

Interviewing Lesson Plan 2: Interview Questions

Learning outcome

Students use effective questions in their interviews

Success criteria

- Students can write effective “fat and skinny” questions when planning their interviews
- I will know students have achieved this when they can write effective fat and skinny questions

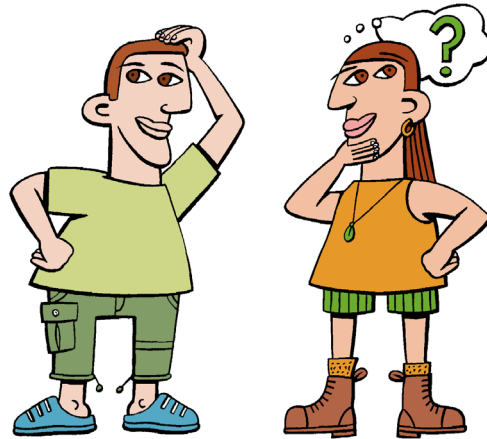


Pre-lesson preparation and resources

- Template Number 14: Interview Plan
- White board or smart board with relevant pen, or computer

Learning sequence

1. Ask the students to form pairs and then tell each other about their interview plans and what background information they found out about the person they want to interview.
2. Help the class talk about open and closed questions. Model (write down) some questions for the students. For example, “Sentences that starts with ‘Did you...?’ or ‘Have you...?’ will usually result in the person being interviewed saying either ‘Yes’ or ‘No’ – answers that don’t require much information. These are called ‘closed questions’. If I start my questions with ‘w’ questions, I will receive longer answers.” Ask the class to share some w questions they could ask the person they are going to interview. Model writing some questions on your white board, smart board or computer. For example, “Where did you live when you were going to school? This is an open question but it is also a ‘skinny’ question because the interviewee will answer with the name of a place only. If I say, ‘Tell me about the place you grew up in,’ I will receive a longer answer. This is called a ‘fat’ question.” Encourage the students to give you more examples of fat questions.
3. Give the students time to write some draft questions and then share them with their partner. Walk around the room and give students feedback on their choice of questions. Ask some of the students to share some of their “fat” questions with the rest of the class.
4. Have the students revise their choice of questions and then write them on Template Number 14, the interview plan.
5. Conference students about their choice of questions and guide students who need help formulating more “fat” questions.



Conclusion

- **Exploratory talk:** Students talk in their buzz groups about what they have learned today about interviews that will help them interview their chosen person.
- **Homework:** Students practise their interview skills by interviewing their parents.
- **Assessment:** Work samples, observation of students, conference sessions.



Template Number 14: Interview Plan

INTERVIEW PLAN		
CRITERIA:		
BRAINSTORM		
Time:	Place:	Name:
Questions	Recorded Answers	
<i>Thank interviewee for sparing the time.</i> <i>Check spelling of their name.</i>		
1st Question		
2nd Question		
3rd Question		
4th Question		
<i>Thank interviewee again</i>		