



Informational Interviews

Integrated WBL Lesson Plan Grades 9 and 10

Overview

Informational interviews are a way to help students better understand career pathways and develop skills needed to interact with professionals. In this activity, ninth/tenth grade students will understand the objective, format, and elements of informational interviews through exploration of Roadtrip Nation's informational interview content.

Students will:

- understand the importance of informational interviews and their connection to career pathway exploration.
- explore career pathways, forming personal aspirations of career success.
- will collaborate with 11th and 12th grade students to increase their networking opportunities.
- develop communication, social awareness, and collaboration skills as they work with peers, educators, and professional partners.

Aspirations:



Explore career pathways through personal interest surveys and informational interviews

Skills:



Communication
Social Awareness
Collaboration

Preparation

Partner Outreach: Determine number of professionals needed for the activity. Consider small group (3 students per partner), panel approach, or whole class implementation of the informational interview. Reach out of current Advisory Board members and community partners with unique and diverse perspectives on the topic of economics and the impact on local and make arrangements for professionals to join students in the determined way.

Consider outreach to local partners including the Small Business Association (SBA) and Chamber of Commerce who are involved in your local economy and businesses.

Ensure partners know the format of the informational interview, best practices of working with students, and the topic of discussion. Provide involved professionals with WBL Informational Interview Resources for their review before engaging with students. Inform partners of the selected format and student predesigned questions.





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Implementation



Use this activity when planning implementation of informational interviews as a work-based learning activity. Students in 9th and 10th grades are engaging in informational interviews from an awareness perspective, observing the informational interview process and identifying key elements of growth and connection to their college and career goals.

Activity	Instructions
<p>Activity 1- Prepare</p> <p>Total Time: 15 minutes</p>	<p>Introduction Activity:</p> <ol style="list-style-type: none"> 1. Instruct students to brainstorm what they know about traditional interviews. Some common answers shared by students might include: questions, job seeking, high stress, important, formal. Make a class master list of these answers in a space all students can see and contribute to (digital on shared document or on the board). 2. Share an informational interview from Roadtrip Nation with students. To select this video: open the Roadtrip Nation website, selecting the "What We Offer" tab from the top menu. Navigate to the "Videos and Stories", select a category that fits your academy theme. Most videos are less than 5 minutes long. 3. Instruct students to make a list of characteristics they notice about the informational interview. Noting who is asking questions, information shared, and overall objective of the exercise. 4. Present the following graphic, allowing students to place their observations of traditional and informational interviews in their respective categories. This can be completed virtually in a shared workspace or as a whole class activity. 5. Help students reflect on their inclusions and prepare for viewing informational interviews that fit their personal career pathway aspirations. <div data-bbox="605 1388 1149 1772" style="text-align: center;"> </div>





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<p>Activity 2- Prepare</p> <p>Total Time: 20 minutes</p>	<p>Student Preparation: Roadtrip Nation Informational Interviews</p> <p>Allow students to select Roadtrip Nation videos that appeal to their personal career aspirations through the following activity. Students continue to develop understanding of the informational interview process through viewing selected videos and noting what they observe.</p> <p>Student Activity Instructions:</p> <ol style="list-style-type: none">1. Open the Roadtrip Nation website, select “What We Offer” from the top menu2. Select “Videos and Stories” and select a category that fits your career pathway interests or academy theme. Once selected, videos will generate new options for additional viewing. View at least 4 videos during your independent work time.3. As you explore informational interviews, consider:<ol style="list-style-type: none">a) What are the key elements of an informational interview?b) What do interviewers focus on in the informational interviews you viewed?c) How are questions directed and asked during the informational interview?d) Were there any careers that stood out to you or re-affirmed/made you reconsider your career pathway aspirations?4. Share your findings with the class. <p>Note: Recorded Informational Interviews</p> <p>Students can also complete the activity using any informational interview recordings from past work-based learning activities. Provide these to students for a local connection to partners.</p>
<p>Activity 3- Participate</p> <p>Total Time: 45 mins</p>	<p>Student Participation: Informational Interview</p> <p>During the informational interview session, ninth and tenth grade students apply learning from preparation activities by introducing themselves and asking questions during the informational interview. Junior and senior students serve as the main interviewers; however ninth and tenth grade students can be involved in this process in an introductory way.</p> <p>Partner Research and Student Preparation: Provide the names of participating partners/speakers to students for a guided research activity. Research elements can include exploring LinkedIn, partner provided profiles, company ran social media or videos focused on the career pathway of the speaker. This is great preparation for any work-based learning activity and important to introduce students to as part of the engagement process. Allowing students to research participating partners establishes better understanding of the professional and prepares students for more intentional interaction. Ninth and tenth grade students can develop questions to be considered for inclusion in the</p>





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	<p>informational interview sessions, but will not directly interact as interviewers until later grades. Guided research resources can be found in the Informational Interview Resources linked here.</p> <p>Selecting Students: Select 1-2 students (potentially 10th grade students) that would like to participate in the informational interview session. As you select students, consider:</p> <ul style="list-style-type: none">• Students who have previously participated in work-based learning and/or interacted with partners• Students expressing interest in the specific career(s) represented through the informational interview• Students comfortable with speaking in front of groups <p>Introductions: Have selected students introduce themselves to the participating partners, sharing their name, grade, and what career or career pathway they are interested in.</p> <p>Interview Questions: Prior to the informational interview session, involve the entire class of ninth/tenth grade students in developing a list of questions they would like to ask partners. Narrow this selection down to two final questions that selected students will pose to interviewees. Have selected students ask these questions after their introductions during the informational interview experience.</p> <p>Participation: Provide selected students with the opportunity to participate and connect with professionals.</p> <ul style="list-style-type: none">• All students should take notes during the informational interview, identifying points for later sharing and discussion• Practice professional etiquette for interactions, including introducing themselves to professionals• Send a thank you note to participating interview members after the event takes place• Selected students pose interview questions to participants alongside junior and senior students
<p>Activity 4-Reflect</p> <p>Total Time: 15 minutes</p>	<p>Student Reflection: Informational Interview</p> <p>Invite students to share their thoughts about the informational interview. Recommended: Select 2-3 students to share what they learned.</p> <p>Prompt questions for this reflection can include, but are not limited to:</p> <ol style="list-style-type: none">a) What are key elements of an informational interview?b) What do interviewers focus on in the informational interviews you viewed?c) How are questions directed and asked during the informational interview?d) Were there any careers that stood out to you or re-affirmed/made you reconsider your career pathway aspirations?





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Connect to Your Work-Based Learning Plan:

After a short reflection, introduce participation in upcoming informational interviews in your academy. This will be led primarily by junior and senior students, but can involve 10th grade students ready for interaction with professionals.

Educator Note: To introduce the basics of informational interviews, have students practice interview skills through other work-based learning events. Consider having students complete a more guided informational interview in preparation for a classroom guest speaker, building the speaker introduction biography from the informational interview activity. Providing more opportunities for students to interact with professionals earlier in their learning experience strengthens skills and the impact of work-based learning activities.

