**Session Plan**

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|  | **SESSION TITLE:** | Your Future: Employability core content package (3 HOURS) (Everything CV’s, Everything you need to know about interviews, Mock Interview)  |
| **SESSION AIM/S:** | * To give an overview of the different types of CV
* To gain a deeper understanding of interviews
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| **SESSION OBJECTIVE/S:** | * The 2 types of CV
* Personal Statements, and how to write your own
* Key Skills, and how to list your own
* Understand the importance of first impressions
* Prepare answers to common interview questions
* Gain an understanding of competency based interviews
* Demonstrate the STAR technique
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| **RESOURCES REQUIRED** | 1. Hand sanitiser, Anti-bac wipes and face masks
2. BlueTack
3. A3 piece of paper/flip chart pages
4. Participant Pack (In Plastic wallet) to contain:
* Printed Handout document
* Pen
* A4 Paper
* 1 page of a newspaper
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|  | **OFSTED LINK/DETAIL** | **218.** This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are: * developing responsible, respectful and active citizens who are able to play their part
* supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.
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| Topic | Timings | Activity | Slides | Resources |
| Set-up  | 10 Minutes - before participants arrive | **TRAINER SET-UP** * Prior to the session have all plastic wallet resources laid clearly on chairs
* Place a participant pack one each place
* Chairs must be set out socially distanced.
* Set up flip chart or blu tack a piece of A3 paper to the front of the room
* Set up Laptop and projector/screen and play slide deck, leaving slide #1 on view for when the participant arrives
* Wipe down all surfaces to be used by participants throughout the session e.g chairs, tables, marker pens, light switches, door handles. This is to be done at the end of the session also.

**WHEN PARTICIPANTS ENTER ROOM:*** Have participants form a socially distanced queue for the PPE stations and sanitise their hands - they must also do this before they leave. Highlight that they are encouraged to take a mask at this point (but is not mandatory) They are encouraged to wear this mask if leaving the room e.g going to the bathroom

**WHEN ALL PARTICIPANTS ARE IN THE ROOM READY TO BEGIN:*** Explain general housekeeping – highlight fire exits and clear walkways, first aid box, ask anyone with any injuries, bathroom location. Outline any instructions around how to walk safely socially distanced around the room.
* Check everyone has their participant packs make it clear that participants are NOT TO SHARE anything in the plastic wallets - including pens. If a participant needs another handout or pen, they are to raise their hand and they can collect one from the front of the room (following the socially distanced walkways)
 | N/A | Hand sanitizerFace masksParticipant packsLaptop and projector or screen Slide #1 |
| Introduction | 3 mins | **INTRODUCTION OF SESSION**Welcome, introduction and outline of the session Aims and ObjectivesTrainer to:1. Introduction to Group and inform them we will be starting by looking at CV’s
2. Summarise H&S/Housekeeping
3. Explain where hand sanitiser and mask stations are and encourage them to use freely throughout the session.
4. Slide #2 -Outline the session Aims & Objectives
* ***The 2 types of CV***
* ***Personal Statements, and how to write your own***
* ***Key Skills, and how to list your own***
 | Listening | Slide #2 |
| Energiser | 5 mins | **7 SECONDS!***[Trainer note: This is a warm up activity for the group to see how much information they can remember from reading information for only 7 seconds!]*Trainer to:1. Ask participants to remove the piece of newspaper from their participant packs
2. Explain to them: ***‘You have 7 seconds to read and remember as much as you can from the page you have’***
3. Start the countdown when ready
4. Randomly pick participants then ask them to feedback what they remember!
5. Explain to them: ***‘All of what they remembered is what you all ‘CHOSE’ to remember!’***
6. Explain to the group: ***‘The objective being so they can understand how an employer may ‘scan’ a CV quickly, retaining only pieces of information that stand out to them - information of which they may form their choice of selecting you for an interview. So, it is important to stand out from the crowd! This will come up briefly later in the session’***
 |  | Participant pack |
| Key Fact! | 2 mins | **QUICK FACT**Trainer to:1. Ask the group:***‘What does CV mean?’***
2. Allow the participants to shout out the answers
3. **[Animation 1]** read out 1st fact: ***CV is short for Curriculum Vitae, which is Latin for “Course of Life"***
4. **[Animation 2]** read out 2nd fact: ***In recent years, CV’s are termed as a Résumé – a French word for ‘Summary***
5. Briefly explain/expand to the group the 2 definitions on the slide
6. Prior to the next slide, ask the group: *‘What do you feel the overall purpose of a CV is for?* (Brief group/individual feedback)
 | Speaking & ListeningGroup Feedback | Slide #3**[Animation 1-2]**  |
| Types of CV | 8 mins | **THE TYPES OF CV***[Trainer note: Display any completed flipchart paper on the wall for reference throughout the session]*Trainer to:1. Ask the group: ***‘What types of CV they may be aware of?’***
2. Slide #4 -Explain and describe what a Chronological CV is
3. Describe to the group from a recruiters point of view what they see in such a CV (Interest and Attraction etc.) - Use a flipchart page to record and display key elements as examples, including any from the group
4. Slide #5 - **[Animation 1]** Discuss Advantages and  **[Animation 2]** Disadvantages of this type of CV
5. Slide #6- Explain and describe what a Skills Based CV is
6. Describe to the group from a recruiters point of view what they see in such a CV (Interest and Attraction etc.) - Use a flipchart page to record and display key elements as examples, including any from the group
7. Slide #7 -Discuss **[Animation 1]** Discuss Advantages and  **[Animation 2]**  Disadvantages of this type of CV

