

Interview Triads

Oral Language Strategy Sheet

An interview strategy is an oral interaction between two or more individuals in order to gain information or research a particular topic or area of interest.

Learning Outcomes

Oral Language – 1, 2,
3, 4, 11, 13
Reading – 2, 3, 12
Writing – 1

Key Skills

Communicating
Well being
Working Together
Managing Information and Thinking
Managing Myself
Being Creative
Literacy

Print Outs

Star graphic organiser event / place
Feedback prompts
Student reflection sheet

Materials / Technology

www.jct.ie
Access to a computer room

Student Friendly Learning Intentions: Students will...

Communicate with each other
Gather research materials
Analyse and synthesise information
Create rich questions and execute an interview
Reflect on their learning

Preparation

Download the 'Challenger' material for modelling purposes
Line up the YouTube clip of the '[Challenger](#)' and the [History Channel](#) website

Instructions

Step One: Modelling. Play the clip of the 'Challenger Disaster' and explain why you chose this event. Explain how you researched the topic. Illustrate how to use the graphic organiser. Outline the process of synthesising the information into a ten point form.

Step Two: Gathering of the research. It is vital that students choose a person or event that they are genuinely interested in. They must choose at least two sources of information.

Step Three: Analyse the information. 'Using the graphic organisers, gather as much information as you can about the event / person.'

Step Four: Synthesise the information. 'Imagine you are the person that you researched or were present at the event that you researched and you are preparing to be interviewed. The interviewer has asked you to put together ten points about yourself / the event that he/she can base his/her questions on.'

Step Five: The triad. 'Now that you have your ten points written down, arrange yourselves into groups of three, this is called a triad. Each member of the group needs to pass his/her ten point sheet to the person on his/her left. You now should have a person / event that is not your own in front of you.'

Note to teacher: At this point describe open and closed questions and provide examples of both.

Step Six: Create the questions. 'Based on this factsheet, create five juicy questions to ask the person. Ensure to ask open questions as these gather the richest information.'

Note to teacher: Play the clip of the students modelling the triad interviews and explain the roles clearly.

Step Seven: 'Read the interview feedback sheet. Now decide on who will be the first to interview, who will be the interviewee and who will be the observer.'

Step Eight: Commence the interview. 'The interviews will last no more than 2 minutes each.'

Step Nine: Feedback. 'The observer will now provide feedback to the interviewer and the interviewee based on the prompt sheet.'

Step Ten: Reflection sheet. 'Take a few moments to fill in your reflection sheet. If you were the interviewer fill in that part, if you were the interviewee fill in that part and if you were the observer fill in that part.'

Repeat the process until everyone has had a chance to play all three roles.

Assessment

Teacher questioning, teacher observation, peer assessment, student reflection on their learning

Extension Activities

This could easily be adapted into writing activities with the following outcomes in mind: W3, W9, W11

Graphic Organiser: Event

What?

When?

Who?

Name of event:

Where?

List of sources:

How?

Facts?

Graphic Organiser: Person

Early Life

Inspiration/Passion

Famous for...

Name of person:

List of sources:

Low Points

**Interesting
Facts**

**High
Points**

Interview Triads Reflection Sheet

For this interview I was the interviewer .	For this interview I was the interviewee .	For this interview I was the observer .
How well did I do my job? Very well <input type="checkbox"/> Quite well <input type="checkbox"/> Not very well <input type="checkbox"/>	How well did I do my job? Very well <input type="checkbox"/> Quite well <input type="checkbox"/> Not very well <input type="checkbox"/>	How well did I do my job? Very well <input type="checkbox"/> Quite well <input type="checkbox"/> Not very well <input type="checkbox"/>
What worked well?	I was communicating most effectively when I...	Was the feedback prompt-sheet helpful?
What did I find difficult?	What did I find difficult?	What advice would I give to the interviewer?
What would I do differently?	If I was the interviewer I would have...	What advice would I give to the interviewee?
What do I think about the feedback I got from the observer?	What do I think about the feedback I got from the observer?	What did I learn from observing the interview?