

A Grand Interview: Everyday Heroes

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Everyday Heroes.



KSPN

Knowledge Sports Production Network



Effective Integration of Technology Into K-12 Curriculum

A Grand Interview:

Core Value: Fairness, Leadership, & Sportsmanship

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Everyday Heroes.

Grade Levels: 6-12

Curriculum Areas: Literacy, Social Studies, and Technology

Approximate Time Frame: Approximately 2 - 4 weeks¹

Introduction:



What makes a good interview? In this learning activity, students will learn the importance of asking good questions and preparing interview notes as they work cooperatively to create a profile about a local athlete, coach, or other individual. Students will assume the role of researchers, analysts, writers, producers and editors in order to create a finished interview for the new KSPN program, *Everyday Heroes*.

Working in small, cooperative groups, students will explore concepts of *Fairness, Leadership, and Sportsmanship* and determine the importance of these core values in amateur and professional team sports. They will identify a local individual who demonstrates these attributes and produce a video segment that profiles the person, demonstrates why the person qualifies as an “everyday hero,” and includes an interview with the person. Students will gather, evaluate, and synthesize data from a variety of sources. They will evaluate their own finished interview as well as peer-review their classmates’ interviews.

¹ You may need to adjust this time frame to meet the needs of your students.

Standards and Learning for this Activity:

Social Studies: <http://www.socialstudies.org/standards/>

- **Strand V – Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
- **Strand X – Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

English Language Arts: <http://www.ncte.org/about/over/standards>

- **Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- **Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Technology: <http://www.cnets.iste.org>

- **Standard 1 – Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Standard 2 – Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Required Materials and Resources:

Student will need access to video-production equipment, such as:

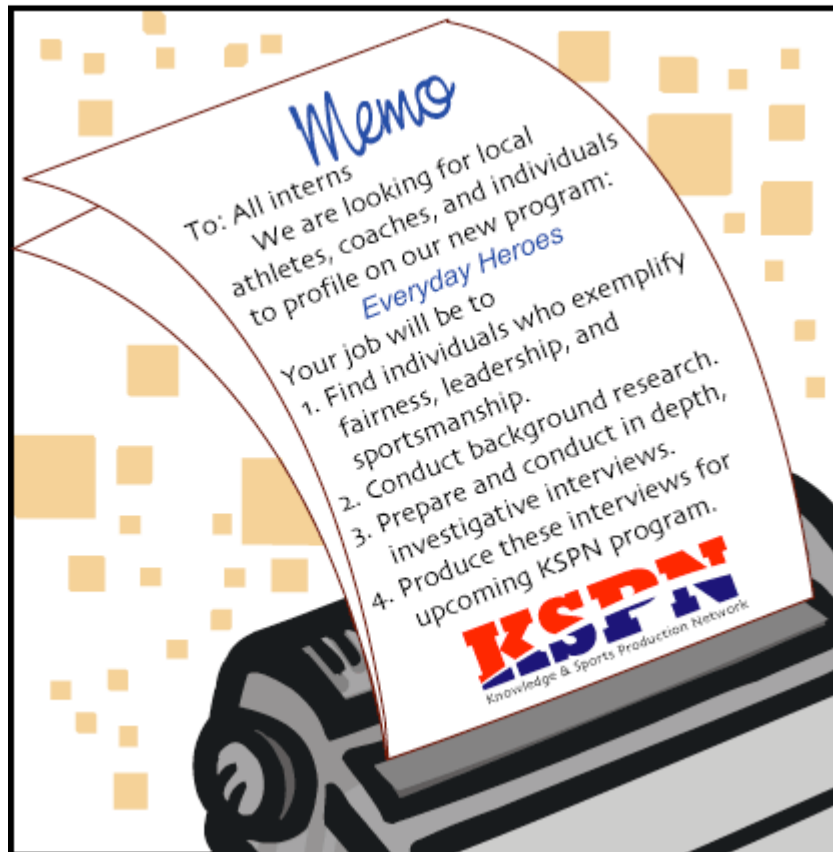
- ✓ Video and still digital cameras
- ✓ Video editing software, such as *Apple iMovie*, *Windows Movie Maker*, or *Adobe Premiere*.
- ✓ Tripod (optional)

Activity Procedure:

Introduction and Motivation

Tell your students that they have just been hired as interns by KSPN, the *Knowledge & Sports Production Network*. Their job will be to provide content for the new KSPN show, *Everyday Heroes*.

Provide students with a copy of the handout for this activity:



This handout is a memo from the KSPN production team explaining the intern's next task. As a class, review the content of the memo. You do not have to go into much detail, but make sure students understand what they are being asked to do.

