

**Shelley Stahl**  
**Northside High School, Warner Robins, Georgia**

## **INTERVIEWING PREP**

### **Overview and Rationale**

Journalism students need to learn interviewing skills before they begin working with sources. This lesson incorporates activities to help students learn the process of interviewing – beginning with preparation.

### **Goals for Understanding**

- Essential Questions
  - Why is preparation key to a successful interview?
  - What constitutes a successful interview?
- Critical Engagement Questions
  - How do you know *what* you need to know?
  - Which sources can provide the information you need?
  - How do you get the information you need from the source?
  - ELAJRN3: Research The student deepens understanding of the media and their public by analyzing the validity and reliability of multiple sources, while also working to gather research that will support and enhance the vision of the publication.

### **Resources/Materials** (List all materials/audio-visual needs.)

List of potential topics; computer with Internet access.

### **Overviews and Timeline**

#### **Activity 1 (One 45-minute class)**

- Given a topic, have students list some potential sources for information regarding that topic. Also have students use a search engine to research published articles on the topic. Be sure to document sources.
- Using the same topic and sources, have students prepare 20 questions for each source to get information for a coherent interview and arrange them in a logical order with fact-finding questions first and probing questions to follow.

#### **Activity 2 (One 45-minute class)**

- Have classmates interview each other. Request that they start by doing some research and preparing questions. After the interview, they should rewrite their notes in the form of direct and indirect quotations.

#### **Activity 3 (One 45-minute class)**

- After properly preparing, have students interview other students or teachers and write a news brief on a given topic incorporating direct and indirect quotations as well as using proper attribution.

#### **Activity 4 (One 45-minute class)**

- Given a transcript from a speech or interview, have students prepare additional questions that will expand the topic.
- Debrief – discuss questions as a class; students defend their choices.

### **Assessment**

- Given an article from a newspaper or magazine, have students select facts, direct quotes and indirect quotes they could use in a story on a similar topic.
- Given a short speech or daily announcement, have student write a news brief incorporating at least one direct and one indirect quotation, each properly attributed.