

## Preparing for Migration

### Interviewing techniques for Improving your ‘Homeland’

By Tracy Johnson

<b>Lesson 1</b>
<b>Lesson Objectives</b>
<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Describe the goals of the learning unit</li> <li>● Describe different types of migration</li> <li>● Analyze news articles about migration</li> <li>● Make personal connections to migration journeys</li> </ul>
<b>Warm-up</b>
<p><b>Unit Overview</b></p> <p><b>1. Share an overview of the unit with students:</b></p> <p><i>Migration normally happens out of necessity, i.e., work, natural resources, or safety for one’s life. The desire to migrate may be a solution for many, but there are barriers that can prohibit the need for safety and prosperity. Similarly, a large number of students’ families are facing housing insecurity in many parts of the United States. They are entering secondary education ready to get jobs to help their families to gain or just maintain a stable home.</i></p> <p><i>Many of you are also preparing for your small individual migrations from your current schooling location and/or homes to a place of post-secondary education or occupation. Your coming journeys, while exciting, may have similar motivations of those that migrate from their present homelands. We will review journalistic stories about people migrating internationally and make connections to their stories of struggle and triumph, finding kinship. You may find that you are not alone in the challenges you are facing with this upcoming transition.</i></p> <p><b>2. Review Performance Task</b></p> <p><i>After reading news stories published by Pulitzer Center journalists about migration, you’ll learn the techniques that investigative journalists use for interviewing can be learned and repurposed for interviewing for universities and employment. Ultimately we’ll be harnessing the power of journalism as a tool for connection and empathy as well as a means of navigating new challenges and opportunities. We’ll leverage research and interviewing skills to break through postcolonial misperceptions of inadequate candidacy for entry into highly competitive academic, labor, and professional positions encompasses the spirit that migrants hold as they</i></p>

*leave their homelands. You will be producing a list of questions based on your own interests, desires, and research of the organization you intend to interview. Your final product will be a reflective summary of the interview that is intended for you to assess your effectiveness with learning the interviewing process.*

3. Share unit objectives with students:
  - a. Define migration and how and why people migrate.
  - b. Identify how a journalist prepares to write an article.
  - c. Identify how and why a journalist uses investigative/research and interview techniques to gather the proper information to correctly approach the idea of writing an article.
  - d. Use journalism investigative/research and interview skills to find a school or job that you would like to gain entry.

#### Focus text(s) / resource(s) for today's lesson

[Day 1 - Activity Worksheet and Homework](#)

[Burden of Richmond Evictions Weighs Heaviest in Black Neighborhoods | Pulitzer Center](#)

[How U.S. Immigration Policy Affects Fate of Migrants Braving the Deadly Darien Gap | Pulitzer Center](#)

[How Decades of Housing Discrimination Hurts Fresno in the Pandemic | Pulitzer Center](#)

#### Lesson / Activities

##### Pre-Unit Survey

4. Share the "[Day 1 - Activity Worksheet and Homework](#)" with students.
5. Ask them to answer the following five questions under the "Discussion and Survey Questions" section:
  - a. What are the benefits to working part time while in school?
  - b. What are the benefits to going to university?
  - c. What does migration mean?
  - d. Why do you think people migrate?
  - e. Make a list of important items that would be important to know before migrating.
6. Ask students to share some of their responses in whole group or small group discussion.

**What Factors Drive Migration? Think about the differences between refugees, immigrants, and migrants.**

1. Explain to students that people around the world migrate for different reasons.
2. Instruct students to take notes on the factors that drive migration in their worksheets.
3. List and define the following:
  - a. **Forced eviction:** forced evictions can be broadly defined as the permanent or temporary removal against their will of individuals, families and/or communities from the homes and/or land which they occupy, without the provision of, and access to, appropriate forms of legal or other protection. (<https://www.ohchr.org/en/issues/housing/pages/forcedevictions.aspx>)
  - b. **Forced migration:** forced migration is “a general term that refers to the movements of refugees and internally displaced people (those displaced by conflicts within their country of origin) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects.” (<http://www.columbia.edu/itc/hs/pubhealth/modules/forcedMigration/definitions.html>)
  - c. Commuting for work
  - d. Long-term travelling for work
  - e. Migration for work or resources
  - f. Heading off to college

### Pre-reading Discussion

1. In small groups, have students discuss the following questions:
  - a. What are the benefits to working part time while in school?
  - b. What are the benefits to going to university?
  - c. What does migration mean?
  - d. Why do you think people migrate?
  - e. Make a list of important items that would be important to know before migrating?
2. Have students share some of their responses with the class.

