



### Summary

The concept of musical chairs has been altered to create an activity which allows students to generate questions in response to a series of visual stimuli.

### Key Concepts

Questioning Techniques ; Thinking skills ; Creative thinking ; Listening skills ; Philosophy for Children

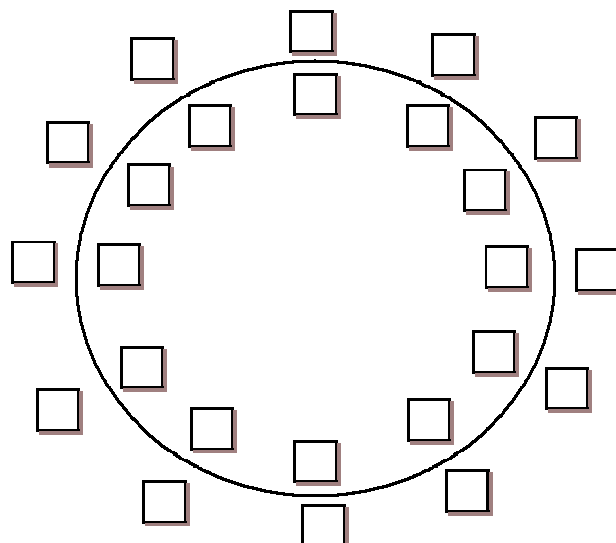
### Uses

This activity can be used in subjects where there are a number of different aspects to consider in relation to a given topic. It would be useful in the Humanities and for developing creative thinking skills in a subject such as English.

The activity is best for KS2 upwards

### Organisation

The classroom furniture is arranged so that it forms two circles of chairs facing each other – an inner and an outer circle. There should be an equal number of chairs in each circle and each chair should face directly on in the other circle.





The students in the chairs on the outer circle are given a piece of visual stimulus – say a photograph. These may be related to a theme or topic. It might be images from the period of WW2 in History, or scenes from different climate regions in Geography. Used in English it might be a series of photographs on a theme that you want the students to develop a piece of creative writing on.

The activity involves the person on the outer circle holding up the photograph to the person opposite them on the inner circle. The inner circle person has to ask a question about the photo that their partner has to answer. After a short period of time the teacher asks everyone in the inner circle to move clockwise one space. They will now be facing a different person with a different photograph. They then have to ask that person a question on their photograph. The process is repeated for a number of changes of position – say 6 or 8.

On the next change the task changes. This time it is up to the person on the outer circle to tell their inner circle partner the answers to all of the questions that they have been asked. The person on the inner circle has to listen carefully as they will next be asked to present a summary of those answers to the whole class.

## Variations

In terms of the organisation, there is no reason why the activity couldn't be a quicker paced version which had the students standing in circles, hence removing the time taken for the chairs to be arranged and the movements on and off chairs between rounds. This would make the activity one that could be used quickly in the middle of a lesson rather than as a larger set piece.

The suggestion here is that the stimulus should be a photograph. Obviously it could be any one of a number of other stimuli such as...

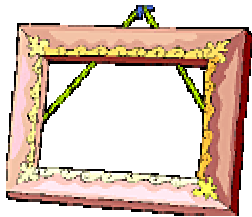
- Drawing
- Newspaper headline
- Poem
- Mind map
- Physical object



At the end of the session, there is no reason why the debriefing should simply stop at each inner circle student relating the answers to a few questions on the photograph. It could form the start of a much more searching enquiry with the person presenting the answers ( possibly joined by their outer circle partner ) taking a “hot seat” whilst the basic ideas are developed from the whole class. This would make the activity ideal as a way into a Philosophy for Children type of activity.

There is no reason why there has to be a different photograph for every student in the outer circle. They could be a collection of say 4 or 5 that is repeated around the circle. In this case the number of rounds would be the number of photographs minus 1, since the last round is the summary of all of the answers to the questions posed.

### Resources



Visual stimuli such as photographs or pictures