

HOW TO CONDUCT AN INTERVIEW

Get to Know Your Peer



Objectives (Students will learn how to):

- Prepare and ask interview questions
- Facilitate a conversational interview tone
- Practice active listening and form follow-up questions on the spot
- Take substantive notes during an interview in case technology malfunctions

Sequence:

1. Students should break into pairs, preferably with someone else in class that they do not know very well, if at all. Assign one student as “Student A” and the other as “Student B.” They should sit next to their partner and have note taking materials on-hand.

2. Tell students that they will be interviewing their partner about the following prompt: What is something that people wouldn’t know about you at first glance?

Give your students 5 minutes to come up with interview questions they believe would yield substantive answers from their partner (each student should draft these on their own).

3. Once students have finished creating their interview questions, tell student A they have 10 minutes to interview their partner using the techniques outlined in the [SNO How to Conduct an Interview Presentation](#). They may use a recording device if they wish, but they must also take handwritten notes.
4. After 10 minutes have elapsed, have students switch roles and repeat the process with Student B as the interviewer.
5. Reconvene as an entire class. Go around the room and begin by having Student A verbally share what they learned about Student B with the class based off of their interview questions and notes. Once this is complete, go around the room again, this time with Student B as the presenter.
6. After all students have presented, discuss takeaways from the activity as a class to explore best practices for future interviews. What types of questions did you students have the most success with? Was the interview awkward at all, and if so, how did they bypass those boundaries? What strategies did they have to use to get quick, yet accurate notes? Etc.