



CATHOLIC
education office
HOBART

Teaching Strategies Resource Book

GOOD NEWS

for living



God most holy,
you sent your Son into the world
to become one like us
and proclaim your message of faith
and hope to all.

We give you thanks
that we have eyes to see your glory,
minds to ponder your greatness
and hearts to love you more.

In your goodness
bless all who will come to know you
more deeply
through *Good News for Living*.
Strengthen us with your wisdom
and help us grow in faith.

May we proclaim your Good News
at home, at school and in our
communities
every day of our lives.

We make this prayer through Christ,
our Lord. Amen

Cathy Murrowood, Coordinator
Diocesan Liturgy Office
Hobart.



introduction

This *Teaching Strategies Resource Book* has been compiled to assist religious educators to create engaging and enriching learning sequences using the Curriculum Framework for Religious Education in the Archdiocese of Hobart, *Good News for Living*.

It represents the best of current teaching practice based on both research into learning and teaching and the practical knowledge of many skilled teachers. It reflects the elements of curriculum and pedagogy in Religious Education that are a focus of the professional learning opportunities provided by the Archdiocese for the ongoing development of Religious Education in schools. The teaching strategies outlined here complement the catechetical dimension of Religious Education, assist students to inquire into the doctrinal content of the program and to develop deep understandings and responses to the elements of faith (*Good News for Living*, 2005, Section 4). This *Teaching Strategies Resource Book* will support religious educators as they create an active learning environment for their students in religious education.

The source of each strategy has been acknowledged and a detailed bibliography is included to guide teachers to wider reference materials.

It is important to acknowledge also that this work is the result of the Inter-Diocesan Religious Education Project: a combined initiative of the Dioceses of Sandhurst, Sale and Ballarat and the Archdiocese of Hobart. We are indebted to Philomena Billington, (CEO Sandhurst) editor of the *Teaching Strategies Resource Book*.

Helen Healy
Head of Faith Education
Archdiocese of Hobart



contents

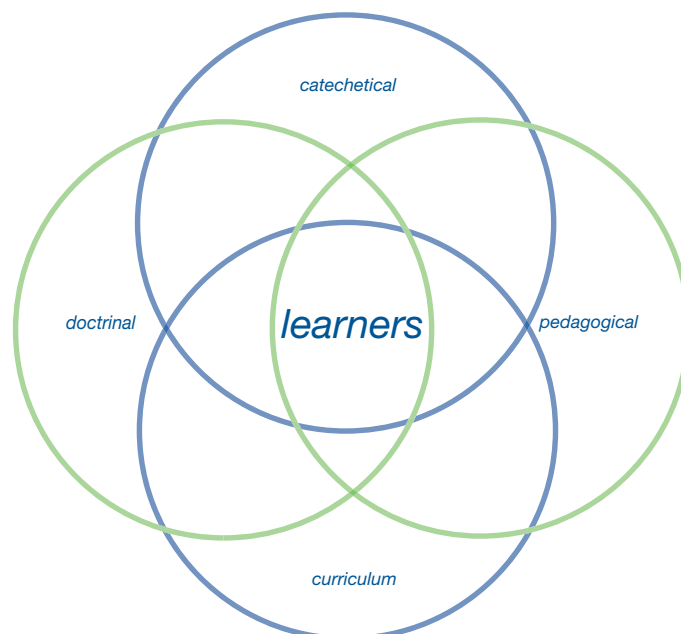
1.0	The inter-weaving of four dimensions in religious education	6
2.0	Brain research : what this tells us.	7
3.0	Pedagogical Theory : how this informs teaching.	8
4.0	Quality Learning and Teaching	10
	<i>Cooperative Learning and Teamwork Principles.</i>	10
	<i>Thinking Skills: De Bono and Bloom</i>	13
	<i>Multiple Intelligences</i>	14
5.0	Implications for the teaching of Religious Education:	16
	<i>Shared Christian Praxis : Link with Good News for Living</i>	17
	<i>Assessment and Reporting : Link with Good News for Living</i>	19
6.0	Quality Learning and Teaching Strategies linked to Shared Christian Praxis	22
	<i>Index to Strategies</i>	22
	<i>Strategies</i>	24
7.0	Shortcuts For Teaching Religious Education	69
8.0	Scripture Strategies	81
9.0	Formal Prayers	101
10.0	Bibliography	108
11.0	Complete Index of Strategies	110

the inter-weaving of four dimensions in religious education

There are four key perspectives that underpin the conceptualisation and construction of a religious education program. In *Good News for Living* these perspectives are expressed in the following manner:

- A. **The Doctrinal Dimension** is drawn from the faith tradition of the Catholic community and reflects the essential learning for an active Christian life. The main source for the doctrinal dimension is Sacred Scripture and the Catechism of the Catholic Church (1994).
- B. **The Catechetical Dimension** is drawn from the General Directory for Catechesis (1997). Education with a catechetical dimension is more than just the acquisition of knowledge for its own sake but is about active knowing or conation: informing, forming and transforming the human person. Catechesis is a profoundly personal encounter between God and the individual. A learning and teaching process with a catechetical dimension provides opportunities for and invites students to make a spiritual response to their learning.
- C. **The Pedagogical Dimension** draws on theoretical models of how students learn most effectively. Pedagogy represents the underlying rationale that informs the selection of specific teaching strategies and is capable of incorporating a range of methodologies to meet the needs of the learners.
- D. **The Curriculum Dimension** draws on appropriate insights from education in structuring, sequencing and assessing religious education outcomes and standards.