### Analyze News Stories About Global Migration

1. Review the homework questions with students on the “[Day 1 - Activity Worksheet and Homework](#).” Tell students they will be reading articles in class and answering the questions for homework.
2. Have students read and watch the following articles:
  - a. [Burden of Richmond Evictions Weighs Heaviest in Black Neighborhoods](#)
  - b. [How U.S. Immigration Policy Affects Fate of Migrants Braving the Deadly Darien Gap](#)

- c. [How Decades of Housing Discrimination Hurts Fresno in the Pandemic](#)

### Closing and Homework (if any)

Students should complete the last section in the [Day 1 - Activity Worksheet and Homework](#):

1. Has the term, migration, taken on a new meaning for you? Explain.
2. Why is it important to research and plan before migrating?
3. Has your family ever migrated before? Explain.

## Lesson 2

### Lesson Objectives

Students will be able to...

- Describe how journalists use interview techniques to tell news stories
- Explore using interview techniques to research upcoming opportunities in their own lives (ie. jobs, universities, etc)

### Warm-up

1. Review the unit objectives:
  - a. Define migration and how and why people migrate.
  - b. Identify how a journalist prepares to write an article.
  - c. Identify how and why a journalist uses investigative/research and interview techniques to gather the proper information to correctly approach the idea of writing an article.
  - d. Use journalism investigative/research and interview skills to find a school or job that you would like to gain entry.
2. Split students up into small groups and have them discuss their responses to the homework questions:
  - a. Has the term, migration, taken on a new meaning for you? Explain.
  - b. Why is it important to research and plan before migrating?
  - c. Has your family ever migrated before? Explain.
3. Have students share their responses out to the class.

**Focus text(s) / resource(s) for today's lesson**

[Day 2 - Activity Worksheet and Homework](#)

[Interview Techniques for Telling Under-reported Stories | Pulitzer Center](#)

**Lesson / Activities****Prior Knowledge**

1. Share the [Day 2 - Activity Worksheet and Homework](#) with students.
2. Assess students' prior knowledge of journalism by answering the following questions using words, phrases, or images:
  - a. What is journalism?
  - b. What is an interview?
  - c. What are interview techniques?
3. Have students share their responses to the journalism questions.
4. Develop a list of possible techniques to learn about the following:
  - a. An event
  - b. A job
  - c. School location

**The Art of Interviewing**

1. Introduce interviewing as a useful skill for students:

*One important part of reporting any story is interviewing people. "Journalists use interviews to gather and present information, broadening and deepening their understanding of an issue and how it affects people's lives."*

2. Have students answer the following questions about interviewing:
  - a. How do journalists decide who to interview?
  - b. How do journalists prepare for interviews?
  - c. How do journalists conduct interviews that get the information they are looking for, while building trust with their subject?
3. Tell students that journalist [Natasha S. Alford](#) answers these questions and more in the video they are about to watch. She shares how she used interview techniques to report [stories](#) for *theGrio*, *Oprah Magazine*, *The New York Times*, and other publications about racial identity in Puerto Rico and why people choose to identify the way they do on the census.
4. Tell students that as they watch the video, they should be on the lookout for details

around the following tips that Natasha shares about conducting interviews:

- a. Research and plan questions to prepare for your interview.
  - b. Ask open-ended questions.
  - c. Take your time.
  - d. Listen for quotes that stand out.
5. Instruct students to take notes on page two for their [handout](#).
  6. Screen [Interview Techniques for Telling Under-reported Stories | Pulitzer Center](#) (9:06)

### Closing and Homework (if any)

Have students answer the following questions in the [Day 2 - Activity Worksheet and Homework worksheet](#) based on the four major techniques discussed by Natasha S. Alford in her presentation:

1. What does it mean to you to research and plan questions to prepare for your interview?
2. What does it mean to you to ask open-ended questions?
3. What does it mean to you to take your time in the interview?
4. What does it mean to you to listen for quotes that stand out in an interview?
5. Divergent Thinking: Would using journalism techniques be useful in researching and interviewing for a job and college? Explain.

