

## *Session Four Lesson Plan*

### **Session Overview:**

Apprentices will interview business owners as a means of obtaining information for their business histories.

**Length:** 2 Hours (Depending on the number of students you have, the number of CTs/CT Support you have, and the number of interviews you need to do, you may need to extend this session to 2.5-3 hours, if possible.)

### **Learning Objectives:**

- Apprentices review the proper techniques for interviewing and practice those techniques with each other.
- Apprentices use questions developed in the previous session to interview business owners.
- Economics concepts and vocabulary: competition, supply, demand

### **Material and Equipment:**

- Agenda
- Timeline
- Interview Question Sheets (multiple copies)
- Interview Value Circle.

### **Preparation:**

- Write up an agenda to post in classroom
- Set up interview times with business owners.
- Prepare interview sheets (with questions and blank space for answers, also space for ad-libbed questions and responses).

### **Roles for Students:**

- Clue Readers
- Scribes
- Head Counter
- Time Keeper
- Line Leader
- Point Guard – checks off “to do” boxes on the agenda
- Photographer

### **Lesson Plan Format:**

#### **I. Ritual**

- Review ritual guidelines.
- Guess the Business

**Time: 10 Minutes**

## II. Introduction and Context-Setting Time: 10 Minutes

- Review the purpose of the apprenticeship and the WOW!
- Ask Apprentices to explain what they did the previous week – developed interview questions and practiced doing interviews.
- Review economic vocabulary and concepts from previous session.
- Introduce today’s curriculum by having a student/s read the agenda.
- Review the time line as a way of checking in about progress toward the Wow goal.

## III. Interview Day Time: 105 Minutes

### *Preparation (20 minutes)*

- Review professionalism and how to carry oneself in public and businesses.
- Review interviewing skills using the Interview Value Circle from last week.
- Hand out interview sheets. Tell students to the sheets to make sure they know what all of the words are. Have them practice with a neighbor if you are concerned with their reading skills.
- Ask apprentices to volunteer for interviewing roles and responsibilities. Make sure that all Apprentices have an opportunity to practice their new interviewing skills.
- Depart for interviews.
- (An alternative would be to do some or all of the interviews on campus. This would require business owners who would be willing to leave their businesses. Seems unlikely to me. It’s also not as interesting to the students.)

### *Interview, Travel and Snack Time (60-75 minutes)*

- If it is possible to split your group (i.e. you have multiple CTs), this will save significant time.
- Specific times should be set up with each business owner.
- Maximum interview time should be about 10-15 minutes.
- It is a good idea to have multiple scribes so that none of the information is missed.
- Remind students to ask any questions that have questions about when they finish their formal interviews.
- Allow students to look around the store to get a feel for it.
- This could also be a good opportunity to take some digital photos to be used in the PowerPoint presentation –make sure you get interior and exterior photos of the business, photos of the staff and products, and some interesting pictures of the neighborhood, too!
- Include 10 minutes for snack. In the pilot run, we interviewed the owner of a deli, and then purchased snacks there. Consult your budget to determine the feasibility of this plan.

### *Debrief (10 minutes)*

- If you split up, a member of each team should report back to the full group about 2 interesting facts that they learned from each business they interviewed.

- If you stayed together, ask the students question about the trip – what they thought was interesting, what they wish they had asked, etc.
- If there is time, you can start to determine which apprentices are interested in work on which businesses.