Figure 4.1 Four Dimensions of Religious Education





brain research – what does it tell us?

Teachers have always been brain researchers. A good teacher knows what catches the students' interest, engages and excites them; what they find difficult; at approximately what age they master a concept; how to get responses from reluctant students and how to establish a tolerant and accepting classroom climate.

Over the last twenty-five years there has been much research into how the brain functions. We know that classrooms that are perceived as having a climate conducive to learning and one that engages in activities such as cooperative group work, stimulates the release of endorphins, a chemical that can increase pleasure. (Sylwester, 1995)

There have been several theories on how the brain is structured. Many would have heard of the *whole-brain approach to learning*. This approach acknowledges the complexities of looking at brain function. Moving on from the left brain/right brain theory (Sperry, 1968) it has been realised that the interaction across the whole of the brain is much more complex than first thought and that nearly every part of the brain is involved in nearly every activity.

The thrust of the Religious Education curriculum is supported by the research of Burns (1999) who proposes the following brain-compatible learning strategies from a developmental perspective. (p.9)

1. Provide a caring and supportive environment, one that maximises love and limits, while minimising harmful stressors.
2. Use whole-body integration through movement and play as a primary mode of learning.
3. Attend to emotional development, as a key to healthy independence, social competency and higher intelligence.
4. Ensure comprehensive use of the arts and music as central to the learning process, with ample opportunity for creative expression throughout the curriculum.
5. Utilise routine involvement in authentic tasks that call forth problem solving, critical thinking and meaning-making.
6. Assure a sense of connectedness with something beyond/larger than self.
7. Provide opportunities for self-transcendence.

3.0

pedagogical theory: how this informs teaching.

We are aware of the shift in educational practice which moves learning and teaching away from simply 'teaching the facts' to more emphasis on a search for meaning. This search for meaning must engage the students. "The more closely the new information conforms to what the learner perceives as interesting, useful, and emotionally stimulating, the more likely it is to be integrated and learned." (Jensen, 1996)

- 'Strategies such as cooperative learning and metacognitive reflection, which promote social interaction and allow students to discuss their emotions, are effective tools for creating a tolerable level of stress and, hence, a climate conducive to learning.'
- 'Emotion focuses our attention: attention sets the stage for learning. This is why strategies that engage the emotions are such powerful learning tools. Activities such as role plays, simulations, debates, and discussions all provide emotional hooks that facilitate the recall of information.'
- 'Our attention is focused by anything that the brain finds new, exciting, pleasurable, or threatening. In the classroom, we can capitalise on this by introducing information in new and exciting ways, making the learning experience enjoyable, and providing enough of a challenge to maintain the students' interest within a climate of low stress.' (Sylwester, 1995)

The brain in the context of the real world is able to take masses of information and link this to what is already known. In the school context we compartmentalise the curriculum and try to teach it to students who then have difficulty linking it to what they already know and to the world outside the school. "The mind is programmed for survival in a complex world where data is delivered as whole chunks of integrated information. In natural learning situations as opposed to structured learning situations, the information is not broken down into specific bits and yet we are able to cope with it. It is believed that when schools oversimplify or apply a rigid structure to the teaching-learning process, they inhibit the natural working of the mind and restrict the students' ability to learn (Jensen, 1996)".

- Even if a lesson seems logical to the teacher it is often confusing for the child. The small pieces of information which are unconnected that we are giving the student may not appear to link to any prior understandings. That is why activating prior learning is essential.
- 'Painting the picture' is also useful as it shows how the current lesson is connected to previous lessons.
- The brain has an enormous appetite for information, but it also has difficulty with information that is delivered at the slow, measured pace of the classroom. Many people seem to learn best when they are immersed in highly complex activities. For example, many people seem to thrive on sports, drama, field trips, concerts, and other multi-sensory, real life learning experiences. In

these types of activities, the information is not prepackaged, linear, or sequential, and students do them with their friends, which provides a social context for learning that makes the events more pleasurable and thus more appealing to the brain.

