

Eva D. Coleman
Frisco ISD Career and Technical Education Center
Frisco, Texas

Rotation Exercise

(Materials Needed: Pen/pencil, paper, chairs randomly arranged in pairs around the room, facing each other)

I. Overview and Rationale

Begin lesson by explaining that each person is unique and has a “wow” factor about them. Let students know they will be interviewing each other, and must interview every classmate separately before the activity is complete. The purpose is to try and identify or discover something unique about each classmate. They must also use protocol (learned appropriate introduction) to greet each person. Each interview session will last five minutes. After the five minutes is up, they must rotate to a new set of chairs to interview someone else.

II. Goals for Understanding

- Identify types of interview questions that yield better answers.
- Demonstrate professional approach when meeting interviewee.
- Recognize how time constraints affect interview questioning.
- Recognize difficulty in getting to source for interview.

III. Essential Questions

- What types of interview questions yield better answers?
- What role can a professional approach play when meeting an interviewee?

IV. Critical Engagement Questions

- How does time constraints affect interview questioning?
- What are some difficulties in getting to a source for an interview?
- How can you overcome such difficulties?

V. Overviews and Timeline

Activity 1 (One 45-minute class)

Have students get into positions at various interview stations (pairs of chairs), standing first. Let them know that time has started, and they must introduce themselves to each other while standing, and then take a seat to begin their interviews. Give students the choice on whether to interview each other at their station during the five minutes, or spend the five minutes solely on one person. If they choose to do the latter, they must at some point return to that person. Time each session, and after five minutes is up, instruct students to move around by saying “rotate”.

Activity 2 (One 45-minute class)

After each student has had the opportunity to interview all classmates, discuss realities...such as having to wait until a source was available, having extra time to spend with a source while another was busy (How was extra time spent?), and the fact that each student should have learned something new about each of their classmates that they otherwise would not have known. Write an individual student's name on the board. Go around the room, having each person read aloud their interview notes, focusing on that particular student. Write unique answers gathered from interviews on the board, placing check marks next to repeated responses. As a class, try and determine similarities or uniqueness discovered about that person...in other words, the "wow" factor. Repeat for all students.

VI. Assessment

Done through observation, making sure that everyone participates in activity by occasionally walking around and observing notes and conversations.

VII. Assignment

Inform students to hold onto their notes for future use. Each student will write a brief news story on one individual in their class.