

# One Minute Hot Seat

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED	
<b>Joe Mastrocola</b>		<b>Estimated</b> 30 – 60 minutes	<b>Actual</b> 60 minutes	<b>08/21/14</b>	
CURRICULUM AREAS		PROGRAM SUMMARY			
	Lifelong Learner	This program can work well as an icebreaker or a way for the wing to connect even more. Students take turns sitting in the hot seat. Then all the other students go around in a circle and ask that student questions for 1 minute. The goal is to get through as many questions as possible.			
	Identity				
	Ethical decision Making				
	Goal Setting and Planning				
	Time Management				
	Study Skills/Test Taking Strategies				
	Personal Wellness				
	Positive Risk Taking				
	Relationships				
	Appreciation on Differences				
x	Community Membership				
PROGRAM SIZE					
		3-10 students		31-40 students	
		11-20 students		41-50 students	
x		21-30 students		50+ students	
SSL:					
C.6 displaying effective interpersonal communication skills [MCSLS-4.4, ILAoL-2]					
LEARNING OBJECTIVES (Audience, Behavior with action verb, Condition, Degree) Essential knowledge, concepts, skills, performances...					
Students will be able to develop communication skills by being put on the spot to both ask and answer interesting questions from their peers.					
MATERIALS			PREPARATION / MANAGEMENT		
<i>Attach copies of materials designed/selected for student/instructional use</i>					
Chair, Timekeeper for 60 seconds (I used my laptop)			No prep necessary other than determining the order		
INSTRUCTIONAL PROCEDURES					
INTRODUCTION (hook, focus, key question, motivation)					
	Explain the structure of the program to the students. Determine the order of question asking so that each person gets a turn and asking questions goes faster.				
BODY OF PROGRAM (Active, student engagement, learning, developing)					
	Each person in the wing is in the hot seat for one minute. When the clock starts, students go around in a circle and ask one question each to the person in the hot seat. The person in the hot seat tries to answer the questions as quickly as possible. Once the minute is up, that person rejoins the circle and the next person enters the hot seat. Repeat until everyone has been in the hot seat.				
CLOSURE (summary, wrap-up)					
	There isn't much wrap-up, other than asking students if they would like to do this again in the future.				
EXTENSIONS AND/OR RELATED ACTIVITIES List and describe					
If doing it as an icebreaker, you could do other icebreakers as well.					
SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe					
Youtube.com (for the timer)					
REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently)					

and next steps)

In the future it would probably work better with less people. It would be a really good opening activity for the sophomores because it helps them get to know each other both by their answers and what kinds of questions their fellow wing members ask. It also prepares them for all the weird and interesting questions they will likely be asked by other IMSA students over the next couple weeks.