lesson plan is written for 8th grade Life Skills II Students. In Life Skills II, we plan for high-school, college, and the world beyond! After learning about how we experience the world through our personal interests, we explore potential careers and take field trips to area colleges. College is not the end of the road, but only the beginning. Students learn what it takes to successfully interview for jobs, balance a checkbook, write checks, effectively manage money, buy a car and house, obtain health and car insurance, and retire in style. This plan is part of the complete Life Skills II Unit. The instruction materials were designed by me. Students work independently, but more often, in groups, in order to simulate real-world working conditions. Direct instructional techniques are used, as well as student exploration. This lesson will take several class periods.

### Materials needed:

- Lesson plan
- Student handouts
- Computers
- Paper, pencils and pens
- Guest interviewers (optional)

### Objectives:

1. Students will learn how to complete a minimum wage job application.
2. Students will understand basic interviewing skills.
3. Students will understand the importance of working together to complete tasks.

### Activities:

1. Students will be in groups of three or four students.
2. They will be informed that they will have the opportunity to interview for a job and will be given the “Help Wanted” handout and rubric.
3. The job options and product rubric will be discussed thoroughly!
4. Students will discuss in their group what job they would like to apply for. \*Note the job choices reflect a variety to learning style options.
5. Students will be directed to fill out the job application. One application will be given as a preview, and no instructions will be given.
6. Next, students will be given tips on how to successfully complete an application. This will include writing neatly in pen or typing, including references from adults

- who are not relatives only, writing complete answers, and leaving no answers blank. Students will be told that their application will be their potential employer's first look at them. If their application is incomplete or messy, they will not receive an interview.
7. At this point, I will discuss the different types of hiring practices for different types of jobs. We will also talk about the different types of requirements various jobs have (example: work experience, education, etc.).
  8. Students will complete another job application.
  9. The applications will be assessed. If one does not meet the standard, they will be asked to redo the handout.
  10. Once applications are finished and reviewed, students will be told they have been granted interviews. They will be given the "Potential Interviewing Questions" handout to help them prepare. However, they will be forewarned that questions may come up that are not on the list. Students will pair up and ask each other questions.
  11. Students will be given an interview time and date. They will be reminded that appropriate dress for the job will be considered. They may bring in previous work or ideas for the job to help impress the interviewer.
  12. Guest interviewers will interview the students.
  13. Once interviews are complete, a variety of positive responses will be discussed. We will thoroughly talk about the idea that employers are looking for enthusiastic individuals who indicate a willingness to strive in their position. A positive attitude and strong work ethic are things that all employers look for in all jobs. Other skills can be more easily taught!
  14. Once the jobs have been assigned, students will be given time to work on their assignments.
  15. When all of the group projects are complete, students will revise each others work and the "company" (class) will combine their work together to create a class newspaper.

#### Assessment:

There are several assessments built into this project.

- Students will informally be assessed by noting their ability to work with others.
- Student applications will be reviewed for completeness, neatness, and accuracy. If an application does not meet the standard, it will be redone.
- Student will assess each other and themselves when paired up in the practice interviewing questions portion of the lesson.
- Students will be awarded jobs based on their interviews and applications.
- Students will be formally evaluated on the rubric for the completed project.

#### Products:

Please see the attached students' handouts.