

## *Session Three Lesson Plan*

### **Session Overview:**

Apprentices will develop interview questions for business owners and will practice the proper techniques for effective interviews in preparation for next week's Interview Day!

**Length:** 2 Hours

### **Learning Objectives:**

- Apprentices brainstorm the type of information that they need to write a business history.
- Apprentices write interview questions for business owners.
- Apprentices learn the proper techniques for interviewing and practice those techniques with each other.
- Economics concepts and vocabulary: profit, revenue, sole proprietorship, partnership, corporation, capital

### **Material and Equipment:**

- Agenda
- Vocabulary List
- Jeopardy! Board
- Business Category Brainstorm from Session 2

### **Preparation:**

- Write up an agenda to post in classroom.
- Write Guess the Business blurb.
- Secure an interview subject and have them write up 10-20 interview questions to ask you.
- Prepare a "Jeopardy!" board and questions.

### **Roles for Students:**

- Time Keeper
- Line Leader
- Point Guard – checks off "to do" boxes on the agenda

### **Lesson Plan Format:**

- |            |                                                                                                                                                                |                         |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>I.</b>  | <b>Ritual</b>                                                                                                                                                  | <b>Time: 10 Minutes</b> |
|            | <ul style="list-style-type: none"> <li>• Review ritual guidelines.</li> <li>• This may be a good week to have Apprentices start reading the blurbs.</li> </ul> |                         |
| <b>II.</b> | <b>Introduction and Context-Setting</b>                                                                                                                        | <b>Time: 10 Minutes</b> |
|            | <ul style="list-style-type: none"> <li>• Review the purpose of the apprenticeship and the WOW!</li> </ul>                                                      |                         |

- Ask Apprentices to explain what they did the previous week – Turf Map and Slide Show.
- Review economic vocabulary and concepts from previous session.
- Introduce today’s curriculum by having a student/s read the agenda.

### III. **Mini-Lesson: Questions, Questions, Questions** **Time: 35 Minutes**

#### *Introduction (5 minutes)*

- Review what they learned about historical information from their field trip the previous week. Remind them of all of the information that they can get from libraries, museums and historical societies.
- Explain that this week they are going to work on another way of getting primary source information. This way is more direct: interviews. Ask the apprentices who they think they will be interviewing.
- Explain that there are two main parts to interviewing. Ask if anyone knows what they are?
- Tell them that 1) you need to figure out what questions you are going to ask. 2) Then you need to ask them.
- Today we are going to do the first part and practice doing the second part.

#### *Information and the Questions to Get There (10 minutes)*

- Explain that before we can start writing our questions, we need to figure out what information we need. In other words, we need to figure out what type of answers we need before we can get to the questions.
- To start off, let’s see if we can come up with the type of information that we find in history. A good way to start off may be to think about the kind of information that you hear in Guess the Business.
- Hand out the past 2-3 Guess the Business blurbs and ask students to read them.
- Ask Apprentices about the information they found in the histories. Write categories on the board (People, Places, Time/Dates, What they sell, etc.)
- Remind them that there is a series of words that you all know that will help us come up with our questions: Who, What, Where, When, Why, and How

#### *Independent Work Time (10 minutes)*

- Pair up students to brainstorm questions to ask business owners. Ask them to think about what information the question is trying get at. Remind them about the 5W+H. Tell them to make sure their questions are not yes-no questions.

#### *Report Back and Group Brainstorm (10 minutes)*

- Have pairs report back on the questions they have developed as well as the information they are hoping to find out (if it’s not that easy figure out from the question).
- Because there may be lots of other questions that Apprentices have not come up with yet, there should be some time to do a group brainstorm to come up with missing questions.
- Between now and next week, CT should type up questions in a logical order. Message this to students.

- Explain that when we do our interviews, these are the key questions. However, other questions are ok too. Those questions will depend on how the interview goes, what information is revealed, etc.

**IV. Snack/Stretch Break** **Time: 10 Minutes**

**V. Interview Rehearsal** **Time: 40 Minutes**

*Intro/Modeling (15 minutes)*

- The purpose of this section is to prepare Apprentices for the interviews that they will be performing next week. The goal is to build professionalism.
- Explain that next week we will be interviewing a number of business owners. We now have many of the basic questions we plan on asking them. But an interview is more than just the questions that you ask. It's also the way you ask the question and the way you write down questions. The way that you carry yourself matters because it makes them take you seriously.
- Explain that today they going to have a chance to practice their interviewing skills. But first, they are going to witness two fake interviews. Tell them that you want them to write down things that you see and hear that are positives and things that are negatives.
- Have another adult: another CT, floater, CT support, etc. ask you questions about yourself.
- The first time, the interview should have some or all of the following qualities: slouching, mumbling, distractedness, looking at paper the whole time, rudeness, slang, inappropriate questions, etc.
- The second interview should model appropriate professionalism.
- After both interviews do a brainstorm about the types of things that were appropriate and inappropriate. Draw a large circle on a piece of newsprint. Write the appropriate things inside the circle and the inappropriate ones outside the circle. Be sure to save this visual for next week.

*Student Practice Time (15 Minutes)*

- Pair up students and hand out pre-written interview questions for each group
- Have students practice with each other. Questions should hold attention and also allow students to practice the proper interviewing skills.

*Group Review (10 Minutes)*

- When they are finished, have a couple of groups of students perform a interview in front of entire apprenticeship with new questions. Class critiques.

**VI. Economics History Jeopardy and Foreshadowing** **Time: 10 Minutes**

- Group apprentices into two teams.
- Ask apprentices about business district history we learned in past sessions, history and economics vocabulary they have learned, and information about the Apprenticeship and Wow!