

Module 10: Understanding Interview

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

<https://www.youtube.com/embed/hijNjrksMk4?si=7cTP1XUyVxnxPQqg>

<https://www.youtube.com/embed/rd5qICt8KZA?si=O7n8Tvk1RSWhHN4I>

<https://www.youtube.com/embed/t5qDPDMWfEA?si=F8-nq1ePILzDyOZ1>

Class 1: Understanding Interview Process

Objectives: Helping students to understand the process of interview.

How do I go about it?

- **Starter (5 mins):**

1. Facilitator can start by explaining the process of an interview.
2. Talk how students can answer the questions.
3. Have a discussion why interviews are conducted and the purpose of it.
4. Facilitator can also choose to give some tips to remember for the students during an interview.

- **Discussion (20 mins):** Facilitator can show the example of various videos. Have a discussion around it.

- Job interview conversation 1

<https://www.youtube.com/embed/0k0Uc9uAJwk?si=n5f7Rk1liAj-YFe1>

- Job interview conversation 2 (Video unavailable)

- Tell me about myself

https://www.youtube.com/embed/EkqpxBsiwJA?si=KS6miQbd-C_j98ZQ

- **Activity (30 mins):** Facilitators can ask students to make a group of two. Let them start with self-introduction and their peers evaluating them. The facilitator can then choose to ask the group to present in front of the class.

Note for teachers: (These videos are to provide an idea about the interviews. Not all questions in the videos are important to discuss with the students.)

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Going to the Bank

Objectives: Students would be going to field visits like a bank or a park. Facilitator can help students understand what kind of questions they could ask during their visits.

How do I go about it?

- **Starter (5 mins):**

- **Discussion (15 mins):** Facilitators can start the class by talking about the bank. Ask questions to familiarize them.
 1. Have they visited a bank before?
 2. If yes, could they explain their experience?
 3. What happens in a bank according to students?
 4. Why do we go to a bank?
 - Facilitator can have a discussion with the students about having a conversation with the bank manager.
 - Facilitator can use these questions for reference:
 - Can I apply for the account myself?
 - What are things I need to start an account?
 - What are the online services provided in the bank?
 - Does the bank have a mobile app?
 - What are the minimum balance requirements in my account?
 - What type of accounts or cards can I have?
 - How can I use the bank to start saving?
 - What happens if I lose my card?
 - Facilitator can use this video to give an idea to the students.
<https://www.youtube.com/embed/XfvI6EXom1E?si=k1KCrbbMsCYQaXWz>

- **Activity (35 mins):** Facilitator can ask the students if they can imitate and have a roleplay with the video they just watched. They can be a group of three.

Note for teachers:

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?

- What did not go well?
- What do I need to improve for the next class?

Class 3: Going on an Outdoor Trip

Objectives: Conversations at a Park.

How do I go about it?

- **Starter (5 mins):**
- **Discussion (10 mins):** Facilitators can talk about the next visit to a park.
 - Discuss with the students questions they can ask about the park.
 - How do students spend their time at the park?
 - For Example: A visit to Cubbon Park Bangalore.
 - What is the full name of Cubbon Park?
 - What is there to visit in the Cubbon Park?
 - What are the dos and don'ts in the park?
 - What can we do at the Cubbon Park?
 - This video can help students to give an idea about the what questions can be asked at a park and how to answer them.
- **Activity (40 mins):** Facilitator can ask the students to talk about their experience of spending time at the park when they were kids. They can share in 7-8 sentences.
<https://www.youtube.com/embed/Y4x46pIZkOg?si=8VkKEVkGaQQGRqAa>

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 4: Individual Interview

Objectives: One on one Mock Interview

How do I go about it?

- **Starter (5 mins):**
- **Activity (50 mins):** Facilitators can start having interview session for kids on an individual basis.
 - Facilitators can assess students based on the sentence formation, tenses and pronunciation.
 - Facilitator can use this format for the interview:
 - Can you tell me a little about yourself?
 - Why do you want this position?
 - What do you know about our company?
 - Why should we hire you?
 - What are you learning in your classes that will help you succeed in this position?
 - What are your strengths?
 - What are your weaknesses?
 - What's the accomplishment you feel proudest about?
 - Where do you see yourself in five years?
 - Can you work on holidays and weekends? What about evenings?
 - Do you have any questions about the job or this company?

Note for teachers: Facilitators can suggest some tips while the mock interview is happening or after one has finished as feedback. Such as:

- To be polite with tone and words
- Listen to the question carefully and then answer
- Speak clearly and slowly for better pronunciation

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

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