- In teaching, we need to explore concrete examples before moving to abstract examples. The concrete experiences provide the hooks and connections for higher-order thinking and abstract learning. That is why it is useful to begin a unit with an excursion instead of at the end or to engage in hands-on learning.
- Anything that we can do as teachers to promote this pattern-seeking ability constitutes a brain-compatible strategy. These strategies include making explicit connections between concepts or, better still, providing opportunities for the students to make their own connections by engaging in discussions and activities that promote concept formation and comprehension.
- ‘...therefore, the most favourable learning activities to activate neural networks are those that are complex, engage a variety of the senses, and are perceived by the learner as being novel, emotionally engaging, relevant, and useful.’

By applying what is known about how the brain learns to classroom practice, pedagogical researchers and other educational professionals have identified a number of powerful instructional techniques that enhance learning, can be generalised across all areas of the curriculum, and can be applied at all grade levels. These are sometimes referred to as quality practices, which means that they have a sound research base and a proven track record in the classroom. Jay McTighe has compiled a number of these findings in *Better Thinking and Learning* (1990). Following are the most promising of these strategies.

- Classroom climate to support thinking
- Activating prior knowledge
- Advance organisers
- Cooperative group learning
- Direct teaching of thinking
- Higher order questioning.
- Creative problem solving
- Concept development
- Metacognition
- Graphic organisers

Some of these strategies are explained in section 6 and are related to Shared Christian Praxis.



4.0

quality learning and teaching:

Cooperative Learning and Teamwork Principles

Cooperative learning is the most researched educational innovation in the past century and has been the subject of over 1,000 studies (Kagan, 1995). Cooperative learning which was developed in the USA, focuses on structured small group learning, positive interdependence and individual accountability which all enable more access to learning. Collaborative learning (Canada) comes from a language and constructivist learning base – less emphasis on roles, more on the task and the group decides the role.

The following synopsis from the Harvard Education Letter (June 2000) establishes cooperative learning, coupled with other teaching approaches, as a desired pedagogy to influence not only academic but also social and spiritual development.

Cooperative learning redefines teaching and the role of the educator. With students working together in small groups, the teacher often functions as a facilitator, adapting his or her mode of teaching to suit the learning outcomes. Students are encouraged to discover information together and to help one another learn. The research on cooperative learning has led to agreement about two components that must be present for cooperative learning to lead to significant gains in achievement. The first key component is promoting interdependence within groups – fostering the perception among group members that they must work together to accomplish the goal...the second key component is holding students individually accountable for demonstrating their understanding of the material. While students should be expected to teach one another and learn material as a group, proving their own understanding must be done individually.

Australian research and practice in cooperative learning in the past decade in particular, has led to the following summary of teamwork principles by Boyd and Dalton (1993). This articulation of the principles of cooperative learning within the Australian context is particularly valuable when used in conjunction with the research and practical strategies of researchers such as Johnson and Johnson, Kagan and other authors who are cited in the bibliography.

It is recommended that teachers use the following outline of Teamwork Principles as a guide to the effective implementation of cooperative learning in the classroom.

Teamwork Principles

These principles are integral to authentic collaboration and underpin effective professional development.

POSITIVE INTERDEPENDENCE

"We sink or swim together"

Involve People

- Ask for ideas, opinions and suggestions
- Involve people in choices and decisions that affect them
- Help people to see the 'big picture'
- Negotiate tasks and procedures
- Develop team goals together

FACE TO FACE INTERACTIVE LEARNING

"Lets talk about it together"

Communicate

- Actively listen
- Develop and use a shared language
- Find creative ways of sharing information
- Explain why things are important
- Keep people informed – encourage people to keep themselves informed

INDIVIDUAL ACCOUNTABILITY

"We each do our fair share of work"

Shared Responsibility

- Use people's strengths to encourage task/role flexibility
- Empower by delegating responsibility
- Ensure that each individual is clear about their task/role and their contribution to the team

DEVELOPMENT OF INTERPERSONAL SKILLS

"We are not born cooperative"

Develop Teamwork Skills

- Interpersonal skills
- Problem-solving, mediation and conflict resolution
- Effective thinking and decision-making
- Positive, pro-active style of working

REFLECTION

“We need to monitor and process our experiences”

Give Recognition

- Encourage initiative, act on people’s ideas
- Acknowledge contributions and achievements
- Accent the positives
- Give constructive feedback
- Encourage individual and team reflection/evaluation

RECIPROCITY

“We need to be able to both give and receive”

Build Reciprocity

- Actively seek to learn from others
- Take the perspective of other people
- Can both give and receive support
- Develop genuine partnerships with others

Taken from “All in a School’s Work” – video & booklet package. [Boyd & Dalton](#), 1993. T.E.C.S.S.A. (North) Initiative. Eleanor Curtain Publishing, Melbourne.

Thinking Skills: De Bono And Bloom

De Bono's Six Thinking Hats has contributed significantly to effective learning and teaching by providing a method for explicitly teaching thinking skills. It allows children to think more richly and more comprehensively by using the framework of the different coloured hats. De Bono proposes that by using the different coloured hats to represent different functions, students can be enabled to handle different aspects of thinking one at a time.