Instruct students to base their answers on their own interpretations.

## Lesson 3

### Lesson Objectives

Students will be able to...

- Recall interview strategies and tips employed by journalists
- Make connections between journalism techniques and researching and interviewing for a job or university
- Evaluate future opportunities and analyze how these options might benefit their lives

### Warm-up

1. Have students share their responses to homework questions:

<ol style="list-style-type: none"> <li>a. What does it mean to you to research and plan questions to prepare for your interview?</li> <li>b. What does it mean to you to ask open-ended questions?</li> <li>c. What does it mean to you to take your time in the interview?</li> <li>d. What does it mean to you to listen for quotes that stand out in an interview?</li> <li>e. Divergent Thinking: Would using journalism techniques be useful in researching and interviewing for a job and college? Explain.</li> </ol> <ol style="list-style-type: none"> <li>2. Share the Day 3 - Activity Worksheet</li> <li>3. Re-screen <a href="#">Interviews   Journalist's Toolbox - YouTube</a>.</li> <li>4. While watching the video, have students record examples that Natasha shares about how she uses the following techniques:           <ol style="list-style-type: none"> <li>a. Research and plan questions to prepare for your interview.</li> <li>b. Ask open-ended questions.</li> <li>c. Take your time.</li> <li>d. Listen for quotes that stand out.</li> </ol> </li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<a href="#">Day 3 - Activity Worksheet</a>  <a href="#">Interviews   Journalist's Toolbox - YouTube</a>
<b>Lesson / Activities</b>
<p><b>Divergent Thinking and Class Discussion</b></p> <ol style="list-style-type: none"> <li>1. Ask students to journal independently on the following question in their handout:       <ol style="list-style-type: none"> <li>a. How will you use journalism techniques to prepare yourself to better your family and community?</li> </ol> </li> <li>2. Have students share their responses with the class.</li> </ol> <p><i>Educator note: For students that do not see the usefulness of using journalism techniques for researching and interviewing for jobs and universities, have them work out their own process for obtaining a job and university acceptance. Ask them to consider the steps they may need to take.</i></p> <p><b>What is your Next Step?</b>        Ask students to review potential options of their future and answer the accompanying questions:</p>

1. High School or College Course Selection (Current and Future Plans)
  - a. Are you currently on track to graduate?
  - b. What classes are you taking or will you take to prepare you for your next step?
2. Part-Time Job (Current Plan)
  - a. Do you currently have a part-time job? Why or why not?
  - b. How will a part-time job help you achieve your personal goals?
3. Internship or Professional Job (Current and Future Plans)
  - a. Do you currently have an internship or job? Why or why not?
4. University or College (Future Plan)
  - a. Do you plan to go to college? Why or why not?

#### Lesson 4

#### Lesson Objectives

Students will be able to...

- Generate a list of research and interview questions
- Practice asking interview questions

#### Warm-up

1. Ask students to share the following with the class:
  - a. The focus of the unit
  - b. Objectives of the unit
  - c. Journalism techniques highlighted
  - d. How journalism techniques intersect with life transitions
2. Ask a student to volunteer a reflection about this process so far. Do they:
  - a. Know what their next step is.
  - b. How they will use questioning strategies to research and interview for their next step.
  - c. What else they need to feel prepared for their next step.

#### Focus text(s) / resource(s) for today's lesson

[Day 4 - Activity Worksheet](#)



**Lesson / Activities****Research and Interview Preparation**

1. Share the [Day 4 - Activity Worksheet with students](#)
2. Break students up into small groups based on their next steps:
  - a. High school graduations
  - b. Part-time / full-time job
  - c. internship
  - d. University
3. Brainstorm questions they have about the institution.
4. Independently, have students choose an organization or institution they are interested in joining.
5. Students should search on their chosen organization's website for answers to the questions they brainstormed. If their search generates new questions, encourage them to write them down.
6. Identify a representative from the institution who might be able to answer their questions (ie. hiring manager, college admissions counselor, guidance counselor)
7. Have students generate at least five interview questions they would ask this representative. Questions should:
  - a. Reflect that you researched the organization / institution. For example, questions can start with statistics or facts found on their website or a news article about the organization.
  - b. Be open-ended.