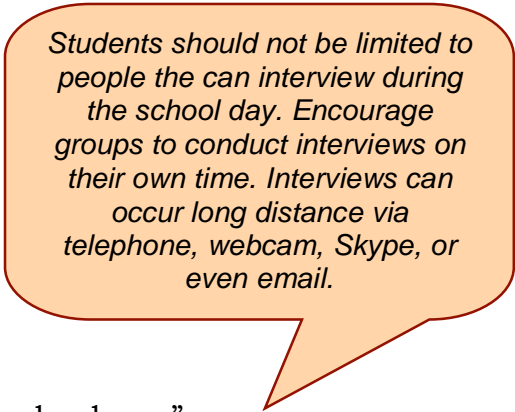
Write the words "fairness," "leadership," and "sportsmanship" on chart paper. Ask students to work in pairs or groups of three to write definitions for these words. Then, ask groups to share their responses. Record the various responses. As a group, agree on a common definition for each core value and post this definition in the classroom.

Provide students with the rubric that will be used to assess their finished work. A sample rubric is included with this activity, however, you may need to customize this rubric to meet the needs of your students.

The Pitch

Students will work in cooperative groups of 2 – 4 students. Each group must begin by identifying a “everyday hero” to interview. Working in pairs, students should brainstorm examples of people who exemplify the core values of fairness, leadership and sportsmanship. It will be important to identify examples of situations in which the individual has modeled the core value. Since the success of this project depends on finding individuals who demonstrate one or more of the core values, make sure you don’t rush this decision. If possible, provide time for students to search for their “hero.”

Once each group of students has determined who they would like to interview and why, they will need to “pitch” their selection. In the movie business, a pitch is when the people who want to make a movie (writers, directors, etc.) verbally present their ideas to the people who pay for making the movie (the producers).² Make sure students understand that the purpose of their pitch is to persuade the “Executive Producer” (the teacher) to accept the person they selected.



Students should not be limited to people they can interview during the school day. Encourage groups to conduct interviews on their own time. Interviews can occur long distance via telephone, webcam, Skype, or even email.

The pitch should tell why the person is an “everyday hero,” and explain how the person exemplifies one or more of the core values. The pitch can be submitted in writing, presented orally, or published on a blog. As “Executive Producer,” make sure you determine if the candidate is appropriate and can be realistically interviewed in the time allotted before you “green light” (that is, approve) any group’s pitch.

Preparing Good Interview Questions:

For this activity, students will need to be divided into pairs. Randomly assign one student in each pair *Handout: Interview Sheet A* (close-ended questions) and the other student in each pair *Handout: Interview Sheet B* (open-ended questions). Begin by having Student A ask the questions on *Interview Sheet A* and record Student B’s responses. Next, have Student B ask the questions on *Interview Sheet B* and record the answers.

After students conduct both interviews, give them time to reflect on the difference in the questions asked and the responses given. Have students share their reflections with the class. Through discussion, elicit that *Interview Sheet A* asked for yes/no answers or brief responses which resulted in a very short (and boring) interviews.

² To learn more about “pitching” a movie idea, visit: <http://pbltech.org/wiki/index.php?title=Pitch>.

By contrast, *Interview Sheet B* questions couldn't be answered by with just a few words. These questions required the interviewee to give more of an explanation and add details. Identify which questions were open-ended (Sheet B) and which were close-ended (Sheet A). Ask students to identify why open-ended questions are useful in interviews.

For more about open-ended and close-ended questions, visit:

- Changing Minds: http://changingminds.org/techniques/questioning/open_closed_questions.htm
- Asking open-ended questions: <http://www.mediacollege.com/journalism/interviews/open-ended-questions.html>
- Asking effective questions: http://www.1000ventures.com/business_guide/crosscuttings/communication_questions.html

Analyzing the Experts

Many top athletes review the tapes of their competitors' performances in order to learn their strengths and weaknesses. Athletes have also been known to review tapes of their own performances or the tapes of legendary performances to better understand how to improve their game.

Students will be using this same technique to better understand the aspects of a good interview. Students will be given a list of possible interviewers to watch and analyze. Some recommended interviewers include Oprah Winfrey, James Lipton, Anderson Cooper, Larry King and Barbara Walters. Students should watch at least two interviews; they can be by the same interviewer or different interviewers. Students will then be asked to reflect on the types of questions asked (open-ended or closed-ended), which questions they were impressed by, and if they were any questions they would have asked that the interviewer did not.

In small groups, students will share their observations and create a semantic map that reflects what these observations. As a group, students should then summarize what they learned. Students should notice that the interviewers tended to ask more open-ended questions. Through discussion, students should realize that the best interviews are the ones that get beyond the basic facts and require the subject of the interview to reflect, predict, evaluate, or explain.

Interviews to Analyze

- Larry King Live: <http://www.cnn.com/CNN/Programs/larry.king.live/>
- James Lipton: <http://video.bravotv.com/player/?id=23748>
- Anderson Cooper: <http://www.cnn.com/CNN/Programs/anderson.cooper.360/>
- Oprah Winfrey: <http://www2.oprah.com/index.jhtml>
- CBS News Sunday Morning: <http://www.cbsnews.com/sections/sunday/main3445.shtml>
- 60 Minutes: <http://www.cbsnews.com/sections/60minutes/main3415.shtml>
- Dateline: <http://www.msnbc.msn.com/id/3032600/>
- ESPN: <http://sports.espn.go.com/broadband/video/espnshows>

Preparing for Interviews

Once students have had their subject approved and practiced question techniques, they will need to conduct research their subject and create a interview notes questions.

