

Places

Your students will soon be applying to their preferred universities. This lesson will go through the main points they need to remember for the interview and how to be prepared for the most likely questions and scenarios. Let's help build their confidence prior to their interview. This lesson can easily be split into two, and time wise this may be beneficial, the interview section and then the group activity. Both are interview techniques used by universities. You also may choose to use one part only.



Learning Objectives

Students will learn:

- How to act within an interview scenario
- How to listen to your interviewer
- How to have confidence in the interview situation and have an appropriate answer to questions.



Learning Outcomes

By the end of the lesson, students will be able to:

- answer questions that may be asked within an interview process
- work co-operatively within a small group and be able to have their ideas listened to



Resources Required

Resource 1:

Powerpoint

Resource 2:

Teacher's notes/ website links



Key Words

interview, body language, 3Rs, 4th R, Reciprocity, benefits, One Medicine, UCAS, zoonotic, responsibilities, Reduce, Replace, Refine, mirroring,

NC Links

Literacy:

AO1 – Talking to others

- Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content
- Make creative, precise selections from a wide repertoire of strategies and conventions to meet varied speaking and listening challenges
- Adapt vocabulary, grammar, and non-verbal features to match context and purpose with distinct personal style

AO2 – Talking with others

- Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas
- Initiate and lead a variety of group roles, managing and sustaining discussion with sensitivity

Science

Development of scientific thinking:

- Appreciating the power and limitations of science and considering ethical issues which may arise evaluate the role of the scientific community in validating new knowledge and ensuring integrity

Activity	Description	Timing
Introduction	<p>Explain to students that today they are going to practice being in an interview for their university place.</p> <p>Ask with the students where they want to go to university and why. Tell them about your university of choice, how did you end up there? Was it your first choice?</p>	5 min
What can you do?	<p>Slide 3: Give the students five minutes to discuss what they can do to prepare for their interviews with their partner/group and gather ideas from everyone at the end of five minutes. - tell them to think of all the possibilities - work experience, reading about the course/university/interviewers, practice questions, clothing, body language etc. Answers can be written on worksheet 1. Discuss as a class</p>	10 min
Type of questions	<p>Class discussion of possible answers - these can be recorded as a class list (There is a list of possible questions for you to guide them with in the teacher's notes as a guidance, but also record the student's questions.)</p> <p>Slide 6: Give the students 10 minutes to work in pairs and come up with their own answers to these questions. They can record these on Worksheet 1. These are going to be used in their 'interviews' with each other.</p>	15 min
Body language	<p>Slide 7: Run through how their body language plays a massive part in their interviews.</p> <p>Depending on your class, you can have a role play game with some of the students. 'Can you recognise the poor body language?'</p> <p>Further details in the teacher's notes.</p>	10 min
Practice makes perfect	<p>Give the students 20 minutes to practice their interview techniques with each other. Remind them this includes their body language, how they enter and leave the room as much as the answers they give.</p>	20 mins

Key questions:

What is the purpose of the interview?

What are the university looking for in the interview?

How can you stand out from the other applicants?

What do you need to do to add to your personal statement to stand out?

Activity	Description	Timing
Introduction	Introduce the concept of the group activity and what the university will be looking for - a confident person who can work co-operatively within a group, get their point across in a calm and eloquent manner and give insightful responses.	10 min
Group activity	<p>Slide 11: Arrange the students into groups of approximately 4 or 5 per group.</p> <p>Revisit the 3Rs from lesson 4 in the series before asking the students to discuss the merits of 3Rs.</p> <p>Guide them with questioning to what the 4th R should be (Humanimal Trust want to see Reciprocity as a 4th R)</p>	15 min
Plenary	<p>Feedback to the groups:</p> <p>What did you see that was great? What felt good to the students? What did they struggle with?</p>	

Key questions:

Be aware of how you are sitting. do you have your legs crossed? Are you slouching? Are you smiling?
Are you making eye contact with whoever you are speaking to?

