

ESTIMATED TIME

2 class periods and out of class time

PREREQUISITES

■ This lesson may be taught before or in conjunction with Lesson 25 Organizational Structures, in which students interview a person at site as part of a research paper.

RESOURCES AVAILABLE

- *Interviewing Other People Rubric*
- *iPod Mystery*
- *Jon's Story*
- *Thief #1*
- *Thief #2*
- *How to Interview*
- *Interview Preparation*
- *iPod Picture*

ACROSS THE CURRICULUM

Interviewing is a difficult and consuming process due to the amount of focus and attention to detail that is required. These skills will, of course, serve a student in any subject, especially for research-based classes and journalism.

LESSON PLANNING

LESSON GOAL

Prepare to interview by learning good question-asking techniques.

Essential Question

What interviewing techniques are effective to get information from another person?

Student Expectations

1. Discuss experience with interviewing.
2. Participate in a catch-a-thief game that requires interviewing.
3. Review interviewing guidelines and identify difficult aspects of interviewing.
4. Plan an interview.
5. Set up an interview after approval and conduct it.
6. Write a newspaper article about the interview.
7. Write a reflection about interviewing.

LESSON OBJECTIVES

1. Practice and develop question-asking and interviewing skills.
2. Identify difficulties in interviewing and discuss strategies for overcoming them.

RATIONALE

Interviewing to get information is a critical skill. This lesson further develops student proficiency in interviewing. Some teachers prefer to teach this lesson before or in conjunction with Lesson 25 Organizational Structures, in which students interview a person at the internship site as part of a formal research paper. Others like to teach it afterwards to further develop interviewing skills. This lesson will help demystify the process of interviewing through an interactive game, while also giving them structure and experience so they will be able to knowledgeably conduct an interview.



Interviewing Other People Rubric



iPod Mystery



Thief 1 and Thief 2

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Begin the lesson by distributing the *Interviewing Other People Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following questions.
 - a. What types of jobs rely on being able to interview people?
 - b. What types of interviews have you seen in person or on television?
 - c. What is the purpose of an interview?
 - d. What makes a good interview?
 - e. How do you think good interviewers prepare for an interview?

ASSESSMENT

Discussion Participate in discussion about interviewing.

2. **WHOLE GROUP** After the discussion is complete, pass out the *iPod Mystery* to all students. This scenario has an iPod missing in a classroom and the thief is still in the room. Review the rules with all students and ensure that students fully understand their roles and responsibilities during the activity. After students understand the rules of the game, have them put their heads down and close their eyes. Then select two students to pretend to be the thieves. One is the actual thief and should be given the *Thief #1* handout. The other is a decoy thief and should be given the *Thief #2* handout. Finally, select someone to play Jon. Hand him or her the *Jon's Story* handout. Have the students silently read their handouts. Be sure they have no questions and then collect their handouts from them. Afterwards, ask all students to raise their heads and begin the game.
3. **WHOLE GROUP** When someone discovers the thief and the game is over, begin a class discussion about the aspects of a good question when trying to find out information. Review the process for how the thief was discovered.

ASSESSMENT

iPod Mystery Participate in the *iPod Mystery* by asking or answering questions.

4. **SMALL GROUPS** Divide the class into groups of 3-5. Have each group read the *How to Interview* guidelines and come up with three things they feel are most difficult about interviewing.

ASSESSMENT

Interviewing Difficulties Review interviewing guidelines and identify interviewing difficulties.

5. **WHOLE GROUP** Have each group identify the difficulties they listed and, as a group, discuss how to overcome them.

ASSESSMENT

Interview Difficulties Participate in identifying and problem solving interviewing difficulties.



Jon's Story



How to Interview



Interview Preparation

6. INDIVIDUAL Have students prepare for an interview by completing the **Interview Preparation** form. This can be for the Lesson 25 Organizational Structures paper or an additional interview to gather more information. Have students use *Sakai* Assignments Tool to submit this form for review and approval.



ASSESSMENT
Interview Preparation Plan for an interview by completing the **Interview Preparation** form.

7. INDIVIDUAL After students have approval, have them set up their interviews, conduct them, and write a one-page newspaper article about the interview. Have them use the *Sakai* Assignments Tool to submit their articles for evaluation.



ASSESSMENT
Interview Conduct an interview and write a one-page news article about it.

REFLECTION Have students reflect in writing on the following questions after they have conducted an interview. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.



- Recap what happened during the interview.
- What were you thinking?
- What were your fears or anxieties going into the session?
- What was the most valuable piece of information you gained from this lesson? Explain.

ASSESSMENT
Reflection Write a reflection about the interview process.

ASSESSMENT
 Use the **Interviewing Other People Rubric** to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may need considerable support to complete this lesson. They should enjoy the mystery game, but be prepared to assist in all written work, as well as setting up an interview, and accompanying students to the interviews. Check with the school's IEP specialist for recommendations specific for the student.

GIFTED AND TALENTED

Gifted students can be challenged in a number of ways during this lesson. One may include having these students interview more than one person at their site. Another way may be to ask the students to submit their questions for review by the advisor and then ask the students to resubmit a second draft. Gifted students often find this activity challenging.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- *Journalism.org* http://journalism.org/resources/j_tools Access this site for tools for journalists.



Student Pages