

YBK LESSON PLAN

Class: Yearbook	Time: 15-30 minutes (this activity is very flexible)
Unit: Interviewing	Lesson title: Picture this.
Objective: SWBAT gain confidence as a reporter by practicing impromptu interviewing skills.	
Materials needed: Students can use their cell phones or teacher can ask students to bring in a photo for the activity. Pen and paper (or recording device – however adviser wants students to conduct interviews).	
Staffers or teams involved: This activity is could be considered as a team-building exercise as well as instruction on interviewing, so although writers and reporters will benefit most, we recommend it as a whole-staff activity.	
Prior knowledge: Open-ended vs. close-ended question	Key understanding: Interviewing is more about listening than talking, about taking an interest in another person and about asking simple open-ended questions.
Introduction: If you haven't already, introduce the topic of interviewing and talk about how professional reporters prepare for interviews. See Interviewing PowerPoint as well as pp. 6-7 of the Reporting and Writing curriculum booklet. You might choose to also review the importance of planning for an interview and doing research (pp. 10-13), but also discuss how an important interview skill is just going with the flow.	
Instructional activities: <ol style="list-style-type: none">1. Break students into pairs and have each pair choose who is going to interview first.2. Have the interview subject pick a number 1-20. (Feel free to make this as mysterious as you wish.)3. Direct the interview subject to look through the photos on their phone and go to the one that matches the number they picked. Then show that picture to the interviewer. (If the photo is completely boring, the student can pick another number, but the key is for the photo to be random.)4. Sharing the photo with each other, have the interviewer conduct an jot down 3-5 open-ended questions about the photo.5. Then have the interviewer conduct an interview asking the subject about the event or circumstance pictured, taking notes or recording as he/she would do in a normal interview.6. Have interviewer and subject switch roles and repeat the exercise.7. Have both type up their notes.8. To extend the activity, the students could write a story, attaching the photo.	
Wrap-up/closure: As a class, debrief on the process. What was hard about the interview? What worked? What questions were the most effective about getting answers? Make sure students understand the power of asking "How" and "Why" questions.	

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Differentiation options: The lesson is geared toward all learners and can be completed in mixed-level teams.

Assessment: This is meant to be a fun team-builder and a formative exercise. However, the adviser could choose to assess the quality of the questions, the final interview notes or the resulting story.