

CAREER COUNSELLING



PRACTICAL APPROACH

Lesson Plan

Actions Speak Louder

Level, age of the students:	14 – 18
Subject:	Any Subject
Subjects involved:	All Subjects
Aims:	Students will understand the importance of being prepared for an interview and how to behave there
Suggested # of students per group:	10 - 15
Time of the main activity:	15 minutes
Material:	Computer with Internet access, projector, timer, scrap paper, writing utensils, video Clip https://www.youtube.com/watch?v=IrrzcBY6ELc
Competences:	Interpersonal Communication. Enthusiasm & Attitude. Professionalism. Time Management. Ability to Accept and Integrate Criticism and Feedback.
Preparatory actions if any:	Teacher will make the videos ready.
Expected results:	Students will be able to understand the impact non-verbal communication and appearance can have on employers
Expected difficulties:	Some students may not be interested in the topic
Follow up if any:	-



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TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
3'	<p>I. PREPARATORY ACTION</p> <p>Objective: Draw the attention of the students to the topic.</p> <p>Students discuss how long they think it takes to form a first impression. Teacher shares that the average first impression takes approximately ten seconds.</p> <p>Teacher plays seconds 15–33 of Interviewing video.</p> <p>Students then have 10 seconds to jot down their first impression of the person in the clip and give feedback.</p>	<p>Question&Answer</p> <p>Watching Video</p> <p>Individual Work</p> <p>Group Work</p>
10'	<ul style="list-style-type: none"> • FIRST IMPRESSION <p>Teacher asks students if they have ever heard the expression that “actions speak louder than words?”</p> <p>Teacher stands in front of the group, with eyes straight ahead, face blank, and voice monotone. Asks students if they would pay attention to him if he conducts the entire class in this manner.</p> <p>Teacher stresses the point that when you are interacting with others, it is not just what you say, but also how you say it that impacts how the message is received.</p> <p>Teacher discusses each of the components of non-verbal communication</p> <ol style="list-style-type: none"> Facial Expression – stresses importance of displaying a positive attitude; get all to smile. Tone of Voice – shares examples of being soft-spoken, yelling, fast, slow, accent, etc. 	<p>Group work</p> <p>Reflection</p> <p>Individual Work</p>



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	<p>c. Body Language – stresses importance of good posture, eye contact, and handshakes; get all to practice each.</p> <p>d. Appearance – stresses importance of being neat, clean, and appropriately dressed; discuss how participants should dress for various types of interviews. Emphasizes importance of covering tattoos and piercings.</p> <p>Teacher plays the seconds 2:05 through 2:35 of Interviewing video Students then have 10 seconds to jot down their first impression of the person in the clip and give feedback.</p>	
TIME	PROCEDURE (T: TEACHER; SS: STUDENTS)	METHOD
2'	<p>II. CLOSING ACTIVITY</p> <p>Students will share their ideas about what they have learnt.</p>	Group Work