The following is a brief description of the six thinking hats as explained in detail in the publication of the same name which is listed in the bibliography. The hats can be used singly or in sequence.

Six Colours, Six Hats

In the six hats method, thinking is divided into six different modes, each of which is represented by a different colour hat. A brief description of each mode is given here. A full description can be found in the publication, *Six Thinking Hats 1 & 2* by Edward de Bono as cited in the bibliography.



Red Hat. Emotions. Intuition, feelings and hunches. No need to justify the feelings. How do I feel about this right now?



Yellow Hat. Good points. Why is this worth doing? How will it help us? Why can it be done? Why will it work?



Black Hat. Bad points. Caution. Judgement. Assessment. Is this true? Will it work? What are the weaknesses? What is wrong with it?



Green Hat. Creativity. Different ideas. New ideas. Suggestions and proposals. What are some possible ways to work this out? What are some other ways to solve the problem?



White Hat. Information. Questions. What information do we have? What information do we need to get?



Blue Hat. Organisation of thinking. Thinking about thinking. What have we done so far? What do we do next?
(DeBono, 1992, p. 9)

Bloom's Taxonomy is also a most useful teaching tool to enable students to engage in higher levels of thinking. A helpful exemplar for implementing Bloom (Wood & Jorgensen, 1996) is cited in the strategies section of this publication.

Multiple Intelligences

Gardner's theory of Multiple Intelligences offers further insights into learning and varied ways of interpreting the world. He proposes seven different types of intelligence which are summarised as follows:

- *Verbal-linguistic* - relates to words and language, both written and spoken.
- *Logical-mathematical* – deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns
- *Visual-spatial* – relies on the sense of sight and being able to visualise an object, includes the ability to create internal mental images/pictures.
- *Bodily-kinaesthetic* – related to physical movement and the knowing/wisdom of the body, including the brain's motor cortex, which controls bodily motion.
- *Musical/Rhythmic* – based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beat.
- *Interpersonal* – operates primarily through person-to-person relationships and communication.
- *Intrapersonal* – relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.

(Lazear, D., 1994)

The following page will assist teachers in making decisions about assessment which will be inclusive of the different ways of knowing.

GARDINER'S MULTIPLE INTELLIGENCES ASSESSMENT MENU

Verbal-Linguistic Intelligence	Logical-Mathematical Intelligence	Visual-Spatial Intelligence	Bodily-Kinaesthetic Intelligence
<i>(Language Arts-Based Assessment Instruments)</i>	<i>(Cognitive Patterns-Based Assessment Instruments)</i>	<i>(Imaginal-Based Assessment Instruments)</i>	<i>(Performance-Based Assessment Instruments)</i>
<ul style="list-style-type: none"> • written essays • vocabulary quizzes • recall of verbal information • audio recordings • poetry writing • linguistic humour • formal speech • cognitive debates • listening and reporting • learning logs and journals 	<ul style="list-style-type: none"> • cognitive organizers • higher-order reasoning • pattern games • outlining • logic and rationality exercises • mental menus and formulas • deductive reasoning • calculation processes • logical analysis and critique 	<ul style="list-style-type: none"> • murals and montages • graphic representation and visual illustrating • visualization and imagination • reading, understanding and creating maps • flowcharts and graphs • sculpting and building • imaginary conversations • mind mapping • video recording and photography • manipulative demonstrations 	<ul style="list-style-type: none"> • lab experiments • dramatization • original and classical dance • charades and mimes • impersonations • human tableaux • invention projects • physical exercise routines and games • skill demonstrations • illustrations using body language and gestures

Musical-Rhythmic Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence
<i>(Auditory-Based Assessment Instruments)</i>	<i>(Relational-Based Assessment Instruments)</i>	<i>(Psychological-Based Assessment Instruments)</i>
<ul style="list-style-type: none"> • creating concept songs and raps • illustrating with sound • discerning rhythmic patterns • composing music and rhythm with concepts • orchestrating music • creating percussion patterns • recognizing tonal patterns and quality • analyzing musical structure • reproducing musical and rhythmic patterns 	<ul style="list-style-type: none"> • group "jigsaws" • explaining to or teaching another • "think-pair-share" • "round robin" • giving and receiving feedback • interviews, questionnaires and people searches • empathic processing • random group quizzes • assess your teammates • test, coach, and retest 	<ul style="list-style-type: none"> • autobiographical reporting • personal application scenarios • metacognitive surveys and questionnaires • higher-order questions and answers • concentration tests • diaries and logs • personal projection • self-identification reporting • personal history correlation • personal priorities and goals



implications for the teaching of religious education:

The teaching of Religious Education must engage in learning and teaching strategies that are 'quality practice'. We want students who are:

- actively engaged in the topics
- able to bring higher order thinking skills into play when pursuing a discussion
- able to feel that their contributions are valued
- able to engage in topics of substance or rigour when examining Tradition and Scripture
- able to bring a positive attitude to Religious Education and Faith development in their personal and school life.



