

Module : Job Search

Topic: Body Language During Conversation and Job Interviews

Competency: Students will demonstrate skills essential for a job interview

Length: One class period

Objective: Students will be able to:

1. Identify the differences between good body language and bad body language during conversation and job interviews.
2. Identify the differences between good body language and bad body language when taking instructions or receiving criticism from a supervisor (or teacher).
3. Practice good body language during a conversation and job interview.

Materials: None

Description of Activity:

Teacher Notes:

This topic will mainly involve modeling and role-playing. Begin the lesson by talking about the importance of how one looks on the outside during interactions with others. If a person looks uninterested during a conversation, he will have a hard time making and keeping friends. If a person looks angry or annoyed when her boss tells her to do something, her boss may think she has a bad attitude. It is helpful to video-tape role-plays so that students can view their body language during conversations and job interviews and make improvements.

1. Model both bad and good body language during a conversation. Have the students try to identify whether you have good or bad body language. Good body language involves keeping good personal space, making eye contact, sitting or standing up straight, and looking interested by nodding occasionally to show that you are paying attention. When you are doing the bad role-play, do only one thing wrong (stare at the floor, turn body sideways, scowl, fidget, rock back and forth, cross arms, slouch, clench your fists, bite your nails, play with your hair, etc.), and see if the students can identify what you are doing wrong. Think of as many annoying habits as possible so that you can discuss them with the students. Many of these are signs that you're nervous or unsure of yourself. Remind students that when speaking, they should use their hands in a relaxed, confident way and not to express them selves in big, broad movements.
2. Repeat the same process above for both bad and good body language when

the teacher is giving instructions such as homework or announcing a test. It may even be discussing with the student how to improve their performance in class or some other area that needs improving. Again, have the students try to identify whether you have good or bad body language.

3. Instruct students on good body language during conversation and when teachers are giving orders. Have the students practice the skills in role-plays. The components of good body language during spoken communication mainly involve not doing the bad things mentioned above. But, it is important to talk about the following since these are important aspects of a good interview (the job interview is covered in another lesson plan. These skills are important for communication as well as a job interview):
 - Eye contact – look at the person the majority of the time.
 - Keep still – don't fidget, rock back and forth, play with hair or clothes.
 - Personal space – it is hard to talk when you are 10 feet apart, but you do not want to be 6 inches apart either. Generally, 2-3 feet is a comfortable distance for most people.
 - Posture – sitting up straight or even leaning toward the speaker lets the person know you are interested. When you slouch, it is not showing good manners and it tells the speaker that you are more interested in relaxing or maybe falling asleep than listening.
4. Have students practice introducing themselves to each other.
 - Make eye contact right away.
 - Be sure to smile as you introduce yourself
 - Extend your hand, and shake hands firmly.
 - Practice the handshake with others to ensure that you have a firm handshake. Your handshake shouldn't be limp or crushing.

Evaluation:

Students are observed using the appropriate body language for conversations and job interviews.