GENERATION HUMAN RIGHTS

**HEARD! Lesson Eight**
**Preparing for Interviews**

**Time: 45 Minutes**

**Overview:**
In this class students will combine their previous knowledge from both the Interview Skills and DACA classes. With DACA as the main topic, students will brainstorm and chart questions for their podcasts. Class will break out into "Podcast Teams" and each team will define roles and responsibilities. Students will rehearse logistics for recording their live interviews.

**Essential Questions:** When discussing a heated topic, how can one remain unbiased? How/When/Why can current events bring together people from very different communities?  How do we tell engaging stories with an interview?

**Objectives**
**Students will be able to:**
  ● synthesize knowledge of interview skills.
  ● use prior knowledge of the DACA debate.
  ● work collaboratively to generate interview questions.
  ● define roles & responsibilities within their "Podcast Teams".
  ● refine and edit interview questions.
  ● articulate "how to" steps for their podcast productions.

**HEARD! Glossary -**
*Bias*: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

*Non-bias:* literally means not biased. In short, neutral (as in not taking sides)

*Podcast:* a digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

*Dialogue:* conversation between two or more people as a feature of a book, play, or movie.

*Interview:* A meeting of people face to face, especially for consultation.

**Materials for Instructor:**
Whiteboard & Markers

**Materials for Student:**
- HEARD! Journals`
- Pen or pencil

**Opening Discussion (8 Min.)**
Tell student that today they will be combining what they know about interviews with their knowledge about DACA to prepare for their podcast.

Ask students:
- Since we had our discussion about DACA, has anyone continued to think about the issue?
- Has anyone's opinion changed? Or does anyone have a new viewpoint about the issue?
- Since our discussion, has anyone continued to talk about DACA with a family member or a friend from another class?
- If we talked to another group of students your age in a completely different part of our country / state, do you predict their opinions would be similar or very different?

Tell students:
- For their podcasts, they will be interviewing a group of students from a school in (?).
- To do this they will be breaking out into "Podcast Teams"
- Before we break into teams, we will spend some time discussing what we know about good interview questions as a class.

**I.      Class Discussion: create a "good questions" resource list  (10 Min.)**
Charting responses on whiteboard or large post-it paper - ask students what they know/remember about good interview questions.
> *Target - student responses should include:*
> *1. Simple, open-ended questions.*

*2. One question at a time.*
*3. No statements. No opinions. Non-biased.*
*4. Ask follow up questions to get more details.*

Continuing to chart responses - ask students to brainstorm some interview questions for the other class about the DACA debate.

Continuing - using a few of the class generated questions, ask students to brainstorm some appropriate follow-up questions.

*At the end of this brainstorming discussion you should have a visible "resource bank" for the Podcast Teams to refer to during the next activity. You can chart and organize the bank in whatever way works best for you and the class.*

*Example: Preparing to conduct an interview resource bank*

| Elements of good interview questions | Open ended | Non bias | Ask for details |
|---|---|---|---|
| Possible questions about DACA | Is the DACA debate something you talk about with your friends? | Do you think Dreamers should be allowed to remain in the US? | Do you know anyone personally who is affected by the debate? |
| Follow up questions | What are the opinions that most of your friends or family have about it? | What makes you think that? Is it something you feel strongly about? | Would you feel differently if a friend or family member was an undocumented Dreamer? |

## II.    Podcast Teams  (15 Min.)

Break the class into teams of 6. You can do this yourself or students can self-select. Give teams 10 minutes to come up with 5 questions. Refer to the resource bank - use questions as they are or edit and come up with a couple of new questions that aren't up on the board.

## III.    Roles and Responsibilities  (10 Min.)

● Teams should choose a team name which will also be the name of their podcast (i.e. Radio MS 1, Truth News, Young Voices, etc.)
● Tell students they will each take on a role within their team

Roles:
2 Interviewers

> 1 Time keeper
> 1 Note taker
> 1 Director  - question prompter
> 1 Technical producer

- Students should spend a few minutes talking over their responsibilities and a few minutes running through the questions out loud, answering them and refining.

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## Closing (2 Min.)

Ask students to think about what they want the tone of their podcast to be. Let them know they will begin to record interviews in the next few classes.