

## Pre-Launch Lesson Plan

### GRADE 3, PLANET S | SOCIAL INTERVIEWING

#### Objectives

- Students will identify additional occupations related to the social environment.
- Students will identify appropriate speaking and listening techniques used in conversation.
- Students will observe and describe work done by people at school and in the community.

#### Preparation & Materials Needed

- NOTE: This is a two-part lesson in conjunction with the Post-Launch Lesson Plan for Level 3, Planet S, in which students interview adults who work at the school or in the community, so some prior setup is needed.
  - The easiest setup may be to identify 4-5 adults who work at the school (e.g. aides, front office staff, custodial staff, teachers without a class, counselors, etc.) who can enter the classroom to be interviewed by student teams during the class period.
  - Alternative methods will be needed if students interview adults in the community.
- Copies of the “Speaking and Listening Do’s and Don’ts” handout for each student.
- Copies of the “Social Interview Worksheet” handout for each student.
- Chalkboard/whiteboard or chart paper and markers.

#### Lesson Plan

*Total Time: 12-18 minutes*

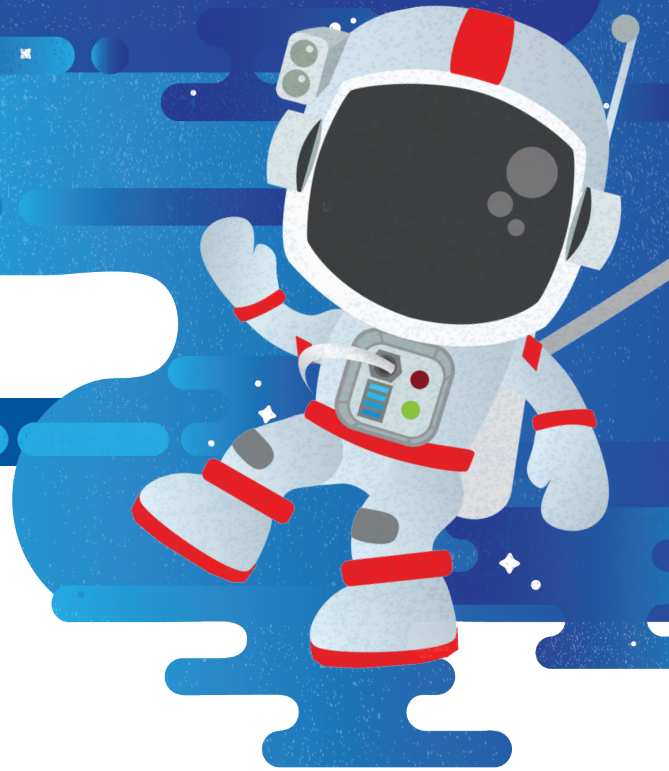
##### INTRODUCTION

**6-8 Minutes**

Begin the lesson by explaining that students in the class will soon be journeying to Galaxy Planet S which stands for the Social work environment. Ask the class if any students feel they are especially good at being social.

When students respond affirmatively, inquire what components are associated with being interested or skilled in the social work environment. List these components on the chalk/white board or on chart paper under a heading such as “Social Skills.” These skills might include:

- Being a good listener.
- Helping others.
- Being able to speak clearly and understandably.
- Being a good writer.



**INTRODUCTION****(continued)****6-8 Minutes**

Next to this list, or on another area of the board or chart paper, ask students to suggest career titles that fit individuals with interests in the social work environment and list those occupations there. The list might include:

- Waitstaff (Waiters and Waitresses)
- Teachers
- Coaches
- Counselors
- Nurses

Tell students they will be learning more about occupations related to the Social work environment when they journey to Planet S, but first they are going to focus on one key skill that is useful for persons in all occupations.

**LESSON/  
DISCUSSION****8-10 Minutes**

Distribute the “Speaking and Listening Do’s and Don’ts” handout to students and discuss the importance of appropriate speaking and listening techniques used in conversation. Add additional “Do’s” or “Don’ts” to the list and/or ask students to suggest additional Do’s and Don’ts.

Invite two students to come up to the front of the classroom and demonstrate the appropriate listening and speaking techniques and what it looks like when the appropriate techniques are NOT used. Assign one student to be the speaker and the other student to be the listener. Ask the class to comment on what differences they saw when the conversation was appropriate versus inappropriate.

Continue the discussion with the class. Ask:

- *How many of you feel you could use these techniques the next time you have a conversation?*
- *How many of you would be willing to try out these techniques in the future?*

**ACTIVITY****8-10 Minutes**

Tell students they will have a chance, working in a team, to practice appropriate speaking and listening skills between now and the next lesson.

Divide students into small teams, ideally with four or more students per team, and explain that they will interview an adult who works at the school (and/or the community if it is practical). Direct students to determine who will take on the following roles in their teams (more than one student may fill each role if needed):

- The Interviewer(s) - who will ask the questions
- The Note Taker(s) – who will record the responses
- The Listener(s) – who will observe both the Interviewer and the person being interviewed
- The Reporter(s) – who will share the information from the interview with the rest of the class during a future class period.

Distribute the “Social Interview Worksheet” to all students and allow each team time to discuss and decide who will assume the various team roles. Assist teams in identifying what adult will be interviewed and when. Answer any questions students may have.



**CONCLUSION**

**1-2 Minutes**

Ensure students have the instructions they need to conduct the interview with their assigned adult and that student teams will be ready to report out the responses they received at a future class meeting. Inform students that a visit to Galaxy Planet S will help them learn more about individuals who enjoy working in the social careers.

**3S ACTIVITY | SOCIAL INTERVIEWING**

## Speaking and Listening Do's and Don'ts

Appropriate Speaking Techniques	Appropriate Listening Techniques
Do look at the other person when speaking with them.	Do try to hear and understand what the other person is saying.
Do use a clear voice that is not too soft and not too loud when speaking.	Do ask questions to clarify what the other person is saying.
Do take turns speaking (let the other person speak too).	Do nod and show understanding when listening.

**3S ACTIVITY | SOCIAL INTERVIEWING**

The Adult Being Interviewed	
<b>Name:</b>	
<b>Job Title:</b>	
Class Team Member Roles	
<b>The Interviewer(s)</b> <i>Student(s) who will ask the questions.</i>	
<b>The Note Taker(s)</b> <i>Student(s) who will record the responses.</i>	
<b>The Listener(s)</b> <i>Student(s) who will observe both the interviewer and the person being interviewed.</i>	
<b>The Reporter(s)</b> <i>Student(s) who will share the information from the interview with the rest of the class.</i>	

Interview Questions	
Questions:	Response:
Please briefly describe the work that you do.	
What work settings and conditions are typical for your job?	
What are some of the specific skills you use at work?	
What "workplace skills" are important in your job?	