

YOU MIGHT  
LIKE TO TRY ...

## KEY STAGE 3-4 ENGLISH...



### Understanding a character's inner thoughts and feelings

Hot Seating

#### Activity Overview:

- Students are encouraged to put themselves into the shoes of a character that they have been reading about.
- Other students work collaboratively to generate and pose questions in order to gain a deeper insight into the thoughts, feelings and motivations of a character.
- Students are encouraged to use their knowledge of the text to inform their questioning.

#### Example: **Hot seat**

Write 3 questions you would have for Harry at this point in the story

1. What are you feeling about...?
2. What do you think about...?
3. What's the thing you are most...?



#### When to try this:

- At the beginning of a unit of work, to encourage students to come up with ideas and grow in confidence.
- At the beginning of a lesson as a warmup to a longer piece of writing.
- In conjunction with free writing activities which can be used as a tool to generate ideas, explore different perspectives, deepen understanding of character.
- 'Panning for gold' after free writing encourages students to see experimentation as an available tool in the writing process.

#### Example: **Hot seat**

- You are Macbeth at the beginning of Act 3. You have murdered the rightful King and now have the crown. But you are not feeling secure and are becoming paranoid about how to keep it.
- The rest of the class are your current courtiers and will ask you three questions each in order to understand your inner thoughts and feelings at this point in the play.
- Use your knowledge of what has happened and what you imagine will happen in order to generate effective questions.



#### What does this help students to do?

- Builds on prior knowledge, skills and experience from across the curriculum
- Encourages dialogue and collaboration (real life skill)

#### This resource explores the PCC Creative Skill:



#### Dialogue and Collaboration

- Question posing/responding; problem finding/solving
- Individual/collaborative part of a community
- Negotiating difference, responding appropriately

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