

# CREATING YOUR FUTURE

## THEME OF THE DAY NETWORKING-MAKING CONNECTIONS

Grades: Senior / High School

CREATE YOUR  
OWN FUTURE



### CURRICULUM CONNECTIONS

- Career Education/Personal Development
- Technology Education
- Skilled Trades
- Science
- Language Arts
- Physical Education
- Social Studies

### MATERIALS AND PREPARATION REQUIRED

Please ensure you access the provided **Information Interviewing Resource Material**

- Computers and Technology
- [www.myplanpei.ca](http://www.myplanpei.ca) (password: myplan2015)
- Index cards or Post-its
- Employment Journey—hard copies and website [http://employmentjourney.com/presentations/Information Interviewing](http://employmentjourney.com/presentations/Information%20Interviewing)
- Physical & Health Education Canada <http://www.phecanada.ca/>
- Human Resources (e.g., CDA)
- Inspire NB <http://inspirenb.ca/>

### ACTIVITY: INFORMATION INTERVIEWING

#### ACTIVITY ELABORATIONS (WRITTEN IN EDUCATOR/COUNSELLOR/INSTRUCTOR VOICE)

**INFORMATION INTERVIEWING Facilitator Notes: Please access the resource material to support you in this activity.**

Class discussion—Ask how many are familiar with information interviews. Gather input from participants regarding what it is and why it is a particularly powerful maneuvering strategy. A summary of information and benefits related to information interviews is contained in the provided resource material for teachers. As this learning experience is delivered, reinforce the importance of reflection and making connections between career education activities in order to

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build a cohesive, personally meaningful journey for students. It should be noted that information interviewing is, on the surface, an easy thing to do... but that to do it well actually requires a number of skills—skills that also happen to be at the core of effective job search and highly transferable to most learning and work settings.

Teachers may wish to review specific skills with students to support their understanding of information interviews and prepare them for reaching out to the community to conduct their interviews. These skills include building rapport, asking open questions, and summarizing.

Following the introduction of the lesson in which students have been engaged in class discussion, it would be beneficial to lead your students in Mock Information Interviews. Refer to the 7 Steps in an interview process as an additional resource to support students in their learning. It should be noted that Step 5 takes place individually between each student and the real-world interviewee beyond the walls of the school. This document and other information contained in the resources will help prepare students for the **Real Information Interview**. Also note, you may wish to allow several weeks for students to complete Step 5 outside of school, before continuing with Steps 6 and 7 together in class.

### CAREER DEVELOPMENT ACTIVITY (WRITTEN IN STUDENT VOICE)

Information interviewing is a great way to collect information about a field of interest, an occupation, or a job that you want to find out more about. An information interview is usually a face-to-face meeting. You choose whom to interview and what questions to ask.

Consider these reflective questions throughout this process:

- What are the benefits of an information interview?
- Is my personality suited to this job/occupation/type of work?
- Do I value the same things as my prospective co-workers?
- Will the benefits of the job fulfill my needs?

### FORMATIVE ASSESSMENT STRATEGY

Self-assessment checklist, reflections, classroom discussions, group sharing

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### ADDITIONAL TEACHER NOTES/RESOURCES

An Information Interview Resource Material was prepared to provide teachers with information and instructions to support the delivery of this learning experience. As you support your students, please be mindful of the following:

- Information interviewing is a key skill for youth. Many are reluctant and/or lack confidence. How can they be helped to do this, not once but regularly? How can they be helped to incorporate this skill as a career exploration strategy? Some may wish to interview family and/or friends first. Others may need more time to practice in the group. Others may be ready to move quite quickly to interviewing occupational representatives. Note that this is also excellent reflective work for Portfolios.
- Gaining access to information materials, networking, job shadowing, and information interviewing can be incorporated into work experience. Intelligence can also be gained from the work experience itself—be it paid or unpaid. The service and retail sectors are great places to meet people and to ask questions and to network. Many young people do not take advantage of these opportunities. No amount of internet research will match what students can find out by actually going out and meeting with real people.
- The key to learning from experience is—once again—reflection. How does what I learned from the interview relate to me personally? What do I want to do with this information? Does it change my sense of direction at all? Does it make me want to investigate something further or investigate something else?

**This section on Information Interviewing was adapted with permission from  
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