**Practice Interview**

1. In pairs, have students share the questions they wrote down. Peers should be listening for the following:
  - a. Is this question clear? Does it make sense?
  - b. Does this question seem researched? What evidence can you provide that this question shows that the interviewer researched the institution, organization, or company?
2. Encourage partners to suggest additional or alternative questions.

<b>Lesson 5</b>
<b>Lesson Objectives</b>
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Describe the performance task, rubric, and post-interview summary</li> <li>● Schedule their interview</li> </ul>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Break students up into small groups and have them share the following:             <ol style="list-style-type: none"> <li>a. What kind of organization have they researched and why? How does it relate to the goal they have for their future?</li> <li>b. Who are they interviewing?</li> <li>c. Which institution or organization do they represent?</li> <li>d. The interview questions they crafted.</li> </ol> </li> <li>2. Other group members should provide feedback on the following:             <ol style="list-style-type: none"> <li>a. Are the questions clear?</li> <li>b. Are the questions open-ended?</li> <li>c. Do the questions seem well-researched?</li> <li>d. What additional questions would you suggest they ask?</li> </ol> </li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="#">Activity - Day 5 Worksheet</a></p>
<b>Lesson / Activities</b>
<p><b>Performance Task</b></p> <ol style="list-style-type: none"> <li>1. Review the performance task with students. Explain that they will complete the following pieces as a research project for their future migration:             <ol style="list-style-type: none"> <li>a. Interview</li> <li>b. Post-interview summary</li> </ol> </li> <li>2. Share the Activity - <a href="#">Day 5 Worksheet</a> with students.</li> <li>3. Review the rubric for the task (written in checklist questions on the worksheet). Students will:             <ol style="list-style-type: none"> <li>a. State why you are interested in that organization?</li> <li>b. Share information that you learned through your research to confirm accuracy</li> <li>c. Ask open-ended questions</li> <li>d. Take time in answering and asking questions</li> <li>e. Capture resonating quotes</li> </ol> </li> </ol>

4. Explain to students that for homework, they will be scheduling an interview with a representative of their organization. They will be holding the interview outside of class.

#### **Scheduling Interviews**

1. In order to schedule an interview, students will have to write an email of inquiry. Encourage students to write the rough draft of an email that shares the following:
  - a. Their name and age
  - b. Why they are interested in the company/institution/organization
  - c. That they would like to schedule a 20-minute interview to learn more about the position/or school.

*Educator note: I would recommend sharing a template of this email. If students are calling, they can benefit from this outline and use it as a script to schedule the interview.*

#### **Homework**

Students should complete the following:

1. Request and schedule an interview
2. Conduct their interview
3. Capture their interview by taking notes and completing the post-interview summary.
4. Complete the rubric on Activity - [Day 5 worksheet](#)

### **Lesson 6**

#### **Lesson Objectives**

Students will be able to...

- Reflect on their experience learning throughout the unit
- Make connections between journalistic skills and transitioning to higher learning or employment

#### **Warm-up**

*Educator Note: Hold this lesson when students have completed their interviews.*

1. Break students up into small groups and ask them to discuss their experiences interviewing. Ask them to share:
  - a. Who they interviewed and why

- b. Three new facts that they learned from the interview
  - c. How they plan to use what they learned in the interview to move forward in their career or educational path
2. Remind students that they practiced employing journalism techniques of interviewing and research to eventually enroll in a university or be employed at a company or organization.

#### Focus text(s) / resource(s) for today's lesson

[Day 6 - Activity Worksheet](#)

#### Lesson / Activities

##### Post-interview Summary

1. Share the [Day 6 - Activity Worksheet](#) with students
2. Instruct students to reflect on their experience researching and interviewing like a journalist by responding to the following questions:
  - a. Do you feel prepared to make your own migration when the time comes? Explain.
  - b. How has learning investigative/research and interviewing skills help to prepare you to obtain job and college portions?
  - c. Describe how you felt during these three phases of your interview: before, during, and after?
  - d. How can obtaining better jobs and college acceptance help you influence your community?
3. Have students use the responses to their question to craft a reflective composition. Their composition should be 1 to 2 paragraphs.

##### Whole Group Discussion

1. Ask students to read their paragraphs to the class.
2. Students who are listening can share:
  - a. When they hear something from a presentation that reflects their experience of the unit
  - b. When they learn something new about an institution, company, or organization
  - c. Any other feedback they'd like to share