5.1 *shared christian praxis: link with good news for living*

The research and practice discussed in the previous sections is embodied in an overall approach to teaching Religious Education as found in *Good News for Living*.

The Shared Christian Praxis process is grounded in the understanding that God has been and continues to be present and active in the community of faith, in the Spirit. The expression of the living faith of the community through history is carried in the community's Tradition. Religious Education according to the Shared Christian Praxis approach promotes the believing, valuing and acting of the learner who is making meaning of their life now. An important context for this meaning-making activity is this living Tradition, the faith and life of the community.

Further explanation of Shared Christian Praxis is found in the *Good News for Living* document.

SHARED CHRISTIAN PRAXIS & QUALITY TEACHING PRACTICE – SOME EXAMPLES

MOVEMENT ONE	MOVEMENT TWO	MOVEMENT THREE	MOVEMENT FOUR	MOVEMENT FIVE
<p>NAMING (N) <i>Naming life experience of self, others and world</i></p>	<p>REFLECTING CRITICALLY (RC) <i>Critically reflecting on life experience</i></p>	<p>ACCESSING CHRISTIAN STORY AND VISION (CSV) <i>Learning & teaching about the Scriptures, Church Tradition and teaching, liturgical experience.</i></p>	<p>UNDERSTANDING AND INTEGRATING (U I) <i>Integrating reflection and life experience with Christian Story and Vision</i></p>	<p>RESPONDING (R) <i>Responding in order to authentically live out the Christian Story and Vision</i></p>
<p>Share experiences that are familiar to students</p>	<p>Probe and reflect to understand our experience more deeply</p>	<p>Present Scripture & Tradition related to the Topic</p>	<p>Apply Scripture, Tradition to our own lives</p>	<p>Decide what can be done – how can it be lived?</p>
<p>Conversation through: Think/pair/share Think/pair/square T chart Y chart Round Robin Inside Outside Circle Rally Table Pairs Compare Lineup Brainstorm Piggybacking Thinking hats: red, white, yellow KWL</p> <p>Stimulated by: Reflection Writing Art Song Movement Story Writing Chart making</p> <p>Expressing: Knowledge Feeling Beliefs & Understandings</p>	<p>Reflection through: Think/pair/share Think/pair/square T chart Y chart Graphic organisers PMI (De Bono) Research Jigsaw Journal Group Roles Thinking Hats: black, white, red, yellow KWL Open Ended Questions Guest Speaker Huddle Gallery Tour</p> <p>Expressed through: Drawing Interview Poster Demonstration Prediction</p>	<p>Sharing the Vision through: Expert Groups PMI (De Bono) Numbered Heads Group Roles Research Drama Multiple Intelligences Bloom's Taxonomy Role Play Jigsaw Huddle Gallery Tour Story Map</p> <p>Investigating: Doctrine Prayer Liturgy Tradition</p> <p>Explored through: Research Questioning Shared Reading Media</p>	<p>Appropriating the Christian Story and Vision through: Fishbowl PMI CAF (De Bono) Journal Writing Reflection Multiple Intelligences Strategies Thinking Hats: red, green, blue Jigsaw Group Roles Round Robin Lineup Structured Controversy Hot Potato Brainstorm KWL Venn Diagram Gallery Tour</p> <p>Exploring questions which: Recall previous activities Encourage discussion Verbalise understanding</p> <p>Expressed as: Prayer Liturgy Ritual Drama Music Art</p>	<p>Planning for Action through: Think/Pair/Share Three-storey Intellect Numbered Heads Rally Table Pairs Compare Snow Balling Piggy Backing Thinking Hats: green, red Inside/Outside Circle T & Y Charts PMI Multiple Intelligences strategies Fish Bowl Lineup Reflection Journal KWL</p> <p>Recorded as: Action plan Poster Project Letter Collage</p>

assessment and reporting – link with good news for living

Good News for Living provides a very sound basis for understanding and implementing appropriate and effective assessment and reporting practices. All aspects of assessment and reporting are clearly explained.

- Assessment divorced from subsequent action is unlikely to lead to improved learning.
- It is the action which follows, using the information gained from the assessment that is potentially most powerful.
- It is through our assessment that we communicate most clearly to students those activities and learning outcomes we value.
- The challenge remains to make assessment meaningful and at the same time manageable.
- Can our assessment practices promote long-term understanding?
- What do we value in Religious Education?
- What do our students need to know and be able to do?
- What are the elements of the RE program that we want to communicate to interested others – students, parents, colleagues?
- What kind of assessment tasks are most powerful?
- Do our assessment tasks connect with what is being taught?
- How can we identify a range of outcomes with one task?
- Are the tasks time efficient and manageable?
- Do they
 - promote honest feedback to students about their work?
 - engage the learner?
 - use a range of methods and approaches?
 - open, give choices?
 - encourage students to disclose understandings and make connections?
 - use worthwhile activities?
 - encourage a range of responses which allow students to show all that they know about a topic?
 - provide information to help teachers to decide what is needed?
 - authentically represent the ways in which the knowledge and skills will be used in the future?
- Clear communication of assessment expectations. Do students know what is expected? Have they had some input into the criteria for assessment?
- Conversations should occur early in the learning and teaching process in order that students understand what they need to know and be able to do, how this will be assessed and the consequences of assessment.

