

Preparing for a Job Interview

Managing Interview Anxiety

BC Curriculum Connection: Career-Life Education and Connections (Grades 10-12)

- Self-assessment to achieve goals that advance preferred career-life futures
- Strategies for personal well-being and work-life balance

Learning Goals:

- Learn an effective mindfulness technique for reducing stress and anxiety before an interview

Classroom Set-up: One head-mounted display for learning support; sitting or standing

Headset: Oculus Quest 2

Training Platform: [Bodyswaps](#)



Before Managing Interview Anxiety Experience

Learner has explored the do's and don't during an interview with focus on the importance of body language. In this experience, the learner will practice techniques before an interview to help him/her manage anxiety that can affect his/her body language.

To prepare your learner for the experience, engage in a discussion using the prompt below:

Imagine that it is the day of your interview for a job you've always wanted. You're feeling extremely nervous. What do you do to reduce your anxiety?

To set up your classroom and safely prepare students, refer to the [Get Ready](#) section of our website.

Suggested schedule:

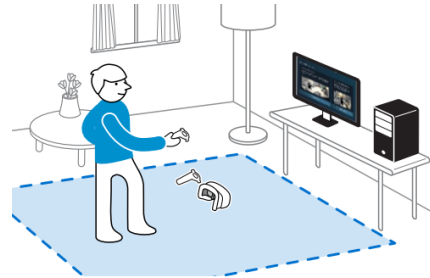
The learner can play the "Managing Interview Anxiety" module for at least 15-30 minutes, depending on the learner's comfort level in having the headset for an extended period of time.

Time	Learner Support Staff	Learner
9:05- 9:15	<ul style="list-style-type: none">● Set up the play area and prepare equipment● Explain set-up, safety, and activity● Distribute headset and conduct demonstration for proper use and access to program	Arrive in the learning support designated room/area
9:15 - 9:30	Engage in a discussion using the prompt provided above	
9:30 - 9:45	Monitor learner's safety during play time and offer support when needed	Begin Job Interview Simulator - Module 1

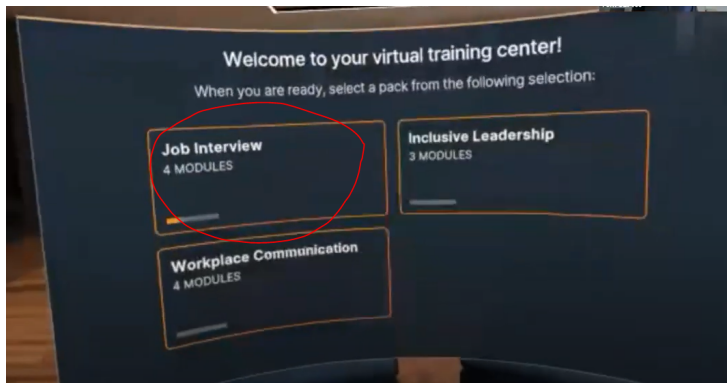


Immersive Experience: Managing Interview Anxiety

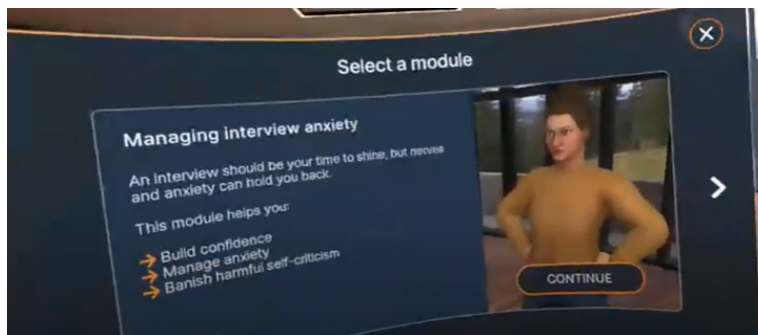
Step 1: Make sure that the learner has enough space to move around. Learner support staff need to find a position where he/she can monitor the learner's safety.



Step 2: When the learner begins the Bodyswap program, he/she will be prompted to select one of the sections in the Virtual Learning Center. The learner should choose "Job Interview."



Step 3: The learner will then be asked to choose a module. The learner should select "Managing interview anxiety."



Step 4: Next the learner will be asked to select his/her avatar.



After the learner picks his/her avatar, information on how to complete the module will be provided.

Step 5: Allow the learner to finish the module or stop when needed. The module can be done within 15-20 minutes.



After VR Experience

Learning Experience Reflection

Student Self-Reflection

- Engage the learner in a discussion to explore their experiences and learning from this activity.
 - Which of the techniques you learned in the experience would you use to help you feel calm and collected?
 - Do you think the experience will be helpful when preparing for future job interviews? Why or why not?
- Teachers can ask students to reflect on their VR experience by completing a [student questionnaire](#).

Teacher Self-Reflection

- Teachers are encouraged to answer [teacher self-reflection questions](#) that they feel are relevant to their learning goals. To help build our community, teachers can share their self-reflection by leaving a comment on the different sections found on our [Discussion](#) page.
- Teachers are encouraged to share their experience and perspectives of this program by commenting on the application post for [Bodyswaps](#).

Assessment for Students Post-Experience

Mindfulness Mini-Workshop

To assess student learning, have your learner prepare a 5-8-minute mindfulness mini-workshop. The goal of the workshop is to teach the learner's peers an effective strategy to reduce stress and anxiety.

Rubric for Student Learning

Note for Educators: This rubric is following the new BC curriculum assessment plan:

Extending: The student can advocate for how they have surpassed the learning expectations with extensions or work quality above grade level

Proficient: The student can successfully accomplish the task independently at grade level

Approaching: The student can successfully accomplish the task with some support at grade level

Developing: The student requires significant support to accomplish the task

Note for Student: If you believe your learning is *Extending*, fill in the column with how you went beyond the expectations of this assignment.

Criteria	Developing	Approaching	Proficient	Extending
Use of mindfulness technique	I needed a lot of support in incorporating the technique I learned from the VR experience in my mini-workshop	I needed some support in incorporating the technique I learned from the VR experience in my mini-workshop	I incorporated the technique I learned from the VR experience in my mini-workshop	
Facilitation skills	I needed a lot of support in making my peers follow the mindfulness technique	I needed some support in making my peers follow the mindfulness technique	I made it easy for my peers to follow the mindfulness technique	