

Lights, Camera, Questions!

How to Conduct an Interview

Michael Grubb, Nicole Harris
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	7th – 8th Grade	**Time Frame**	190 minutes
Subject	English/Language Arts	**Duration**	4-5 periods
Course	Composition, Creative Writing, Journalism		

Essential Question

What questions and techniques help to make a good interview? How do you conduct a successful interview?

Summary

In this lesson, students practice their active listening skills and analyze the components of a good interview question. Students will work together to write interview questions and establish norms for the interview process. Then, students will conduct and record an interview of a classmate and review interviews conducted by their peers.

Snapshot

Engage

Students brainstorm a list of individuals from any time period that they would like to interview, then generate a series of questions they would ask these individuals.

Explore

Students watch several videos of interviews and evaluate interviewing techniques.

Explain

Students establish norms for the interview process and create a list of interview questions.

Extend

Students conduct their interviews and record them using video or audio technology.

Evaluate

Students review a peer's recorded interview and provide feedback using the 3–2–1 strategy.

Standards

ACT College and Career Readiness Standards - English (6-12)

TOD 403: Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)

Oklahoma Academic Standards: English Language Arts (Grade 7)

7.1.L.1: Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.
7.1.L.2: Actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose.

Oklahoma Academic Standards: English Language Arts (Grade 7)

8.1.L.1: Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.
8.1.L.2: Actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective.

Attachments

- 3–2–1—Lights, Camera, Questions!.docx
- 3–2–1—Lights, Camera, Questions!.pdf
- Establishing Norms—Lights, Camera, Questions!.docx
- Establishing Norms—Lights, Camera, Questions!.pdf
- Interviewing Techniques and Guidelines—Lights, Camera, Questions!.docx
- Interviewing Techniques and Guidelines—Lights, Camera, Questions!.pdf
- Lesson Slides—Lights, Camera, Questions!.pptx

Materials

- Lesson Slides (attached)
- Interviewing Techniques and Guidelines handout (attached; one per student)
- 3–2–1 handout (attached; one per pair of students)
- Establishing Norms handout (attached; one per student)
- Chart paper
- Markers
- Internet access
- Lights
- Cameras
- Microphones
- Video cameras
- Computer
- Headphones
- Green screen
- Drones
- Rodecaster
- TVs

20 minutes

Engage

Facilitation Options

If you are using this lesson during an extracurricular club and have limited time, consider teaching one "E" section per club meeting.

Teacher's Note: Activity Preparation

Before beginning the lesson, hang five sheets of chart paper around the room.

Introduce the lesson using the attached **Lesson Slides**. Display **slides 3–4** and introduce the essential questions and learning objectives. Transition to **slide 5** and have students consider the question, "If you could interview one person from any time period, who would it be?"

Let students know that they could choose anyone to interview. This person could be someone famous or someone close to them, someone alive or dead, or even someone who hasn't been born yet.

Invite students to share out their responses to the question. As they share, record their responses on the board, creating a class list of "dream interviewees." Have the class then work together to narrow down the list to the top five people that students would like to interview. Title each of the five posters around the room with one of the names of the top five interviewees.

Divide the class into five groups and assign each group to one of the five posters. Display **slide 6** and introduce the instructions for the Chain Notes activity. Begin the 5-minute timer on the slide and have student groups brainstorm a list of questions they would like to ask the individual listed on their chart paper.

When time is up, transition to **slide 7** have groups rotate to the next poster. Have students review the questions already written on their poster, then begin the 4-minute timer and have them add questions to the paper.

Repeat this process using **slides 8–10**. The time allotted for each round decreases by one minute as students progress through the activity. Slides include timers for 3 minutes, 2 minutes, and 1 minute.

Once students complete the final round, display **slide 11**. Have students reflect on the activity using the questions on the slide.

60 minutes

Explore

Display **slide 12** and pass out the attached **Interviewing Techniques and Guidelines** handout. Inform students that they should not yet write anything on the handout. Play the video *LeBron James' 'The Decision'* on the slide.

After the video, guide students through the different sections of the handout, pointing out how examples from the video are used to complete the table. Point out key information and discuss any additional examples from the video.

Show **slide 13** and provide students with the link to the HIVE video collection titled "Lights, Camera, Questions!" Use a modified version of the Jigsaw instructional strategy to have each student watch two interview clips, other than the LeBron James interview, from the HIVE video collection. As students watch the clips, have them complete each table on their handouts with examples and notes from the interviews they watched.

Teacher's Note: Video Time

Some videos are longer than others. Explain to students that they do not need to watch all of the longer videos entirely. Encourage them to spend enough time reviewing them to complete their handout.

After students have watched two videos and taken notes, facilitate a whole class discussion. Ask students, "How do these interviews demonstrate the techniques and guidelines explained in the handout?" Have students reflect on the questions they generated in the previous activity and the interview clips they watched. Use the following questions to facilitate the discussion:

- Were the questions in these interviews similar to your original list?
- Did any of your questions come up in the interviews you watched?
- Would you add something to your original list of questions based on these interviews?
- What can you take away from these interviews?

60 minutes

Explain

Teacher's Note: Activity Preparation

Before you begin this portion of the lesson, organize students into pairs.