Assessment Techniques

Ongoing records

- Anecdotal records
- Annotated class lists
- Checklists
- Running record sheets
- Teacher diaries and logs

Observation of students

- Informal observation
- Checklists and notes
- Watching work in progress
- Systematic observation
- Presentations
 - to the class or other classes
 - at assembly

Talking with students

- Informal conversations
- Conferences (keep a log of the conference)
- Interviews
- Questioning
 - individuals
 - class
 - small group
- Asking open-ended questions

Media

- Photographs of work
- Videotaping students at work, plays, presentation, practical work
- Audiotaping of student discussions, presentations

Proforma list of learning goals and possible outcomes

- Records of progress towards learning goals
- Checklist of stages in achieving learning goals

Student records

- Student folios
- Student journals
- Work-in-progress folders
- Learning log-recording during each lesson, assess at the end of the learning sequence
- Diaries
- Contracts

Keeping a record of practical work

- Three-dimensional models
- Work samples
- Class and group projects

Student self-assessment

- Student-devised class and group projects
- Self-assessment formats
- Group discussion
- Concept mapping
- Peer assessment

Writing

- Reports
- Essays
- Reflective journaling
- Expressive writing
- Expository writing
- Writing instructions
- Definitions using key terms in context
- Missing words
- Crossword puzzles
- Newsletter articles and reports
- Completing activity sheets
- Concept maps
- Assignments
- Projects

Practical tasks

- Three-dimensional models
- Fieldwork
- Displays
- Practical work
- Solving a problem
- Applying a concept

Oral reports

- Pictorial reports
- Oral tasks
- Answering questions
- Explaining
- Describing
- Discussing
- Relaying information
- Reporting
- Using RE language accurately
- Asking questions
- Interviewing

Presentations

- Debates
- Presentation of work
- Presentation of findings
- Interviews
- Plays
- Role-plays
- Performances
- Sharing findings and observations with other classes (or other schools)

Research

- Library research
- Small group research
- Independent research
- Conducting surveys and interviews

Computer skills

- Using computer programs
- Computer simulations
- Devising formats on the computer

Visual representations

- Posters
- Collages
- Murals
- Drawings
- Plans
- Flow charts
- Maps
- Diagrams
- Tables
- Graphs
- Paintings
- Labels

Processes and procedures

- Identifying
- Classifying
- Investigating
- Recognising
- Predicting
- Questioning
- Drawing conclusions
- Designing fair tests
- Making measurements
- Testing theories
- Interpreting data
- Observing
- Comparing
- Analysing an argument
- Conjecturing possible solutions

Intra-personal and inter-personal skills

- Reflection
- Articulating connectedness, discernment, wisdom
- Responding with creativity and artistry
- Wondering, sense of mystery
- Interacting positively in relationships
- Capacity to participate in prayer and lead others in prayer

Questionnaires

- Oral
- Written
- Written reports

Tests

- Practical
- Written
- Student-devised



quality learning and teaching strategies linked to shared christian praxis

The strategies on the following pages are linked to the matrix on Shared Christian Praxis. Explicit links are made with different Movements and teachers are advised to choose strategies appropriate to the students' level of development and the focus of the learning outcomes.

The Index	Page
Strategy: KWL Chart	24
Strategy: Huddle	25
Strategy: E.E.K.K. (Eye to Eye and Knee to Knee)	26
Strategy: Dictagloss (English Strategy)	27
Strategy: Gallery Tour	28
Strategy: Story Map (English Strategy)	29
Strategy: Reciprocal Questions	29
Strategy: Word Web (English Strategy)	30
Strategy: Find the FIB	31
Strategy: Fishbowl	32
Strategy: Tea Party - Inside/Outside Circle	33
Strategy: Sequencing	34
Strategy: Send a Problem	35
Strategy: Linkages	36
Strategy: Pairs Check	37
Strategy: Team Discussion	38
Strategy: Mix-Freeze Group	39
Strategy: Milling	40
Strategy: Team Milling	41
Strategy: Find Your Other Half	41
Strategy: Ranking and Reaching Consensus	42
Strategy: What Identity Am I?	43

