Lesson overview

Students will learn how to conduct an interview to find out more about the education experience of others. They will learn about different types of questioning and practise these skills in their own class, before developing a set of questions for their first Skype call.

Details

Time
60 minutes

Skills development
- Prepare for interviews
- Develop appropriate interview questions
- Manage interviews

Age
13+

Resources

- Slideshow
  Slideshow 2
  (from bit.ly/MVMS_Res)
- Video
  Appropriate Student Voice film(s)
  (from bit.ly/MVMS_Profiles)
- Student Sheets
  Student Sheet 2a: Open and closed questions
  Student Sheet 2b: Follow-up questions
  Student Sheet 2c: Interview peer assessment
  Student Sheet 2d: Class guidelines
- Literacy Assignments
  Literacy Assignments 2: Ideas for teaching about Global Goals

Lesson steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Activity</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 mins</td>
<td>Meet your partner student</td>
<td>Students consider how to prepare for the Skype interview.</td>
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<td></td>
<td></td>
<td>Connect this lesson’s learning to the previous lesson on My Voice-My School and the Global Goals. Introduce your class to their partner school using the appropriate student voice film.</td>
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<tr>
<td>2</td>
<td>10 mins</td>
<td>Open and closed questions</td>
<td>Students can develop appropriate interview questions.</td>
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<td>Develop students’ interview skills through introducing them to the idea of open and closed questions.</td>
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<tr>
<td>3</td>
<td>10 mins</td>
<td>Advanced questioning techniques</td>
<td>Students can develop appropriate interview questions.</td>
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<td>Introduce students to two techniques to gain deeper replies to their questions and also to develop a more conversational tone to the interview.</td>
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<tr>
<td>4</td>
<td>25 mins</td>
<td>Interview skills practice</td>
<td>Students can manage an interview.</td>
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<td>Using group work, students practise their interview skills and apply the theory that they have learned.</td>
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<tr>
<td>5</td>
<td>5 mins</td>
<td>Decide interview questions</td>
<td>Students finalize their preparation for the Skype interview.</td>
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<td>Student groups finalize the questions they wish to ask the students from their partner school.</td>
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<tr>
<td>6</td>
<td>5 mins</td>
<td>Create class guidelines</td>
<td>Students finalize their preparation for the Skype call.</td>
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<td>Ask students to consider what appropriate guidelines are needed for the Skype call.</td>
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Extension

Students can be prompted to watch celebrity chat shows and consider how hosts use different types of interview skills to gain interesting and exclusive answers from their guests. Formal literacy assignments aligned with Common Core standards have also been developed. These can be accessed at bit.ly/MVMS_Res.
**LESSON 2: TEACHER GUIDANCE**

**Step 1**

**Learning objectives**

You will be able to:

1. Use open, closed and follow-up questions in an interview
2. Prepare effectively for an international interview
3. Apply interview skills to learn from others

Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.

Using **Slides 3-5** introduce this lesson and next lesson’s Skype call.

The Skype call in the next lesson will be divided into three sections as outlined on **Slide 4**. One student from each class will be responsible for asking the questions for each theme as per **Slide 5**.

The best position for the teacher during the Skype call is to the side of the screen or laptop.

Show the students the student voice film from your partner school. Students should use this to inform the questions that they ask in the first Skype call.

There are numerous Student Voice films and students may wish to watch more of these in their own time. The films are all available to view at [bit.ly/MVMS_Profiles](http://bit.ly/MVMS_Profiles). You could ‘flip’ the learning by asking students to watch these videos before the lesson and discuss thoughts and reflections during lesson time.
Step 2

10 mins

Use **Slide 7** to explain the concept of open and closed questions. Then hand out **Student Sheet 2a**.

Students work through **Student Sheet 2a**, classifying the questions as open or closed. They should then evaluate the strengths and weaknesses of both types of question.

Using **Slides 8-14**, review the classification of open and closed questions as a whole class discussion. Then ask students for their views on the strengths and weaknesses of the two types of question.

Use **Slide 15** to summarize the main strengths and weaknesses of open and closed questions.

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Step 3

10 mins

Using **Slides 16-17** explain how the use of empowering and emotive questions can enhance interviews.

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**Follow-up questions**

The best interviews are more like a conversation rather than a series of questions and answers.

This means that you will need to listen to the answers given and consider a follow-up question, rather than just going to the next question on your list.

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Explain the idea of follow-up questions using **Slide 18**. Hand out **Student Sheet 2b**.

Students complete the questions on **Student Sheet 2b**, developing follow-up questions for the three different scenarios.

Ask students to share some of their ideas as a whole class discussion.

This is an opportunity to emphasize the need for active listening skills.
Ask students to work in 3 groups. Assign each group one of the question themes on Slide 19. Hand out two copies of Student Sheet 2c per group. Use Slide 20 to describe the group work task.

Each group should be divided into 2 teams and practise the interview skills that they have learned in this lesson.

Both teams spend 5 minutes preparing questions on their given theme.

Then they take turns to conduct an interview for 7 minutes.

3 minutes are given after each interview for peer assessment using Student Sheet 2c.

Use Slide 21 to review the points covered so far on interview skills.

Use Slide 22 to guide each group (both teams working together) to develop their five questions for next lesson’s Skype call.

These questions should be prioritized in case their is limited time during the call. Students should also consider follow up questions.

A nominated spokesperson for each group shares their proposed questions with the whole class.

It may make sense to select the student featured in the Student Voice film as a spokesperson.

Using Student Sheet 2d and Slide 23, discuss and agree appropriate class guidance for next lesson’s Skype call.

Connect these guidelines to any student created class rules that you may have.

In terms of preparation for the Skype call, you may wish to make a poster of the agreed guidelines in time for the next lesson.

Information on what makes a good Skype call can be found in Subject Update 1 Class debates with Skype and Subject Update 3 Working with sensitive issues.