

|| Aum Sri Sai Ram ||

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Master Lesson Plan

for

Writing- Interview and Report Writing

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VIII	English	Writing- Interview and Report Writing	English	16-09-2024 12:14:59



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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



Main Script

Make concepts simple and easy to understand

Value Content

Integrate Human Values seamlessly into curriculum

Suggested Activity

Promote learning by doing

Questions to Assess

Make assessment interactive and effective

Inquisitive Questions

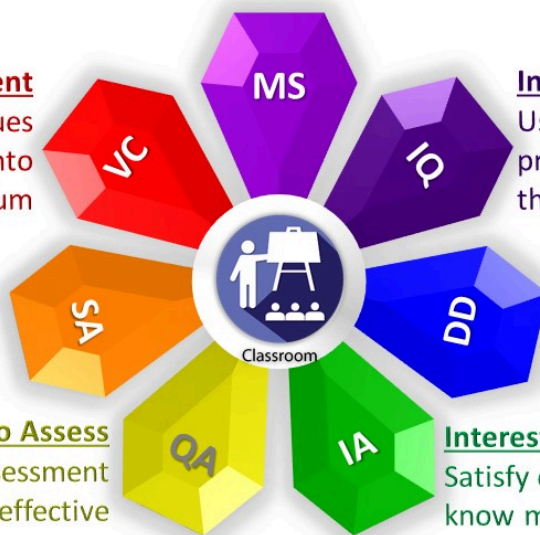
Use questions as means to promote curiosity and critical thinking

Day to Day Relevance

Help children understand practical relevance of every topic

Interesting Asides

Satisfy children's hunger to know more



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



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[Notes to teacher: Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, teacher reference documents(TRD), teaching aids(TA) and learning aids(LA) for the topic 'Writing- Interview and Report' for grade 8.

This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

CURRICULAR GOALS	CG 1- develops the capacity for effective communication using language skills for description, analysis and response
COMPETENCIES AS PER NCF/NIPUN BHARAT	C 1.2- listens to, plans and conducts different kinds of interviews (structured and unstructured) C 1.4- writes different kinds of letters, essays and reports using appropriate style and registers for different audiences and purposes

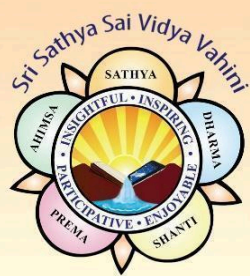
Strategies As Per NEP	NA
Learner Centric Techniques used	NA
Teacher's Tool Kit	NA
SDG(Sustainable Development Goals)	SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	Yes

Total Time to transact MLP : 65 minutes, 2 periods

Topics in this Chapter :

- **Distinguish between an interview and a report**
- **Format used in an interview and a report**
- **Value of honesty while reporting events**
- **Interviews and reports from daily life**
- **The first radio report after the declaration of Indian independence**
- **Developing an interview and a report using the inputs from the video shown**

[Notes to teacher: The chapter on Writing- Interview and Report has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make



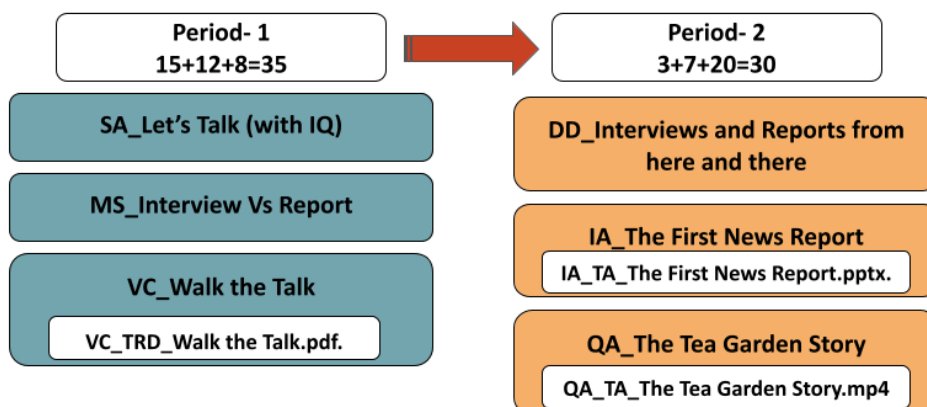
learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and value content are designed towards the attainment of curricular goals and competencies.

This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used if required.]

Lesson Plan Flow

[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

MLP Design flow - Overview



PERIOD 1

Topic:

1. Distinguish between an interview and a report
2. Format used for writing an interview and a report
3. Value of honesty while reporting events.

Time : 15 + 12 + 8 = 35 minutes

Asset Types: Suggested Activity, Main Script, Value Content

1) SA_Let's Talk (integrated with IQ)

Specific Learning Outcome: Students will be able to **distinguish between** an interview and a report. [Fulfills C-1.2 & C-1.4]

Duration: 15 minutes

Aim: To distinguish between an interview and a report.

Setting for the activity: Indoor

Role of the teacher: Facilitator



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Preparation for the activity:

Choose three students- one to be the interviewer, another to be the interviewee, and the third to be the reporter.

