

Post-Launch Lesson Plan

GRADE 5, PLANET A | INTERVIEW ME

Objectives

- Students can name and describe six ways to learn more about occupations that interest them: job shadowing, internships, informational interviews, volunteering and service learning, taking leadership roles, and library and online research.
- Students can describe the impact of individual interests and abilities on career choices.
- Students reflect on and begin to express their own work-related interests and preferences and how that might affect their career choices.
- Students explore people's rationale for making career choices.
- Students practice appropriate speaking and listening techniques used in conversation.

Preparation & Materials Needed

- Copies of the *Interview Me* worksheet for each student.
- Chalkboard/whiteboard or chart paper with markers.

Lesson Plan

Total Time: 17-20 minutes

INTRODUCTION

4-6 Minutes

Ask students to reflect on their journey to Planet A. Use these prompts if helpful:

- *Who can list some of the occupations that you heard about that are typical of people on Planet A? (e.g. painter, designer, TV personality, journalist, composer, graphic artist, florist, fashion designer, etc.)*
- *How many of you find an artistic occupation interesting? What occupations are most interesting to you? Did your results indicate that you have high or low artistic occupation interests?*
- *Do you think your interests might translate into a future career someday?*

Help students reflect on how their work-related interests at this grade level could very well affect their choice of future careers.



INTRODUCTION

(continued)

4-6 Minutes

Ask students if they know of someone who is in an artistic career and what they do. Use their responses to engage students in a discussion about how people make career choices:

- *How did the person you know choose their artistic career?*
- *What factors do you think they considered when choosing an artistic occupation?*

Reflect that this is the type of information an individual learns when interviewing a worker about their career.

PRE-ACTIVITY

3-4 Minutes

Ask students if they can remember some of the advice about what to do and *not* do when conducting an informational interview. If time allows, put the word “Do” at the top of the board or chart paper and the word “Don’t” next to it and add students’ correct responses.

DO Ask	DON'T Ask
About what the job is like.	Personal questions.
How they became interested in their work.	How much money the individual makes.
What rewards and challenges are part of their occupation.	Their opinions about the company or their co-workers.
How to prepare for the career.	About their family life.

Leave this list on the board or chart paper so students can refer to it during the activity.

ACTIVITY

8-10 Minutes

Tell students they will spend the next few minutes practicing what they learned about informational interviewing during their Planet A visit.

Give each student a copy of the *Interview Me* worksheet. Tell students to put *their* name where it says “Name of Person to Interview” and the name of any occupation they are interested in where it says “Imaginary Occupation.” Read through the six interview questions together as a class.

Explain that they will practice interviewing in groups of three; one student will be the interviewee, another student will be the person who is interviewed, and the third student will observe how the interviewer does (watching to make sure they avoid questions from the “Don’t” list).

Tell students the interviews will only last two minutes (or alternative amount of time you choose) and that they will rotate after each round so that each person gets to experience each of the roles.

When students are in teams of three and have decided who will start as the interviewer, interviewee and observer, have them begin.

ACTIVITY

(continued)

8-10 Minutes

When all three rounds are completed, process the experience with students:

- *How did it feel to be interviewed?*
- *Were you nervous when you played the interviewer?*
- *When you were in the role as observer, what factors made the interviewer effective? (e.g. good eye contact, an engaging smile, good listening skills, etc.).*
- *Did the interviewer remember to say thank you?*

Extend the lesson by assigning students the task of interviewing a parent, guardian or other adult about their work using the same worksheet.

CONCLUSION

1-2 Minutes

Remind students that like job shadowing and internships, informational interviewing is another technique to learn more about occupations in which they may be interested.

5A ACTIVITY | INTERVIEW ME

My Name: _____ Interviewed Person's Name: _____

Imaginary Occupation: _____

1. What does your job involve? What are your responsibilities?

2. What happens on a typical day at work?

3. How did you become interested in this career?

4. How did you get started in this occupation?

5. What are the best parts of the job? What are the challenges?

6. What advice do you have for someone who might be interested in this career?

————— **Be sure to say THANK YOU at the end of your interview!** —————