Although it is important that students have questions prepared, remind them that these questions are only a guide. Students may need to adapt and adjust their questions during the interview process. You may also want to model the “do’s and don’ts” of conducting interviews. Students can practice their interview questions on one another and critique their own interviewing skills.

Since these interviews will be published on the Internet, you should have students prepare a consent form for their interviewees. This can be done as a standard business letter. The letter should state the purpose for the interview and how the interview content will be used. Let your students know that they should present the interviewees the results of the interview prior to distributing them or publishing them on the Internet.

From Interview to Video Segment

Interviews should be recorded digitally, preferably with a video camera. For best results, you can set up an interview room that is free from distractions and extraneous noise. Students should not be limited to people the can interview during the school day. If necessary, groups can be conducts long distance via telephone, webcam, Skype, or even email. Students can do a dramatization of a phone or e-mail interviews. However, the dramatization needs to be based on an actual interview. Students are not allowed to “predict” how an individual might answer the questions.

It will be important to place a deadline for the completion of the interview. If an interview subject is unavailable, it will be necessary for the Production Team to choose a new subject (approved by the Executive Producer).

Students will need to edit their work and prepare it to be aired on “Everyday Heroes”. While some interviews might stand on their own, generally, the segment should consist of an introduction, the interview, and a conclusion. Remind students that the whole segment should provide insight as to why the person they selected is an “everyday hero” and how the individual demonstrates core values such as fairness, leadership, and sportsmanship. Refer to the definitions you created as a class at the beginning of this activity.

Ready-to-Air

Each group will present their video segment to a focus group (one or more of the other groups) and the Executive Producer (the teacher). The focus groups will be evaluating the work using the rubric and providing their feedback to the completed interview. Each group will also submit a self-review of their process and their final product. This feedback will assist the Executive Producer in determining which segments will be shown on *Everyday Heroes*.

Handout: A Grand Interview

Memo

To: All interns
We are looking for local athletes, coaches, and individuals to profile on our new program:

Everyday Heroes

Your job will be to

1. Find individuals who exemplify fairness, leadership, and sportsmanship.
2. Conduct background research.
3. Prepare and conduct in depth, investigative interviews.
4. Produce these interviews for upcoming KSPN program.

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Handout: Interview Sheet A

- 1 What grade are you in?
- 2 Do you play sports?
- 3 Do you consider yourself a good sport?
- 4 Have you ever been injured while participating in a sport?

Handout: Interview Sheet B

- 1 What you are learning about in school right now?
- 2 What is your favorite sport or hobby and what do you most enjoy about it?
- 3 Why would you or would you not consider yourself a good sport?
- 4 What was your worst injury or illness and how did it effect you?

Rubric for Grand Interview:

Criteria	Above Standard (4 pts)	Meeting Standard (3 pts)	Getting There (2 pts)	Not Yet (1 pt)
Content	The video provides an in-depth and entertaining profile of a person that exemplifies one or more of the core values. Details about the individual are introduced with a sense of style that engages the listener.	The video provides an appropriate profile of a person that exemplifies one or more of the core values. Details about the individual are provided.	The video is an incomplete profile of a person. Details about the individual are sketchy and it is unclear if the person exemplifies any of the core values.	The video is not a profile of a person that exemplifies any of the core values.
Organization	The video demonstrates a clear and logical story. The organization enhances the viewer's understanding of the individual.	The video is organized. The viewer has a clear understanding of the individual and why he/she was selected.	The video is somewhat unorganized. This may lead to misunderstanding or misinterpretation at times.	There is no clear or logical order to the information, which interferes with understanding.
Use of Good Questions	The interviewer uses clear and insightful questions to elicit information from his/her subject. As the interview progresses, questions	The interviewer uses good questions to elicit information from his/her subject.	The interviewer does not use good questions to elicit information from his/her subject.	There is no interview included in the video segment.
Production	The video is perfectly produced with good sound and picture quality. Transitions, titles, and special effects are used tastefully. The length keeps the audience interested.	The video is fairly well produced with good sound and video quality. There is appropriate use of transitions, titles, and special effects. The length is appropriate to the subject matter.	The video has some production problems and/or sound quality issues. Some transitions, titles, or special effects are missing or inappropriate. It is either too long or too short for the topic.	The video has significant production problems. Transitions, titles, or special effects are missing or interfere with the video. It is either too long or too short for the topic.
Collaboration and Communication	You work well with others. You assume a clear role and related responsibilities. You motivate others to do their best.	You work well with others. You take part in most decisions, share information, and contribute a fair share to the group.	You work well with others but have difficulty sharing decisions, information, and/or responsibilities. You contributed less than a fair share to the group.	You did not work with others in most situations. You did not share information and/or did not contribute to the group.
Score	18 - 20	13 - 17	8 - 12	5 - 7