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| **Appendix 4: Cooperative & active learning techniques & ideas for use in RE** | | | | | | |
| **Think Pair Share**  **Snowballs**  **Quiz Quiz Trade**  **Rearrange the pieces of a text**  **Silent debate**  **Maps from memory**  **Present pupils with a mystery** they should analyse, investigate, think about or solve. | **Thinking Skills**  Eg Diamond 9 that puts things in order of importance relating to  eg 1 what’s important to a Jew about Shabbat.  E.g. 2 odd one out scenario | **Invert a question**  Instead of asking a question that requires factual recall, invert it to request explicit reasoning. Eg Does God exist? Becomes How do we know if God exists?    **Question Setting**  Pupils set quick list of questions for a topic | Give pupils materials they can use to **create a model of a key concept, idea or piece of information** connected to the learning eg playdoh | **Display a continuum** on  the board.  At one end write ‘Strongly Agree’ and at the other end write ‘Strongly Disagree.’  Present a series of statements connected to the topic and invite them to stand at the front of the room at the point on the continuum which best represents their view. | **Marketplace** pairs/buddies  Trading information learnt  Across year groups or peer groups |
| **Guided Visualisations:** children enter a tory imaginatively as an eye witness or character in an event e.g. nativity. (NB be careful to stick with story or event- don’t stray into areas that could damage children e.g. emptying the mind or going through a door into a dark room. etc | **Conscience alley**  Two rows of children create an alley for a child to walk down each side – one side gives one piece of positive, the other a negative piece of advice about a decision e.g. should the soldier let Jesus go or crucify him? What would have happened either way? | **Art**.......  1. to show an aspect of what’s been learnt e.g. main point from a parable Jesus told  e.g. unforgiving servant  2. Use a piece of art to start a topic e.g. Last Supper  3. Use 2 pieces of art and compare whether the artist has captured the true meaning of an event e.g. resurrection of Jesus.  4. Use of Guardian images www  we wonder what…. | Show a **video** connected to the topic  The teacher presents pupils with three questions before the video starts. Pupils make notes on these while they watch.  The teacher presents pupils with a series of questions after the video. Pupils discuss these in pairs and then share their thoughts as part of a wider discussion or watch the video and come up with questions for peers | **ICT**  1. Power points to show why the resurrection is important to Christians e.g. 2 make a DVD to show what impact belonging to a local faith community has on a believer’s life.  3.Write blogs eg last week of Jesus’ life from Peter’s perspective | **Drama activities** e.g.  1. freeze frame scene from a story for others to guess;  2 hot seat a character in role;  3 role play a character from story; 4 slow motion storytelling or miming what a child think was important about the story  5 retelling a story using a set of items  staff, sheep, gate; shepherd, wolf, stones for story of Lost sheep.  6 ten questions- Who am I? at end of a topic; guessing who someone might be from the story. |
| **Visits** to places of worship wherever possible to deepen learning; Alternatively use virtual/guided tours on internet. Invite people of faith into school. | Present students with some **stimulus material** which will cause them to talk and discuss. eg   * A video * An object * An article * A point of view * A piece of music * An image * A source * A piece of work | **Round Robin**  Groups of five or six.  Group members number themselves off 1 – 6.  Each group member is assigned a different perspective, question, problem or area connected to the topic.  They are given time to research this and to find information and ideas suitable for sharing. | Using **Artefacts** well: e.g. 1 mystery bags  (eg prayer beads) relating to a topic on prayer or on Christianity e.g. 2 telling a story from a set of artefacts or explaining symbolism, how it is used, how it might be used, why it might be important to the believer who uses it or maybe wears it e.g. kippah Jewish skull cap. | **Writing:** (pairs/individually) eg  1 News report on the importance of the birth of Jesus  2 diary entries of an eye witness meeting Jesus on road to Emmaus or of any aspect of last week of Jesus life  3 Interviews e.g. local vicar about why his faith is important to him  4 poetry eg haiku about feeding of 5,000  5 writing BIG questions in class collecting them and then asking each other how they could be answered  6 Text or email conversations: as an eye witness to a healing or to Jesus’ meeting the woman at the well in John’s gospel or to the day of Pentecost. Alternatively, they could take a picture that sums up an event e.g. calming of the storm.  7 writing questions for a visitor to answer. | |
| **Mantle of the expert:** a child and/or group become an expert on a aspect (e.g. on organising a baptism) and is asked questions or makes a response o scenario e.g. how to handle a lost Torah. | **Photos** annotated by pupils  **Using Good questions**  Why does…?  What if…?  How would you…?  Could you explain…?  What might…? | **P4C, Concept Cracking, TEEP, Kagan , TASC, Reflective story telling** are all active learning strategies that teachers can find information about on the Internet and adapt to suit the teaching of RE. | **Marking together** in pairs or as a class a previous constructed piece of work on a topic before the topic is complete | **Music** e.g. 1 creating a song or piece of music to tell a story e.g. Joseph been taken by his brothers and sold | |
| **Articulate then answer**   * 30 seconds silent thinking before any answers * Talk in pairs first for 2-3 minutes * Write some thoughts down before answering * Discuss with your neighbour first | | **Bounce answers** around the room to build on understanding and have  students develop stronger reasoning  out of misconceptions. | **Use incorrect answers** as a discussion point. | **Hands down**  Tell pupils they should only raise their hand to ask a question, not to answer one. The teacher then chooses pupils to answer, (helps teacher gain information on whether everyone is learning). | |