



CVs, interviews and applications: Educator pack

Age range: 16-19

 **BARCLAYS** | LifeSkills



Overview

This **CVs, interviews and applications: Educator pack** is designed to help you support students who are leaving school and looking to transition into employment, further or higher education.

It's clear that the past year has caused a significant shift in many young people's mindsets when it comes to choosing their next steps. For example, those due to start university may want to look into different courses, or even defer their place and explore other avenues such as volunteering and apprenticeships. Equally, those leaving school may want to switch their options, such as deciding on a traineeship instead of further education. Some young people might also be unsure about what to do next.

The activities and discussion points in this pack aim to serve as practical tools for helping to empower young people to work through times of uncertainty. They explore different ways to plan, progress and succeed as they take the next step.

You can access the other resources belonging to the [school leaver resources](#) suite by clicking here. Each resource pack can be used flexibly as quick starter activities, standalone sessions or as part of a series of targeted interventions.

In this **CVs, interviews and applications: Educator pack**, you'll find the following activities and signposting:

Contents

Activities	Time	Page
Activity one: Quick fire activity – skill seeking	15 mins	3
Activity two: Craft your CV	30 mins	5
Activity three: Interview inspiration	30 mins	8

Find all the worksheets to support the above activities in the adjoining student pack. Download this at barclayslifeskills.com/educators/lessons/school-leaver-resources/ if you don't have it already.

Using this pack as part of a series of support resources

For a targeted group, you can use this set of activities alongside the other PDFs in your pack as part of the following learner journey:

1. Planning pathways:

Practical ways prepare for the transition into further education, training or employment

3. Financial independence:

Techniques for feeling more confident and prepared as they move into work, university or training, around money management

Introduction

These activities explore how impactful a well written CV can be when applying for new opportunities. They also cover how your students should prepare for interviews and the different types they might encounter.

Whether it's a job, volunteering or an apprenticeship, their CV will need to clearly demonstrate their relevant skills and experience for that position. Knowing how to convey strengths and skills through a well formatted CV is also a strong transferable skill for other applications – e.g. a personal statement for college or university. By learning how to write a successful CV, students will have confidence when applying to their next step.

A strong CV will also help your students to plan how they will convey their skills and experience verbally in an interview scenario. Regardless of their chosen pathway, these activities can help give them the conviction and tools to communicate clearly and succinctly why they are right for the job.

Activity one

Quick fire activity: skill seeking

This activity is designed to help students identify the activities, skills and experience that can be put on applications to show their suitability for different roles.

1. Watch this animation on core transferable skills

- Show the class this animation about [Core transferable skills](#) and why they're important – a link to this can also be found on worksheet one
- Once students have watched it, ask them to answer the below questions in the first table on the **skill seeking worksheet**:

In what situations have the students already used any of these eight skills?

(If they are struggling you could give them some examples such as e.g. presenting a project to the class helps develop communication skills, if their sports team is losing a match they could demonstrate staying positive (resilience) and help motivate the team, problem solving when doing their Duke of Edinburgh Award)

What can they do to build on these skills?

(E.g. being in sports teams or other clubs, volunteering, work experience, part time jobs, working on personal projects)

What are the skills they will need to develop to reach their career/future goal?

(If you've completed 'Planning pathways', encourage them to link the transferable skills to their career/future goal identified in that activity)

How can they demonstrate skills and experience on CVs or applications to reach their career/future goal? (Encourage them to give clear examples)

Activity one

Quick fire activity: skill seeking (cont'd)

Activity summary

- Finish by highlighting how transferable skills are a great way of making us more flexible and adaptable should our goals for work, training or education change. For example, if applying for a marketing course at university, being good at communication will be a key skill to demonstrate on a personal statement; however, if this changes to finding a part-time office job, the communication skills developed and demonstrated as part a UCAS application can be transferred across to a CV or interview situation, to demonstrate good teamwork skills



Activity two

Craft your CV

1. Watch this introduction to CVs film



- Show the class the [CV Online lesson](#) film for an introduction to CVs and why they're so important. Pick up a short discussion around some of the themes covered in the film, for example:

What types of skills are employers looking for?

What are the different sections of a CV?

What are some dos and don'ts of CV writing?

2. Practise CV writing

- Using the **craft your CV worksheet**, encourage students to think about a job they would be looking to apply for either now or in the future. They could research their own dream job, or, if they don't have a specific goal in mind already, they can choose from one of the example adverts. Ask them to reflect on the following questions:

What important skills are mentioned in the job advert?

Why is it useful to look at the key skills that job adverts include?

