



Time  
Required:  
45 minutes

Grade Level:  
9-12th grades

Skills for the 21<sup>st</sup> Century Marketplace Activity

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## “Classroom Interview” Activity

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

• **THEME: RESOURCES**

- **Keystone Economic Principle™ #6:** Do what you do best, Trade for the rest
- **Skills:** 13. Professional Development (Part II); a. Job-Seeking Skills; vi. Interview for a job
- **Skills:** 16. Communication Skills; a. Oral, Written, Body Language (positive and normative economics)

• **THEME: INCENTIVES**

- **Keystone Economic Principle™ #9:** Prices are determined by the market forces of supply and demand, and are constantly changing

\*\* For additional standards and content references, please see the [end of document](#).

### Overview:

The Classroom Interview activity requires students in the class to pair up and interview each other. The interviews are for the purpose of getting to know the other individual, just as one would attempt to do when networking to find a job. The students will be required to come up with their own questions for their interviewees and will have to write a short paragraph that they will read to introduce their interviewees to the class.

### Objectives:

This activity will help students practice their networking and communication skills.

### Materials and Handouts:

None required

### Activity:

- Split the class into pairs.
- Tell the students that they are going to have to interview their partner and then write a paragraph that introduces their partner to the class.

- Tell the students that they have 5 minutes to come up with 10 interview questions for their partner. Tell them that their questions must be ones that help reveal information or a story about their partner.
  - Give examples of good questions, such as “What is the most fun you have ever had on a holiday, and why?”
  - Also give examples of bad questions, such as, “What is your favorite food?” This is a bad question because it doesn’t help us learn much about our partner other than the one-word answer that he/she gives.
  - Suggest that students use open ended questions. Have them avoid questions in which their partner can simply answer with a yes or a no.
- After the students have come up with a rough draft have them share and revise their questions with a student that is not their partner. (Circulate while students are sharing and revising their questions to be assist students in formulating good interview questions.)
- After the students have come up with their questions, give them 5 minutes each to interview each other (10 minutes total). Students should take short notes (does not need to be word for word) to help them remember the answers.
- Give the students 10 minutes to write a paragraph about their partners and have them turn it in when they are finished.

**Writing Prompt or Class Discussion:**

*Here are some optional questions for writing prompts and/or class discussion.*

- Questions on the exercise:
  - Did you find out new information about your partner when you interviewed him/her?
  - What question(s) helped you learn the most (or the most interesting thing) about your partner?
- Questions on how this exercise applies to real life:
  - Is it important to be able to ask good questions to learn about other people?
  - Why is it helpful to get to know others?
  - Is it good to know only people who are like you? Or is it also helpful to know people who are different than you are?
  - In what ways would it help you to know a lot of different people?

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #6 : Specialization; Specialization, Transaction Costs
- Standard #13 : Income; Human Resources, Labor, Labor Market
- Standard #19 : Unemployment; Labor Force, Unemployment, Unemployment Rate

### Partnership for 21st Century Life Skills Concept:

- Learning and Innovation Skills > Communication and Collaboration
- Life and Career Skills > Social and Cross Cultural Skills

### National Content Standards for Entrepreneurship Education:

- Ready Skills; H. Professional Development; Job-Seeking Skills; H.18 Use networking techniques for professional growth

### Economics Vocabulary:

- **Investment** - The purchase of capital goods (including machinery, technology or new buildings) that are used to produce goods and services. Networking improves job searching, but also the ability to find funds for start-ups and entrepreneurial endeavors.
- **Human Capital** - The health, education, experience, training, skills and values of people. Also known as human resources.
- **Labor Force** - The people in a nation who are aged 16 or over and are employed or actively looking for work.
- **Labor Market** - The labor supply and labor demand curves. The intersection of the labor supply and labor demand curves determines the equilibrium wage and the quantity of hours people work at this equilibrium wage.
- **Specialization** - A situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity; it also requires trade and increases interdependence.
- **Transaction Costs** - Costs associated with buying or selling goods and services that are not included in the money prices of those goods and services. Examples include obtaining information on prices and product quality, searching for sellers, and bargaining costs. Time spent seeking work is an important example of transaction costs.
- **Unemployment Rate** - The number of unemployed people, expressed as a percentage of the labor force.
- Source: *EconEdLink.org* by the Council for Economic Education

### Keystone Economic Principles™:

- For more information: [http://infusionomics.com/wp-content/uploads/2010/06/Keystone\\_Cheat.pdf](http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf)