

EduTrend Contents

G4C · EMPATHY AND PERSPECTIVE-TAKING GAMES · MIDDLE SCHOOL

Hot Seat Interviews

Interview invented characters in role to explore their thoughts, feelings and reasons

Ages 12–14	Level: Intermediate	45 minutes	Groups of 4–5 · up to 30	Activity 04

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 04 · AT A GLANCE

Hot Seat Interviews

Groups read a short invented story with several characters. One volunteer sits in the hot seat as a character and answers questions in role; others ask open questions such as “What were you thinking when…?” or “What did you wish others knew?”. Each group interviews two characters, then discusses how the interviews changed their view of the story and of each character.

Learning outcomes

By the end of the session students can:

- ask open questions;
- speak in role thoughtfully;
- explore reasons behind actions;
- revise first impressions.

KEY WORDS

hot seat · role · open question · motive · impression · empathy

CURRICULUM LINKS

Drama: hot-seating. English: questioning. PSHE: empathy.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per group)

- Invented story cards
- Question stem cards
- A chair for the hot seat
- Worksheets 1, 2 and 3

Before the session

- Write a story with three characters.
- Prepare question stems.
- Model hot-seating.
- Plan groups.

SAFETY

Volunteers only in the hot seat; they can pass any question. Characters are invented.

ACTIVITY 04 · SESSION PLAN

Step by step

Teach the difference between open and closed questions before starting.

Time	What happens	Say or ask
0–8 min Settle	Model open questions.	*"Open or closed?"*
8–30 min Interview	Two characters per group.	*"What did you wish others knew?"*
30–40 min Discuss	Changed impressions.	*"Did your view change?"*
40–45 min Close	Share insights.	*"What surprised you?"*

CHALLENGE CARD (print or copy onto the board)

Ask questions that reveal something surprising about a character's reasons or feelings.

ACTIVITY 04 · FACILITATOR NOTES

The empathy game know-how in brief

Open questions invite fuller answers and reveal reasons, feelings and hidden information.

Speaking in role lets students explore another viewpoint safely, often changing first impressions.

Common ideas to listen for

- “The villain has no reasons.” Everyone has reasons.
- “Closed questions are enough.” Open questions reveal more.
- “First impressions are always right.” They can change.

Adapting the activity

Support

Provide a list of open question stems.

Stretch

Interview a background character who saw only part of events.

WORKSHEET 1

Interview notes

Name: _____ Class: _____ Date: _____

For each character.

Interview notes

Question	Answer in role	What we learned

WORKSHEET 2

Changed impressions

Before and after.

Changed impressions

Character	Before	After

WORKSHEET 3

Reflection

What changed your mind?

The interview changed my view because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks open questions	Speaks in role	Revises impressions

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Hot Seat Interviews is a sample activity from the EduTrend Contents G4C Empathy and Perspective-Taking Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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