Strategy: Thought Sheets	44
Strategy: Problem Stories and Dilemmas	45
Strategy: Video or Music Talkback	46
Strategy: Freeze Frames and Miming	47
Strategy: Role Playing	48
Strategy: Team Bingo	49
Strategy: Think-Pair Share	50
Strategy: Y Chart	51
Strategy: Inside – Outside Circle	52
Strategy: Roundtable	53
Strategy: Line Up	54
Strategy: Value Lines & Split and Slide	55
Strategy: Brainstorm	56
Strategy: Piggybacking	56
Strategy: Jigsaw	57
Strategy: PMI Chart	58
Strategy: Structured Controversy	59
Strategy: Compare and Contrast	60
Strategy: Hot Seat	60
Strategy: Story Ladder	61
Strategy: Rally Table	62
Strategy: Venn Diagram	62
Strategy: Three-Step Interview	63
Strategy: ICE	63
Strategy: Corners or Value Lines	64
Strategy: Treasure Hunt	64
Strategy: Yellow Pages	65
Strategy: Celebrity Heads	65
Strategy: Lotus Diagram	66
Bloom's Matrix of Strategies	67

strategy - KWL CHART

PURPOSE: Inquiry, Evaluation

This strategy provides a structure for thought processes using inquiry and evaluation.

Suitable for use across Praxis Movements 1, 2, 4, 5 and as part of the Focusing Activity.

DESCRIPTION

Chart can be completed individually, in pairs or in groups no larger than 4.

Chart is divided into:

What we **K**now

What we **W**ant to find out

What we have **L**earnt

DIAGRAM:

Know	Want to find out	Learnt

SOURCE:

Teaching and Learning Module, Sandhurst Diocese Catholic Education Office, Bendigo.

White, D., O'Brien, K & Todd, S (2003). *Into the Deep: Rich Teaching Strategies for the religious education classroom*, Marigong NSW : K D Publications

strategy - HUDDLE

PURPOSE: *Generative, Responsive, Evaluative*

This strategy gives students the opportunity to generate questions and responses to any given concept or situation.

Suitable for Focusing Activity and Praxis Movements 2 and 3.

DESCRIPTION:

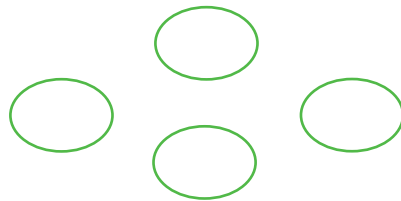
A problem, situation or question is posed.

Students huddle together in groups of 2, 3 or 4 to formulate responses (speed is a factor).

Each member of the huddle contributes to the discussion before the group addresses the class.

Group responses are shared. The role of speaker is rotated around the group ensuring full participation of all group members.

DIAGRAM:



VARIATIONS

Each huddle formulates their own questions for other groups or for the teacher.

SOURCE:

Kagan, S. (1994). *Cooperative Learning*, Kagan Cooperative Learning, USA.

strategy – E.E.K.K. (Eye to Eye and Knee to Knee)

PURPOSE: To practise speaking and listening skills

This strategy is great for encouraging the development of skills in speaking and listening.
Suitable for all Praxis Movements in varying degrees.

DESCRIPTION:

Students sit in pairs facing each other with knees touching. This ensures maximum eye contact. A topic or idea is presented.

Each partner has equal time to present his/her opinion while the other partner actively listens.

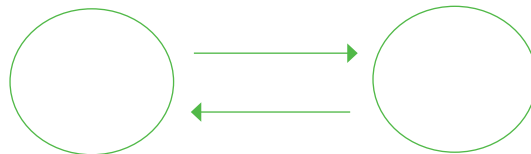
When the speaker (Person A) has finished the listener (Person B) reflects what he/she has just heard.

Person B then presents his/her opinion while Person A becomes the active listener.

(Note: Person B has extra time to respond to Person A)

Person A then reflects what he/she has just heard.

DIAGRAM:



VARIATIONS:

Using E.E.K.K. to practise interviewing techniques, or debating skills with individuals assuming affirmative/negative roles.

Three Step Interview

After the completion of the above steps, partners join with another pair. Each person then retells what their partner told them.

Ideas of each pair can be compared and any similarities/differences can be noted, perhaps in a Venn Diagram as illustrated below:



SOURCE:

Kagan, S. (1994). *Cooperative Learning*, Kagan Cooperative Learning, USA.

strategy - DICTAGLOSS (ENGLISH STRATEGY)

PURPOSE: Learning structure which promotes understanding of information.

Suitable for Focusing Activity and Praxis Movements 3 and 4.

DESCRIPTION:

Teacher reads a passage aloud.

Students write down key words or phrases.

Teacher re-reads the passage.

In groups of four students reconstruct the passage as they understand it. Record response.

Share with the class.

Class discussion is generated through students' responses to the passage.

SOURCE:

Board of Studies (1994) K-6 Support Documents, Part 2, *Dictionary of Classroom Practices*, Sydney.

strategy - GALLERY TOUR

PURPOSE: To ensure that all students engage with material in a purposeful manner.