Let them choose who they would like to interview (a role model or anyone who has inspired them) and prepare the questions and answers. (maximum of 4 questions)

Recall the format for 'Report Writing' done earlier and let them prepare a report based on the interview. Schedule the activity a day or two later.

Procedure:

- Let the student interviewer ask questions, the other reply, and the third report the interview.
 - The rest of the class to observe and make notes of the two presentations. (interview and report)
- A sample interview and a report have been given below.

Interview	Report
<p><u>Arthi</u>- Good morning, Mahesh. It is a pleasure to meet you. You have won the inter-school elocution competition. Hearty congratulations to you! How are you feeling about this victory?</p> <p><u>Mahesh</u>- Thank you so much, Arthi. It is my pleasure to meet you and my fellow schoolmates. Of course, it is a great feeling, but I am really happy that I could bring laurels to our school.</p> <p><u>Arthi</u>- Indeed, Mahesh, we are very proud of you. Can you tell us how you prepared for this competition?</p> <p><u>Mahesh</u>- Well, when the competition was announced, I registered for it, but I was not sure how I should go about it. I owe my gratitude to my English teacher, Vinitha ma'am, who guided me throughout.</p> <p><u>Arthi</u>- Did you write your own script or did you take some help?</p> <p><u>Mahesh</u>- I wrote the script myself, and Vinitha ma'am reviewed it and added some value points to make it better. But after getting the script in place, it was the practice that made the difference. Vinitha ma'am guided me with the expressions and intonations that actually make the speech effective.</p> <p><u>Arthi</u>- Is there something you like to tell those who hesitate to participate just out of fear of not winning?</p>	<p>29th October 2023, Pune.</p> <p>Mahesh, the winner of the inter school elocution competition, spoke to his fellow schoolmates in a candid interview. Mahesh was interviewed by Arthi of class 8. The questions asked were those that everyone wanted answers to.</p> <p>Mahesh said that he was very happy to have won the laurel that made his alma mater proud. The preparation process was the next question to which Mahesh was honest enough to recognise the guidance and help that his English teacher Ms. Vanitha had extended throughout. From getting the script right to helping Mahesh with the expressions and intonations, Ms. Vanitha's contribution had been the guiding force.</p> <p>Finally, when asked about what he would like to tell his friends who feared failure and avoided such competitions, Mahesh said that winning or losing is just one part of the competition. But the experience of preparing is a learning in itself. He urged his friends to take the plunge and put in their wholehearted efforts.</p> <p>Arthi thanked Mahesh for sharing his experiences and inspiring his friends.</p>



Mahesh- Winning or losing is just one aspect of the competition. Just go for it and put in your wholehearted effort. The preparation process is a learning in itself, and no learning is ever a waste.

Arthi- Thank you, Mahesh. I am sure many of us will now come forward to participate in such competitions. You have indeed inspired us.

Mahesh- Thank you all.

Observation: Collaboration enabled healthy learning.

Conclusion: Students were able to notice the difference between the interview and the report.

Troubleshooting:

- Keep a vigilant watch to enable healthy participation.
- Ensure the observations are being noted by the students.
- Do not encourage mockery or use of foul language in their presentations.
- If a disability prevents the activity from being conducted during the scheduled period, try to accommodate it at another convenient time on the same day.

Follow up (IQ): Now ask the students the difference in the two presentations. (Question to trigger their thought process)

- What is the difference between the two presentations? (An Interview is in the form of a question and answer while the report is a compilation of the questions and answers.)

2) MS_Interview Vs Report

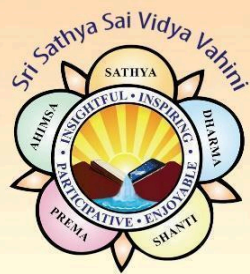
Specific Learning Outcome: Students will be able to **infer** the format used for an interview and a report.

[Fulfills C-1.2 & C-1.4]

Duration: 12 mins

[Notes to the teacher: Based on the observations made during the activity, use probing questions to develop a chart on the board to highlight the format and the characteristic features of an interview and a report. Allow students the time to think and answer to promote knowledge construction.]

Question	Interview	Report
What is the tense used?	Present or past in direct speech and in active voice.	Past tense in indirect / reported speech and in passive voice wherever required.
What is the format?	In the form of questions and answers	In paragraphs.



What is it used for?	To know about a person or the work done by that person.	To report an event (answers the 'when, where and what' of the event.)
Where do we find them?	Usually in magazines, newspapers or television. Interviews are also conducted for selecting suitable candidates for a job.	Mostly in magazines, newspapers and television.

3) VC_Walk the Talk

Specific Learning Outcome: Students will be able to recognize the impact of honesty in journalism, in any chosen profession and life situations. [Fulfills C-1.3]

Duration: 8 mins

[Notes to the teacher: Initiate a casual conversation about interviews by celebrities and their impact on the common man. Draw the student's attention to the fact that we tend to believe all that the celebrities say and follow their footsteps. So it is very important to be truthful so that their followers are not misled. A role play to this effect could help in better understanding of the value.