*Trainer note: [use slides #4, #5, #6 & #7 as a prompt for relevant discussions]*1. Ask Participant to remove the 2 example CV’s for them to retain. Use the examples to explain the common links to the types of CV discussions on the previous slides
2. Issue handout #1 for YP’s to retain

End of Activity Questions:* ***What are 2 types of CV?***
* ***What are the advantages/disadvantages?***
 | Speaking & ListeningGroup feedbackQ&A to test for learning and understanding | Slide #4 - #7Flipchart Pages/A3 paperHandout #12 CV Example Handouts |
| Personal Statements | 8 mins | **WHAT ARE PERSONAL STATEMENTS?***[Trainer note: Display any completed flipchart paper on the wall for reference throughout the session]*Trainer to:1. Slide #8 -Ask the group: ***‘What do you feel a Personal Statement is, with regard to a CV and applying for a job, or other organisations?’*** - Record responses on a flipchart page for reference
2. Display **[Animation 1-2]** and use as a prompt to explain to the group: ***‘What Is a Personal Statement*’** and ***‘Why do I need a Personal Statement’***
3. **[Animation 3] *In fact, a well written personal statement can mean the difference between standing out from the crowd and your application being rejected.***
4. Display PP Slide #9 ***‘Do’s & Don’ts’***
5. Ask the group: ***‘Give ideas of what ‘Do’s’ to consider when writing a Personal Statement’*** - Record on a flipchart
6. Ask the group: ***‘Give ideas of what ‘Don'ts’ to consider when writing a Personal Statement’*** - Record on a flipchart
7. Ask participants to remove handout #2 from their participants packs to summarise the ***‘Do’s and Don’ts’*** to the group following the flipchart feedback
8. Slide #9 Use handout #2 to then brief over examples of personal statements and positive wording to include
9. Ask participants to remove Handout#2 from their participant packs
10. Facilitate end of Activity Questions:

***What is a personal Statement?******Why would you need one?******What about Do’s and Don’ts?*** | Speaking & ListeningGroup feedbackQ&A to test for learning and understanding | Slide #8-#9**[Animation 1-3]** Flipchart pages/A3 paperHandout #2 |
| Key Skills | 10 mins | **WHAT ARE KEY SKILLS?***[Trainer note: Display any completed flipchart paper on the wall for reference throughout the session]*Trainer to:1. Ask the group: ***‘What do you think Key Skills are in a CV?’***
2. Allow participants to shout out the answers
3. **[Animation 1]** and summarise what key skills are: ***Key Skills are essential personal competencies you have that you can identify and record onto a CV to enhance your chances of obtaining an interview. By adding these can attract recruiters, enabling you better secure chances of an interview.***
4. **[Animation 2]** Read out examples of key skills on slide #10
5. Ask the group: ***‘Describe what could be meant by each bullet point and discuss’***
6. **[Animation 3]** Ask the group to think and feedback on any ***‘other Key Skills they can use’*** and record onto the flipchart page for reference
 | Speaking & ListeningGroup FeedbackQ&A to test for learning and understanding | Slide #10**[Animation 1-3]** Flipchart page |
| Writing your own Personal Statement an Key Skills | 15 mins | **WRITING EXERCISE**Trainer to: 1. Slide #11 - Ask participants to remove handout #3 from their participant packs
2. Introduce the activity with the key information on slide#11
3. Ask the group to complete this activity (highlight the considerations on PP slide #11)
4. Ask the individual YPs to read out their completed examples