Display **slide 14** and distribute one copy of the attached **Establishing Norms** handout to each student. Explain to students the process of Establishing Norms with their partners. Review each question with students and encourage pairs to keep their norms present during the interview to make the process successful. Allow students time to discuss their norms with their partners.

Optional Interview Topics

This lesson has students interview their partners with the intention to get to know them better. However, you may change the topic of the interview to align with your class content or objectives.

Move to **slide 15** and have students craft interview questions for their interviews with their partners. Tell students that they should write questions intended to help them get to better know their partners. Inform students that between seven and ten questions are a good start, and that they will have the opportunity to ask follow-up questions during the interview. Encourage students to review their Chain Notes questions from the beginning of the lesson to start the brainstorming process.

Teacher's Note: Examples

Consider providing examples, like those listed below, to assist students in the creation of their own interview questions:

- What is something that you are proud of?
- Who is someone you admire?
- What is your favorite school subject?
- What is a fact about you that might surprise people?
- Who do you think knows you best?
- What would you like to be remembered for?

25 minutes

Extend

Teacher's Note: Logistics

Prior to this phase of the lesson, consider the equipment you need to prepare for the interviews, the amount of space necessary to conduct the interviews, and how you would prefer students to submit their interviews to you. If you would prefer students to record a video, consider using a video camera, green screen, or drone (for wide shots outdoors). If you would prefer students to record audio, consider using microphones, a rodecaster, headphones, and a computer.

Depending on which methods you choose and the equipment you have available, consider adding additional directions to **slide 16**.

Display slide 16 and share any remaining tips with students for conducting their interviews. Introduce to students the equipment they should use to record their interviews, and review basic instructions on how to use the equipment.

Indicate to students the places where they may record their interviews. Encourage them to record in a variety of locations. Assist students with preparing the necessary equipment, then have them take turns recording their interviews.

Explain to students how they should submit their final recordings to you upon completion.

25 minutes

Evaluate

Teacher's Note: Pairs

For this activity, ensure that each student is paired with someone other than their interview partner.

Display **slide 17** and organize students into pairs. Pass out the attached **3–2–1** handout to each pair and have them cut or tear the page along the dotted line. Ask each student to review their partner's interview and provide specific feedback using the 3–2–1 guiding questions on the handout. Remind students to refer to the video or audio using specific timestamps for easy reference.

Resources

- Biggs, T. (2024, November 27). *Biggs | Dwayne "The Rock" Johnson* [Video]. YouTube. https://www.youtube.com/watch?v=Ur-aJw7XpbY
- Bleacher Report. (2024, September 30). *Shai Gilgeous-Alexander on OKC offseason moves & dealing with higher expectations | NBA Media Day* [Video]. YouTube. https://www.youtube.com/watch?v=_PozOqkUpXI
- CBS News. (2024, August 9). Extended interview: Katie Ledecky on 2024 Olympics performance, closing ceremony honor and more [Video]. YouTube. https://www.youtube.com/watch?v=0tabb409MEI
- ESPN. (2018, June 11). *[Full] LeBron James' 'The Decision' (7/8/2010) | ESPN Archives* [Video]. YouTube. https://www.youtube.com/watch?v=Afpgnb_9bA4
- First We Feast. (2019, September 19). *Shia LaBeouf sheds a tear while eating spicy wings | Hot Ones* [Video]. YouTube. https://www.youtube.com/watch?v=lMbseuQR2G8&t=97s
- First We Feast. (2021, August 12). *Elijah Wood tastes the lava of Mount Doom while eating spicy wings | Hot Ones* [Video]. YouTube. https://www.youtube.com/watch?v=2-cQ_Wtv0sQ
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Chain notes. Strategies. https://learn.k20center.ou.edu/strategy/52
- K20 Center. (n.d.). Establishing norms. Strategies. https://learn.k20center.ou.edu/strategy/188
- K20 Center. (n.d.). *Lights, camera, questions!*. HIVE. https://hive.k20center.ou.edu/boards/17
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (2021, September 21). *K20 Center 1 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=6iID555O_RE
- K20 Center. (2021, September 21). *K20 Center 2 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=HcEEAnwOt2c
- K20 Center. (2021, September 21). *K20 Center 3 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=iISP02KPau0
- K20 Center. (2021, September 21). *K20 Center 4 minute timer*. YouTube. https://www.youtube.com/watch?v=kpCsfuvzQeY
- K20 Center. (2021, September 21). *K20 Center 5 minute timer*. YouTube. https://www.youtube.com/watch?v=EVS_yYQoLJg
- LatestNewsVid. (2013, March 4). *Kid President: "I'm just a kid who wants to have fun"* [Video]. YouTube. https://www.youtube.com/watch?v=278nqNLqohY
- NFL on FOX. (2024, October 20). *Tom Brady and Patrick Mahomes discuss Super Bowls, family & more ahead of 49ers-Chiefs rematch* [Video]. YouTube. https://www.youtube.com/watch?v=lwbs4Wgj5yY
- W Magazine. (2017, October 16). *Pink gets interviewed by a cute little kid | Little W | W Magazine* [Video]. YouTube. https://www.youtube.com/watch?v=99U-5twd6wo
- W Magazine. (2018, November 9). *Benedict Cumberbatch gets interviewed by a cute little kid | Little W | W Magazine* [Video]. YouTube. https://www.youtube.com/watch?v=0z-LqusKZ38