VC_TRD_Walk the Talk.pdf. has been provided to aid classroom transaction.

Encourage students to participate in healthy discussions using the questions provided in the attached document.

PERIOD 2

Topics:

4. Interviews and Reports from here and there
5. The first news report after independence
6. Writing an interview and a report

Time: 5 + 5 + 20 = 30 mins

Asset Types: Day to day relevance, Interesting Aside, Questions to Assess

4) DD_Interviews and Reports from here and there

Specific Learning Outcome: Students will be able to **associate** with the interviews and reports found in our daily lives [Fulfills C-1.2 & C-1.4]

Duration: 5 mins

TLM: Newspaper or magazine clippings of interviews and reports.

[Notes to the teacher: Use the clippings of interviews and reports from newspapers or magazines and



draw the students' attention to how interviews and reports are seen every now and then in our lives. Add that interviews and reports can be seen on print and visual media. Allow students to recall some of the popular interviews and reports. Example- Interviews of the winning athletes or sportsmen or achievers. Reports of important events around the world like floods etc.]

5) IA_The First News Report

Specific Learning Outcome: Students will be able to enjoy knowing about the first news report announcing the Independence of India. [Fulfills C-1.2 & C-1.4]

Duration: 3 mins

[Notes to the teacher: Use the poster provided in [IA_TA_The First News Report.pptx](#). and allow the students to enjoy knowing about the first news report that was broadcast by All India Radio to announce the Independence of India.

The poster could be printed and displayed on the bulletin boards in the classroom or corridors.]

6) QA_The Tea Garden Story

Specific Learning Outcome: Students will be able to **develop** an interview and a report using the information given in the video. [Fulfills C-1.2 & C-1.4]

Duration: 20 mins

[Notes to the teacher: This asset is aimed at 'assessment of learning'. Play the video [QA_TA_The Tea Garden Story.mp4](#). and allow the students to note down the key points.

Then write the question on the board-

You are Veena/Vinod, a journalist from the newspaper 'World Today'. You have been assigned the task of presenting a report about the tea gardens of Darjeeling. Your interview with the tea garden worker will also be telecast on the TV channel 'World Today'. Write the interview and the report. Use the format and the grammar structure relevant to these writing skills.

Ask students at random (as many as time permits) to present their written work in the class.

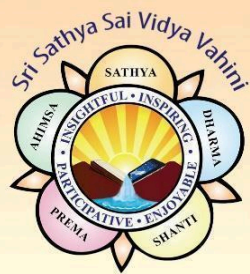
Their work could be collected for a detailed assessment.]

LESSON PLAN DESIGN

You would have noticed that the lesson plan design has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem-solving
- ★ integration of values with the concept
- ★ Interaction in the classroom

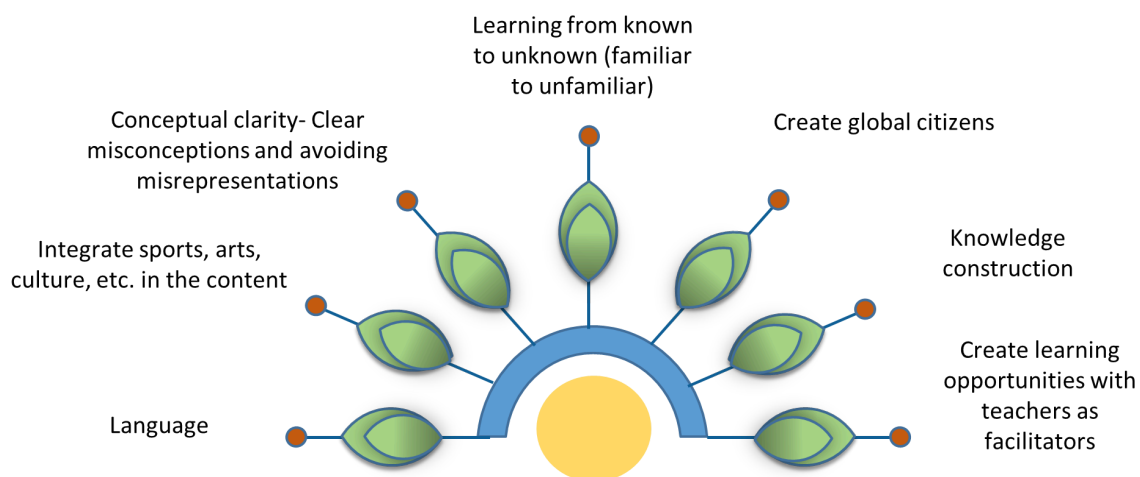
Teaching aids and teacher reference documents mentioned in this lesson plan are provided in separate folders.



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Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.
Thank you.



Master Lesson Plan

Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If

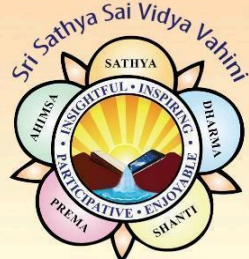


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	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.



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