(completed activity sheets are for them to retain)1. **[Animation 1]** Ask the group: ***‘How could you tailor your personal statement to suit a different job role?’*** *(Pick a job role as an example and use for general feedback from the group)*
 | Speaking & ListeningAssessment for learning and understandingWriting  | Slide #11**[Animation 1]** Handout #3 |
| Review of Session | 4 mins | **SESSION REVIEW**Trainer to:1. Display PP Slide #12
2. Ask each individual in each group: ***‘Feedback one thing you have learned, and how you will use what you have learned’***
3. Facilitate a group discussion or ask for volunteers to share their answers
4. Slide #13 to review session Aims & Objectives
* ***The 2 types of CV***
* ***Personal Statements, and how to write your own***
* ***Key Skills, and how to list your own***
1. Inform the participants we will now stop for a 10 minute break, and inform them of the time they are expected to be back in the room
 | Speaking & ListeningGroup Feedback and Q&AReflection and Testing for learning | Slide #12 & #13 |
| Break | 10 mins | **BREAK****Trainer Set-up (while Participants are on break)** 1. Remove A3 paper from wall
2. Add slide #15 on screen as participants return to the room
3. Bluetack another piece of A3 paper onto the wall
 |  | Slide #14 |
| What do you think | 10 mins | **ICEBREAKER***Trainer note: [Keep this quick fire]* 1. Slide #15 Ask participants to take out Handout#4 (4 pieces of paper with A,B, and C on)
2. Introduce the IceBreaker, Trainer example text ***‘I am going to ask you some multiple choice questions, I would like you to hold up to the letter you feel is the correct answer’***
3. Read out the quiz questions, once everyone has held up their card- let them know the answer (highlighted in green):

***Q1: What was the average total debt per UK household in January 2020?*** * ***A: £60,363***
* ***B: £78,247***
* ***C: £23,578***

***Q2: What percentage of employers said they were struggling to find the right candidate?**** ***A: 16%***
* ***B: 75%***
* ***C: 83%***

***Q3: What percentage of employers state being late is the worst mistake made when attending an interview?*** * ***A: 15%***
* ***B: 40%***
* ***C: 96%***

***Q4: What percentage of candidates applied for 2-5 jobs before they were offered their next role?*** * ***A: 18%***
* ***B: 33%***
* ***C: 64%***

***Q5: What percentage of employers said they wouldn’t offer a candidate the job if they had little knowledge of the company?*** * ***A: 37%***
* ***B: 47%***
* ***C: 87%***

***Q6: What percentage of 2000 employers surveyed said they knew whether they would hire someone within the first 90 seconds of meeting them?**** ***A: 11%***
* ***B: 33%***
* ***C: 77%***
 | ListeningProblem Solving  | Slide #15 Participant Packs Handout #4 |
| Preparing for interviews | 5 minutes | **PREPARING FOR INTERVIEWS** 1. Trainer to ask: ***‘How should you prepare for an interview?’***
2. Allow YP’s to shout out answers
3. Record answers on flip chart/A3 paper on wall

*Trainer note: [Look to facilitate answer of ‘prepare for interview questions’]* | Listening Speaking  | Slide #15Flipchart/A3 papermarker Pens |
| Who wants what and First Impressions | 7 minutes | **FIRST IMPRESSIONS**1. Trainer to ask participants: ***‘An interview is a two way process. With that in mind what do you think the employer wants from you during a 1 to 1 interview?’***
2. Allow the participants to shout out the answers

