

OVERVIEW

FOCUS QUESTION

How do we synthesize our learning about our issue and self-assess our interview skills?

GOALS

- Students prepare for, conduct, and evaluate formal interviews.
- Students learn the nuances of their issue by interviewing key stakeholders such as politicians, community leaders, and people with firsthand experience.

LEARNING TARGET

- I can collaborate with my team to reflect and assess our work as a team.
- I can analyze what we learned about our issue from the formal interviews.

MATERIALS/EQUIPMENT

- Project Playbook
- Student Journal
- Monitor or Computer
- Camera
- Footage from interview

STANDARDS

- Technology CCSS.ELA-LITERACY.W.9-10.6
- Research CCSS.ELA-LITERACY.WHST.9-10.7
- Artistic Techniques Anchor Standard 10

PREPARATION TIPS

- **Timing and Grouping:** The necessary time and group structures for this lesson will depend on the number of interviews that you have to review and your available technology. You could review as a whole class if you have one formal interview to review or only one TV monitor. If you have technology where students could work in small groups to review different interviews, that would provide the opportunity for more students to be actively engaged in the critiquing process.
- **Thank-You Notes:** While in-person thank-yous are great after the conclusion of the formal interview, written thank-you notes can add a personal touch. Ask for student volunteers to write thank-you notes to the interviewees.

ACTIVITIES

WARM-UP (5 MIN)

Student Journal Entry:

If you were going to give two pieces of advice to a student doing a formal interview tomorrow, what would you tell them?

MAIN LESSON (50 MIN)

STEPS	TIPS & RESOURCES
1. Reflection	10 MIN
STEPS Whole Class Discussion: Students reflect on the process of conducting the formal interview(s).	TIPS - Sample discussion questions: - What are your thoughts on conducting the formal interview? - What do you think went well, what could we do differently next time? - What was the process like in your specific role? What did you like/not like about your role?
2. Review Footage	VARIES
STEPS - In groups or as a whole class, watch the footage from each interview. As students watch the footage, they evaluate through two different lenses: - First, they are evaluating for content. What does this interview offer a viewer? What do we learn about our issue from this interview? - Secondly, they are evaluating the quality of the footage. Can we hear the interview? Is the video quality acceptable? - Review the guiding questions for critiquing interviews in the Student Journal.	TIPS - Timing & Grouping: The timing here will depend on how much footage each group needs to review. If you have multiple formal interviews students can be divided into groups and review footage as small groups. If you only did one formal interview you could divide it into segments and assign it to small groups, or you could analyze as a whole class. - Recording: If students are working in groups they can record their analysis in the Student Journal and then share out as a whole class. If doing the analysis as a whole class, select a volunteer to record the analysis in the Project Playbook.

FORMATIVE ASSESSMENT

- The Team Reflection & Self-Assessment tool can provide you with a sense of the functionality of the student teams. [LT: I can collaborate with my team to reflect and assess our work as a team.]
- Notes in the Playbook should tell you whether students are capturing the learning about the issue from the interviews. [LT: I can analyze what we learned about our issue from the street interviews.]

REFLECTION (5 MIN)

Student Journal Entry

How will the interview discussed today be important to your documentary? Describe what specific information or stories from the interview will be most useful for your film, and why.