



## Pre-Launch Lesson Plan

### GRADE 5, PLANET A | INTERVIEW QUESTIONS

#### 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 employ appropriate speaking and listening techniques used in conversation.

#### Preparation & Materials Needed

- Chalkboard/whiteboard and markers.
- Paper for each person to write questions for the activity.

#### Lesson Plan

Total Time: 16-20 minutes

<b>INTRODUCTION</b>  2-4 Minutes	<p>Begin the lesson by asking students if they can remember what types of occupations are represented on Planet A (e.g. artistic occupations such as singer, poet, TV reporter, designer, etc.).</p> <p>Lead the class in brainstorming additional occupations they think might be considered “artistic” and write these on the chalkboard or whiteboard. If possible, after students’ Planet A visit, revisit the list and see what they would add or change.</p>
<b>DISCUSSION</b>  3-4 Minutes	<p>Explain to the class that during their visit to Planet A, they will not only learn more about artistic careers, they will also be learning about interviewing.</p> <p>Use these prompts to engage students in a discussion about the term “interviewing:”</p> <ul style="list-style-type: none"><li>• <i>Who knows what the word “interviewing” means?</i></li><li>• <i>Have you ever seen someone interviewed?</i></li><li>• <i>Have you ever been interviewed yourself? What kinds of questions did the interviewer ask? How did it feel to be interviewed?</i></li></ul> <p>Share that interviewing an adult is a great way to learn more about what the work others do.</p>



**ACTIVITY****10-12 Minutes**

On a separate part of the chalkboard/whiteboard or on chart paper, write these three artistic occupation titles leaving large spaces in between each word:

- *Singer*
- *Actor*
- *TV Reporter*

One at a time and for each occupation, ask the class to brainstorm a list of actual persons they know or have seen on TV who represent each. Write these names on the board or chart paper as well.

Provide students with a piece of paper and ask them to choose *one* of the individuals mentioned in the brainstorming discussion. Have students write the name of the person in the artistic occupation at the top of their paper (first name is fine) and then construct three questions they would like to ask that person about their work.

Once students have written their three questions, have students pair and share their lists with another student.

Process the questions they developed as a class:

- *What person did you select and what is one of the questions you would ask them?*
- *What are common questions that many of you are asking?*
- *Which questions do you think would be best for helping you understand what that person does day to day?*

**CONCLUSION****1-2 Minutes**

Share with students that they will be learning more about interviewing *and* about artistic occupations on their upcoming voyage to Planet A.