*Trainer note [Look to facilitate the below answers]:** *Show them how you’re one of the best candidates for the job*
* *Give them clear examples/evidence as to how and why you are*
* *Prove that you are who you said you are on your CV.*

‘1. Trainer to ask participants: ***‘What do you want from attending an interview?’***

 1. Allow the participants to shout out the answers

*Trainer note [Look to facilitate the below answers]:** *Show them how you’re one of the best candidates for the job*
* *Give them clear examples/evidence as to how and why you are*
* *Prove that you are who you said you are on your CV.*
1. Introduce video. Example script ***‘We are now going to look at a short video on first impressions’***
2. Play video on Slide#16: <https://www.youtube.com/watch?v=FIzqhQsTos4>
 | ListeningSpeaking  | Slide #16 |
| Common Interview Questions | 10 minutes | **COMMON INTERVIEW QUESTIONS**1. Trainer to say: ***‘Some interview questions are easier to answer than others. But whilst you can’t predict exactly what you’ll be asked, any question has the potential to make you stumble – unless, of course, you’ve prepared in advance. Now we are going to look at some of the common interview questions that people find more difficult’.***
2. Play through the **[Animations 1-7]** and ask for volunteers on what they would answer to these questions:
* **[Animation 1]** ***Tell me about yourself***
* **[Animation 2] *Why should we hire you?***
* **[Animation 3] *What motivates you?***
* **[Animation 4] *Tell me about a time youve work in a team***
* **[Animation 5] *What are your weaknesses?***
* **[Animation 6] *Why do you want this job?***
* **[Animation 7] *Describe a time you have had to deal with a difficult individual***
 | SpeakingListeningProblem Solving | Slide #17**[Animation 1-7]** |
| **Competency Based Interviews** | 10 minutes | **COMPETENCY BASED INTERVIEWS** 1. Slide #18 Trainer to ask the group: ***‘Have you heard of a competency based interview?’what is it?***
2. Allow participants to shout out the answer
3. **[Animation 1]** read out definition of competency based questions: ***‘A competency-based interview is meant to test exactly that: your competence***

***A competency-based interviewer really wants to know is whether you have the right skills to take the position on.***1. Slide #19 - Introduce the participants to key competencies. Example script ***‘Employers will often ask questions to understand your key competencies’***
2. **[Animation 1]** Show and read out some examples of key competencies
* ***Organisation***
* ***Communication skills***
* ***Decision Making***
* ***Problem Solving***
* ***Responsibility***
* ***Goal oriented***
* ***Leadership***
* ***Teamwork***
1. **[Animation 2]** Trainer to say  ***‘But how do I identify and answer these questions?’***
2. Trainer to state: ***‘These questions normally start with:***
* ***Tell me about…***
* ***Describe a time…***
* ***Give me an example of…’***
1. Slide #20 Trainer to ask ***‘Has anyone heard of the STAR technique in regards to answering competency based interview questions?’*** Ask for raised hands
2. Read through the STAR examples: ***‘STAR stands for:***
* **[Animation 1] *Situation – describe the event or situation you were in***
* **[Animation 2] *Task – explain the task you had to complete***
* **[Animation 3] *Action – describe the specific actions you took to complete the task***
* **[Animation 4] *Result – close with the result of your effort.’***
1. **[Animation 5]** Trainer to say: ***‘Now I would like you to get into groups of 3 and each prepare an answer to the question on the screen’:***

