

# Interview skill-building

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## Vegetable Varieties Investigation

### **Purpose**

To practice and become familiar with positive interviewing skills

### **Overview**

Students will learn interviewing skills in three parts; by 1. practice interviewing other youth, and 2. observing both effective and ineffective techniques modeled by an interview with the group leader, and 3. incorporating new skills into another practice interview.

### **Materials**

- Blank paper
- Pencils
- **Practice Interview Form** – 1 per student
- 2 copies of **Rate this Variety** form
- **Positive Interview Skills**

### **Time**

**20 minutes – 1.5 hours**

### **Instructions**

Part 1: Interview partners

1. Review and modify the **Practice Interviewing** form. This form has sample interview questions about a band or musical group, however it may be easily modified to reflect your students' interests.
2. Divide the group into interviewing pairs, and provide one **Practice Interviewing** form, a pencil, and blank paper to each student.
3. Instruct students to interview their partner and record the responses on the form. Students should use the blank paper to ask follow up questions of their own, and record the answers.
4. Instruct students to switch after first partner has completed the interview.
5. After all students have had a chance to interview and be interviewed, come together as a group, and ask for volunteers to share what the experience was like. Ask questions like, How did it feel to be interviewed? To interview someone else? What did you like about it? What was challenging? How do you think it might be different interviewing an adult/someone you don't know?

Part 2: Interview Demonstration

1. The point of this exercise is to demonstrate how interviewing styles and techniques affect the quality of the interview, and to become familiar with potential obstacles and ways to overcome these obstacles in quality data collection.
2. Ask for a pair of volunteers to interview you in front of the group, using the Rate this Variety Form.
3. Ask for a pair of volunteers to interview you in front of the group, using the Rate this Variety Form. Another adult may help by keeping the group focused on observing the interview. Be sure you have a vegetable variety name in mind, though the ratings can be fictional.
4. As the interviewee, you will give responses to the questions which cause the student to probe to get the answer needed to complete the form. For example, "How do you rate this variety of broccoli on taste? You might say, "Oh, it's pretty good." This forces the interviewer to ask a follow up question, such as "So, on a scale from 1-5, would that be a one, two, three, four, or five?" Also, ask plenty of questions that may come up in the actual gardener interviews. Do not correct any mistakes or poor interviewing techniques at this time.
5. Once the interview concludes, thank and applaud the volunteer interviewer. Ask the group to comment on positive interviewing techniques they noticed. Expand on their comments.
6. Next, ask the audience and the interviewer if they noticed anything that seemed awkward or difficult during the interview. Were questions asked in a way that preserved the quality of the data collected? Were responses gathered for all questions? Were all of the interviewee's questions answered? Did the interviewer pose any questions of his/her own? If not, does the audience have any ideas for follow-up questions that could be asked?

### Part 3: Interview partners - putting new skills to work!

1. Divide group into interviewing pairs again – this time with different partners. Distribute the actual Rate this Variety forms to each student.
2. Students will practice interviewing each other as they did in the first round, but this time they will pretend to be gardeners rating a vegetable variety.
3. Assign a vegetable variety, along with crop name, to each student, and have seed catalogues available for students to look up their variety. The ratings the "gardener" interviews provide may be of their choosing, but they should

be encouraged to appropriately challenge their interviewer to collect quality data.

4. During this exercise, leader(s) should observe the interviews in progress, making notes of positive skills being employed, as well as areas that may still need clarification.
5. Finally, come together as a group and comment on any improvements that took place in these interviews. Clarify any questions, and thank the youth for their active participation.

**Practice Interview Form: *Rate this* \_\_\_\_\_ !**

READ THE FOLLOWING QUESTIONS TO YOUR PARTNER. THE CAPS ARE FOR YOUR USE;  
DO NOT READ THESE TO YOUR PARTNER.

**Let's begin rating.**

**Please tell me one** [band or musical group you have listened to].  
ENTER NAME →

CHECK SPELLING WITH PARTNER

**What** [kind of music does this band play]?  
ENTER MUSIC TYPE →

**On a scale of one to five, with five being the best:**

	1	2	3	4	5
1. How would you rate [this band] <b>overall</b> ?	☆	☆	☆	☆	☆
2. How would you rate [this band] on <b>[rhythm]</b> ?	☆	☆	☆	☆	☆
3. How would you rate [this band] on <b>[vocals]</b> ?	☆	☆	☆	☆	☆
4. How would you rate [this band] on <b>[danceability]</b> ?	☆	☆	☆	☆	☆
5. How would you rate [this band] on <b>[energy]</b> ?	☆	☆	☆	☆	☆
6. How would you rate [this band] on <b>[instrumentals]</b> ?	☆	☆	☆	☆	☆
7. How would you rate [this band] on <b>[solos]</b> ?	☆	☆	☆	☆	☆
8. What additional thoughts would you like to share about [this band]?					

Interviewee's name

Interviewer's name