



## mLearning in Practice Week 4 - Lesson Plan Template



### OVERVIEW

<b>TITLE:</b>	JOB INTERVIEW ETIQUETTE - How to get prepared for a job interview
<b>TEACHER NAME:</b>	Michaela Sames
<b>SUMMARY OF LESSON IDEA:</b>	In these lessons students learn about job interview etiquette as well how to write a script for and record their respective slidecasts.
<b>LEVEL / AGE :</b>	Young adults / intermediate – upper intermediate level
<b>MAIN (LANGUAGE) OUTCOMES:</b>	<ul style="list-style-type: none"><li>• To use functional language of “how to make recommendations”</li><li>• To raise students’ awareness for job interview etiquette</li><li>• To enhance listening as well as reading skills for specific information</li><li>• To improve presentation skills</li><li>• To express one’s opinion, agree and disagree</li></ul>
<b>SUBSIDIARY AIMS:</b>	<ul style="list-style-type: none"><li>• For students to work in a team and decide on suitable contents of their work</li></ul>



	<ul style="list-style-type: none"> <li>• For students to gauge audience's interest</li> <li>• For students to learn how to</li> <li>• For students to use web 2.0 tool www.slidesnack.com</li> </ul>
<b>SITES / TECHNOLOGY:</b>	<ul style="list-style-type: none"> <li>• internet access</li> <li>• 2 short videos + 1 site – to help with research</li> <li>• <a href="http://www.youtube.com/watch?v=CYHcwOIL_ns">http://www.youtube.com/watch?v=CYHcwOIL_ns</a></li> <li>• <a href="http://www.youtube.com/watch?v=epcc9X1aS7o">http://www.youtube.com/watch?v=epcc9X1aS7o</a></li> <li>• <a href="http://jobs.guardian.co.uk/article/4628712/job-interview-preparation-an-essential-checklist/">http://jobs.guardian.co.uk/article/4628712/job-interview-preparation-an-essential-checklist/</a></li> <li>• to choose relevant pictures: <a href="http://www.flickr.com/">http://www.flickr.com/</a></li> <li>• To make slidecasts: <a href="http://www.slidesnack.com">http://www.slidesnack.com</a></li> </ul>

## DETAILED PROCEDURE OF LESSON STAGES

(Please indicate: preparation/ online/ offline/ group formations and any other relevant points)

Procedure	Focus/Time	Aim
<p><b>Step 1: Introduction to script writing whole class - offline</b></p> <p><b>Students (assisted by teacher) brainstorm ideas on how to write a script for a slidecast / presentation.</b></p> <p><b>How to write a script?- Guideline</b></p> <p>1 Who are your <b>audience</b>? What do you want them to know/ do etc after they have watched / listened to your slidecast?</p> <p>2 What are the <b>key messages</b> you want to get across? Choose a maximum of 4 main</p>	25 minutes	To provide students with a step by step guideline on how to write a script / get prepared / for a presentation



<p>points.</p> <p>3 What <b>supporting visual material</b> do/ might you need? Supporting material should always be in line with what you are saying or it distracts the audience.</p> <p>4 <b>Opening</b> of the script: It is the most important part as it is your opportunity to grab your audience's attention? Include a clear audience benefit (By watching this slidecast / presentation you will... Watch this video because...)</p> <p>5 Use <b>simple language</b> that you would also use in everyday conversation (your video will benefit from this).</p> <p>6 "Talk" in short sentences. Write your script for the ear not the eye! If something doesn't feel natural, change it!</p> <p>7 Divide your script up into <b>sections</b>. These should be based on your key messages. Tackle each section separately. When you are happy piece everything together.</p> <p>8 Before recording read out your script and get a <b>second opinion</b> to spot areas of confusion that you may have missed.</p> <p>9 A rough guide: One page of A4 text printed in size 12 font will take roughly 2-3 minutes to read.</p>		
<p><b>Step 2: Online Research &amp; Script Writing</b></p> <p><b>groups of 3</b></p> <p><b>(sites provided by teacher- see links above) - online: computers / ipads or laptops</b></p> <p>Students watch/read topic relevant videos / text dividing up tasks among team members</p> <p>Students filter out relevant information,</p>	<p>90 minutes</p>	<p>To provide students with ample information on the topic for decision – making and script-writing process</p>



<p>come up with own ideas, discuss suitability in team and narrow them down to a shortlist of 3-4 key messages they then expand on.</p> <p>Following the guideline above students write script for a <u>3 minute</u> slidecast, find suitable visual supporting material and piece everything together</p>		
<p><b>Step 3: Proofreading &amp; Recording.</b> <b>groups of 3 - online</b></p> <p>In their teams, students proofread, check timing, check language, sort out any areas of confusion, divide up speaking time amongst each other, upload files with visual material to SlideSnack site and record their scripts accordingly.</p> <p>(Make sure that students can do their recordings in a quiet room /area in order not to be distracted or disturbed by other teams)</p>	30 minutes	For students to learn to focus on key ideas, to raise their language awareness, to improve their speaking skills, to improve their organisational skills
<p><b>Step 4: Sharing &amp; Commenting</b> <b>Individual, homework task – online</b></p> <p>Slidecasts are uploaded to / embedded etc on the learning platform by students.</p> <p>Other students watch slidecasts and post written comments.</p>	20 minutes	For students to express their opinions, agree and disagree, to practise how to give appropriate, meaningful feedback