Which of the key skills mentioned in the job advert could be added into a CV, and what example can they give to demonstrate this? (These could be related to school, or activities such as clubs, social action or volunteering and other interests)

- How could elements of a CV be used for other types of application – for example, a personal statement for UCAS, a traineeship or apprenticeship application etc. (you may want to briefly discuss the differences between these e.g. a personal statement is longer form and more like a short persuasive writing piece, apprenticeships and jobs may need a cover letter as well as a CV etc.)

3. Discuss different skills for different jobs

- Once they've filled out each section on the worksheet, get students to pair up with someone who chose a different job advert and discuss the different skills needed for each one. Ask them to give advice to their partner about what other skills they could put in there (if needed)
- Finally, ask them to discuss with one another what aspects of their CVs would need to change if their plans were to change. If you have time, you may even want to repeat this exercise with a second career, training or further education goal that students have

Activity two

Craft your CV (cont'd)

Extension

- As a follow-on to this exercise, point students towards the [CV builder tool](#) – this is great for those yet to create a CV, but equally can help students who may looking for ways to improve or refresh a CV they already have
- If students are ready to apply for a job or thinking ahead when they'll make an application, signpost them to the [cover letter tool](#). Challenge them to apply what they've learnt in the session and reflect back on a dream job, or the examples explored previously. You could also conduct a similar peer review session as the CV exercise above
- If you have students who are concerned about entering the competitive job market, reassure them that this is a perfectly understandable feeling, which can be overcome by taking small, practical steps towards building their resilience and confidence. For example, you could share [Alfred's story](#), which looks at the importance of proactivity and resilience. What tips will they take away from this, that they will either use in their own lives or give as advice to a friend? Encourage students to write down one or two reflections
- You can also explore [this range of resources](#), which provide practical ways to boost, aspirations and develop positive, confident mindsets about the future



Activity three

Interview inspiration

This activity is designed to explore the different types of interviews that students may encounter, and how they might relate to their career/future goals. It will teach them how to prepare for an interview and the types of questions they may be asked. These learnings can also be transferred to different interviews which may be needed for certain courses.

1. Introduce the different types of job interviews

- Explain that interviews are a two-way process where the employer and the applicant/candidate can assess their match for one another. Interviews can take different forms and may include tasks as well as questions
- Using the **interview inspiration worksheet**, go through the six different types of interviews with the class and ask them to fill out the table according to the following questions:

Why might each of these formats be used? Pick out one or two people to answer

Which skills does each type of interview allow an employer to assess? Pick out one or two people to answer

2. Generate a class discussion

- Next, generate a discussion with the following questions and ask students to record them on the second part of the **interview inspiration worksheet**:

Which kinds of interview are they likely to be invited to based on their career/future goal?

How can they prepare for an interview? Ask them to imagine that they have one lined up if they don't already. Encourage them to think out the practical elements as well as preparing for the questions/ tasks

How would they adapt what they say in an interview if their career options change?

3. Introduce the STAR model

- Now explain that you're going to talk about the STAR model. Can students tell you what it stands for and how/why it's used? Can anyone tell you about a time they have used it themselves?
- Explain that the STAR model is a technique often used in interviews to help candidates structure their responses to the interviewer's questions. Talk through each component of the STAR model – the below can be used to help guide this, there is also an example provided in the worksheet:
 - **Situation:** Describe what was happening and where (e.g. at school, at work, during a course they're taking etc.)
 - **Task:** Explain the task set/what was done (e.g. a school project, something they have been asked to do at work etc.)
 - **Action:** Describe the actions taken and skills use (i.e. their response to the challenge or task that was set)
 - **Result:** Describe the outcome and what was achieved (i.e. the impact the solution had, which could include positive feedback their team, boss, the opportunity to build a new skill etc.)

Activity three

Interview inspiration (cont'd)

- Using the empty diagrams on the worksheet, ask students to come up with two questions that directly relate to their career, training or further/higher education goals

4. Role play an interview scenario

- In pairs, get students to share their responses with each other as though in an interview scenario. At the end of each person's answer, get the interviewing student to provide one positive point and suggest a skill which relates which may have not been included

Extension:

- Direct students to the [Virtual interview tool](#) and get them to watch the model answers before recording their own – the tool allows them to choose from a variety of situations including work experience, apprenticeship, a graduate job etc.
- For those looking at a different route to those listed (e.g. university course or volunteering), get them to consider how the situation may be different
- If students have webcams, they can then move on to recording their own answers and watching them back to see what they think
- As they do this, encourage students to think about:
 - How they would apply the STAR model to make their responses as persuasive as possible
 - How they could apply the advice given to them by their peers as part of the in-class activity



© Barclays 2022. Modification of this lesson plan is not permitted. Use of this lesson plan is governed by the LifeSkills terms and conditions which can be found at [barclayslifeskills.com/terms-and-conditions](https://www.barclayslifeskills.com/terms-and-conditions)