

# INTERVIEW A CLASSMATE

## LESSON OVERVIEW

Students will discover the incredible talents of a classmate as they interview them to learn more about their awesome abilities. Students will learn interview techniques, develop their questions, take turns asking and answering questions with a partner, and present their discoveries to the class.

## STANDARDS

### Social and Emotional Learning Standards

#### *IL.SEL.31B.1b*

Identify family, peer, school, and community strengths.

#### *IL.SEL.31B.5b*

Evaluate how developing interests and filling useful roles support school and life success.

#### *IL.SEL.31C.1a*

Describe why school is important in helping students achieve personal goals.

#### *IL.SEL.32B.1a*

Describe the ways that people are similar and different.

#### *IL.SEL.32B.1b*

Describe positive qualities in others.

#### *IL.SEL.32C*

Use communication and social skills to interact effectively with others.

### Common Core English Language Arts

#### *IL-ISBE-ELA-CC-2010.K-12.SL.5*

Presentation of Knowledge and Ideas: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### *IL-ISBE-ELA-CC-2010.K-12.L.R.2*

Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## OBJECTIVES

- Students will develop interview questions.
- Students will take turns with a partner to ask and answer questions.
- Students will present information about a classmate to the rest of the class.

## MATERIALS

- Paper
- Writing utensils
- Poster or PowerPoint slide
- Markers (if using a poster)
- Camera (if available)

## PROCEDURES

1. Read a book that describes someone with a special talent, such as *Rosie, Revere Engineer* by Andrea Beaty. This is a book about a girl who loves to invent interesting creations.
2. Facilitate a class discussion based on what makes the character in the book special. What did it take for that character to become successful? How can we develop our interests to play an important role in our world or the lives of others?
3. Explain to the students that they will be interviewing one another to discover each other's special talents.
4. Work with the students to help them develop interview questions. Examples:
  - What are your favorite things to do?
  - What would you consider your special talents?
  - How will you work to improve your special talent?
  - If you can be anything you want when you grow up, what would you be?
  - How can school help you pursue your interests?
5. Have the students create a visual display or PowerPoint slide(s) to describe their classmate.
6. If available, have the students use a camera to take a picture of their classmate to include in their display.
7. Have the students present their questions and partner's talents to the class.
8. Ask the students the following questions.
  - What are some of the interesting new things have you learned about some of your classmates?
  - What are some possible jobs for such talents?
  - Are you interested in something new after learning about your classmates?

## STUDENT INTERVIEW PROJECT RUBRIC

|   | Target (3)  | Meets (2)  | Partially Meets (1)   | Does Not Meet (0)  |
|---|---|--|---|--|
| <b>Question Development</b>                   | Effectively develops questions to learn the special talents of a classmate.   | Develops questions to learn the special talents of a classmate, but one may not be helpful in discovering the talents.                     | Attempts to develop questions but some of them are not written well.  | Does not develop appropriate questions.  |
| <b>Collaboration</b>                          | Works well with others and discusses ideas in a fair, respectful, and encouraging way and is considerate of the feelings of others.   | Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others. | Works with others, but did not do well with taking turns OR was discouraging and did not consider the feelings of others.         | Did not work well with others and/or discusses ideas in an unfair, disrespectful way.  |
| <b>Use of Materials in the Visual Display</b> | Inventively and successfully chooses materials that produce visual interest and highlights a classmate's talents.                     | Appropriately chooses materials that highlight a classmate's talents.  | Chooses materials but some work against the purpose of highlighting a classmate's talents.  | Does not choose appropriate materials.   |
| <b>Requirements</b>                           | Meets all of the requirements for the project.  | Meets most of the requirements for the project.  | Meets some of the requirements for the project.   | Does not meet the requirements for the project.  |
| <b>Writing</b>                                | Demonstrates an advanced understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrates an adequate understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.      | Demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. | Does not demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| <b>Total</b>                                  |   |  |   | /15  |