***‘Give me an example of how you have contributed to a team’***1. Walk around the room whilst the activity is in play, offering support where required.
 | ListeningSpeakingProblem SolvingAiming High | Slide #18**[Animation 1]**Slide #19**[Animation 1-2]**Slide #5**[Animation 1-5]** |
| Do you have any questions? | 6 Minutes  | **DO YOU HAVE ANY QUESTIONS?**1. Trainer to say: ***‘Do you think it’s important to ask questions at the end of an interview?’***
2. Trainer to say: ***‘There are 5 areas you can pick from when deciding on the questions you are going to ask’***
3. **[Animation 1]** Read out the 5 areas:
* ***About the company***
* ***About the interviewer***
* ***About the role***
* ***About the team***
* ***Next steps***
1. Trainer to allocate a question area to each group and ask them to discuss and write down a question on the A4 paper in their packs that they could ask, inform them to look at Handout #5 for some ideas.
 | Aiming HighProblem Solving | Slide #21**[Animation 1]** Handout #5 |
| Summary  | 2 minutes | **SUMMARY** 1. Conclude session. Example script: ***‘Everything we have spoken about today will support you within mock interview sessions after the break, I would like you to research your ideal role, review the handouts within your packs and prepare, prepare, prepare’.***
2. Inform the participants that handout #5 and #6 are in their packs for additional reading
3. Slide #23 Inform the participants we will now break for 10 minutes- inform them what time you would like them back
 |  | Slide #22- #23 |
| Break | 10 mins | **BREAK****Trainer Set-up (while Participants are on break)** 1. Remove A3 paper from wall
2. Add slide #24 on screen as participants return to the room
3. Bluetack another piece of A3 paper onto the wall
 |  | Slide #23 |
| Introduction to Activity  | 5 minutes | **INTRODUCTION TO ACTIVITY** 1. introduce the session, Example script: *‘****Welcome to your mock interview session. Today you will be working in small groups of 3 and each of you will be taking alternating roles in each mock interview’.***
2. Introduce the interview roles for the activity:
* **[Animation 1] *Interviewer: Ask questions and Record answers as given***
* **[Animation 2] *Interviewee: Answer questions***
* **[Animation 3] *Observer: Listen to responses, Consider how the interviewee could improve their answers, Look at body language, posture and tone, Provide constructive feedback.***
1. Split the groups into threes, ensuring that any establish groups are split up
2. Ask Participants to remove Handout #7 and #8 from their participant packs. Explain there is a form for the interviewer and observer to complete
 | ListeningSpeaking | Slide #25**[Animation 1-3]**Handout #7-#8Pens  |
| Mock Interview  | 12 Minutes | **1ST MOCK INTERVIEW** 1. Ask participants to assign themselves to one of the roles
2. Whilst the groups are getting settled go to the countdown timer and make sure it is displayed clearly on the screen.
3. When the group is ready: Start the timer.
4. Walk around while the activity is in place, offering support where required.
5. Give the participants 2 minutes remaining warning
6. Ask the observers to provide feedback
 |  | Slide #25Handouts #7-#8 |
| Mock Interview | 12 Minutes | **2ND MOCK INTERVIEW** 1. Ask participants to assign themselves to different roles
2. Whilst the groups are getting settled go to the countdown timer and make sure it is displayed clearly on the screen.
3. When the group is ready: Start the timer.
4. Walk around while the activity is in place, offering support where required.
5. Give the participants 2 minutes remaining warning
6. Ask the observers to provide feedback
 |  |
| Mock Interview | 12 Minutes | **3RD MOCK INTERVIEW** 1. Ask participants to assign themselves to the role they haven't acted
2. Whilst the groups are getting settled go to the countdown timer and make sure it is displayed clearly on the screen.
3. When the group is ready: Start the timer.
4. Walk around while the activity is in place, offering support where required.
5. Give the participants 2 minutes remaining warning Ask the observers to provide feedback
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| Group Reflection | 6 Minutes  | **GROUP REFLECTION**1. Trainer to get the group back together.
2. Facilitate a group discussion with the following questions:
* ***How did you find it?***
* ***Did you struggle with any of the roles?***
* ***What will you take away from this?***
* ***If you had to do any of the roles again, what would you do differently?***
 | Speaking ListeningTeam WorkProblem SolvingAiming High | Slide #25 |
| Self Reflection | 5 Minutes | **SELF REFLECTION**1. Ask participants to remove Handout #9 from their participant packs
2. Explain that they have 3 minutes to fill the document in
3. Give 2 minute warning
 | Listening Reflection  | Slide #25Handout #9 |
| Thank you  | 2 Minutes | **THANK YOU AND CLOSE**1. Ask if there are any questions
2. Thank the participants for attending
3. Remind participants to take their packs with them
4. Remind participants to form a queue to sanitise their hands when leaving the room
5. Trainer to wipe down all chairs, tables, door handles, marker pens and light switches used in session.
6. Close
 | Listening  | Slide #26 |