How does it feel being in this situation?

What do you feel you need more practice with?

What went well?

Plenary/ Assessment of Learning



Assessing Progress

These activities can really help build the confidence of students who may never have been in an interview situation before.

Ask them to work in twos to give each other verbal feedback on their interview techniques and their answers.

Extension activities

In light of their interviews, the students can add to or alter their personal statement.

Part 2: Students can research some of the none animal methods of testing. eg In vitro or organ on the glass.



Teacher's Notes / Observations

Teacher's Notes

Additional Information:

Did you know there is an NHS Constitution for England?

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

Slide 5: Examples of questions

1. Why do you want to be a doctor? What qualities do you have that would mean you would be a good doctor? What are your best or worst qualities?
2. Eg: tell me about any medical advances you have heard about recently. Do you read any relevant publications?
3. What do you think makes a great team?
4. What have you gained from your work experience? Do you volunteer in the field?
5. How do you see the healthcare system in 20 years' time? If you had a billion pounds to spend in one area of healthcare, what would that be and why?

Slide 7: Can you recognise the poor body language?

Give one student a piece of paper with an example of poor body language in an interview written on it. Only they read it. They then demonstrate it to the class without them knowing what it is. Can they tell you what it is?

Repeat for all the examples on the slide. More details on good examples of each are below:

Handshake: If they offer to shake your hand, do so firmly and with eye contact.

Posture: Keep shoulders down and back, keep a straight back, but not wooden and keep your chin up to show focus.

Leg posture: Keep your legs uncrossed and still as much as possible

Hand position: If there isn't a table, lay your hands softly in your lap, either gently clasped or flat on you legs.

Eye contact: Make eye contact with whomever you are talking to, but try not to stare.

Mirroring: Where possible ensure your body language reflects that of your interviewer, but do not copy their movements.

Entering and exiting the room: Keep a good posture and walk with confidence, if possible take a few deep breaths to relax yourself before you walk in.

Responsiveness: Show interest in what your interviewer is saying, smile and nod when appropriate.

Give the students plenty of time to practice their interview techniques and to swap over so they have the opportunity to be the interviewer and interviewee.

Further guidance can be found here: <https://www.prospects.ac.uk/applying-for-university/getting-into-university/preparing-for-a-university-interview>

Teacher's Notes

Additional Information:

Part 2:

The concept of the Group Interview is used in many recruitment companies and institutions, not only for university interviews.

(The main points to consider can be found on slide 11)

4th R

At Humanimal Trust we feel the 4thR should be reciprocity. We are talking about collaboration – the passing of information both ways from human and animal medicine with researchers and other professionals for the benefit of everyone. It will save time, save lives, save money. This really ties into your school's values of teamwork – because by working as a team we can do so much more for the greater good and ourselves.

Interdependency – between human animals, other animals and the environment

Empathy – animals that are used in laboratories do not have normal lives, they are kept in unnatural environments, often without company, shortened lives and given illnesses that they would not have naturally. It would be much better to study these naturally occurring illnesses and have a long study without animal suffering. This is not okay in this day and age, when we have many alternatives. Give the example of in vitro and organ on a chip, see below.

In vitro - In vitro in glass or in the glass. It is testing that occurs in a laboratory and usually involves studying microorganisms or human or animal cells in a culture. They have been used to gain insight into the risk of adverse effects of compounds, without the complications of other factors affecting the results.

Organ-on-chip studies: Organs-on-chip contain tiny hollow channels lined by living human cells that recreate the microenvironment experienced by cells within the human body. As miniaturised living systems with human cells, Organs-on-Chips can predict human response with greater precision and detail than today's cell culture or animal-based testing, and can be used in a laboratory to test drugs and understand how the body works.

Be Prepared!

Activity 1

List ALL the ways you can prepare for your interview for a place at university

Activity 2

Spend 5 minutes with your co-worker and write below the type of questions you may be asked at an interview.