Students feel valued by the group because they have particular knowledge to share.

Suitable for Praxis Movements 2, 3, 4 (depending on the purpose)

DESCRIPTION:

Students are numbered according to the number of expert groups required. (If there are 6 expert groups then the students would be numbered 1,2,3,4,5,6. Each group contains one student per number)

The first group of 6 becomes group A. The second group of 6 becomes group B etc.

Each number 1 student moves to Activity 1. This forms the expert group for Activity 1. The other expert groups are formed in the same way.

Each expert group works together to achieve mastery over the material in their activity.

When the activities have been completed the information is displayed around the classroom. and students return to their original group, A,B,C,etc.

These groups are now cooperative groups with an 'expert' to teach material learned.

Each group (A,B,C, etc) moves around the classroom to each activity display. The 'expert' for that activity is the tour guide.

DIAGRAM:



SOURCE:

LUAC Workshop (1999) Based on Aronson, *The Jigsaw Classroom* and Susan Hill, *Co-operative Learning in Democratic Classrooms*.

strategy - STORY MAP (ENGLISH STRATEGY)

PURPOSE: *To encourage students to transform their learning by extracting information and organising it into a new form.*

This strategy assists those students who need oral discussion to clarify understanding.

Suitable for Praxis Movements 1, 2 and 3, especially with Scripture.

DESCRIPTION:

Choose a story/passage where the setting changes.

Working individually, in pairs or small groups (no larger than 4) students discuss the story/passage to reach a consensus and then construct a graphic representation of significant events and their setting. Use arrows to show the sequence of events.

Use the story map as a springboard for writing.

SOURCE:

LUAC Workshop (1999) Based on Aronson, *The Jigsaw Classroom* and Susan Hill, *Co-operative Learning in Democratic Classrooms*.

strategy - RECIPROCAL QUESTIONS

PURPOSE: *To encourage students to improve questioning skills to aid discovery of new meanings in texts.*

Suitable for Praxis Movements 1, 2 and 3.

DESCRIPTION:

Teacher models the difference between a question and a statement.

Construct a series of questions.

Introduce the text/passage to students.

Students read a section of the text as indicated by the teacher.

Students, in groups, write a question that reflects the content of that section.

Continue until all sections have questions.

Groups then swap questions with each other and write up the answers.

Share answers with the whole class. (A great way to generate genuine dialogue)

SOURCE:

LUAC Workshop (1999) Based on Aronson, *The Jigsaw Classroom* and Susan Hill, *Co-operative Learning in Democratic Classrooms*.

strategy- WORD WEB (ENGLISH STRATEGY)

PURPOSE: *Generative, Analytical, Evaluative, Concept Development*

This strategy is great for identifying the cognitive style of students through their contributions.

Suitable for Focusing Activity and Praxis Movements 1, 3, 5.

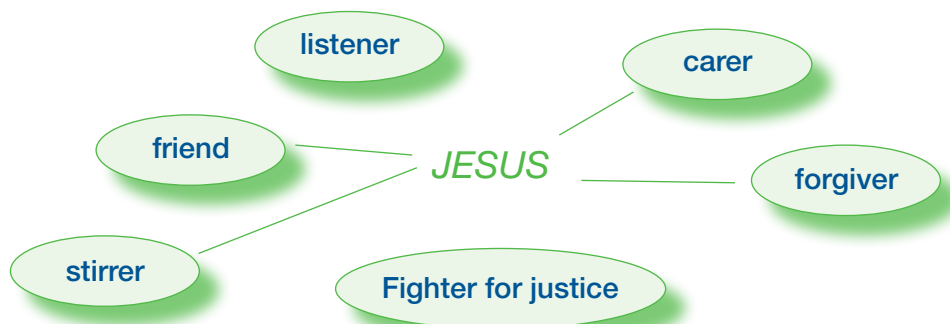
DESCRIPTION:

In groups of 4, students are required to write as many words as they can that can be associated with a given topic. Each student uses a different coloured pencil/texta to write down their responses.

A colour code is placed at the bottom of the chart.

When this strategy is used as a part of the Focusing Activity, it can be used to compare with a Word Web that is completed at the end of the unit of work. Groups can see a visual representation of their learning.

DIAGRAM:



SOURCE:

Board of Studies (1994) K-6 Support Documents, Part 2, *Dictionary of Classroom Practices*, Sydney.
Kagan, S. (1992) *Cooperative Learning* Page 11:15

strategy - FIND THE FIB

PURPOSE: Multipurpose - mastery of information, team building, encourages thinking and practice in negotiation skills.

Suitable for Praxis Movements 1, 2, 3 and 5.

DESCRIPTION:

Students form groups of four.

Each member of the group writes three statements about a given topic. Two statements must be true and the other one is false. The aim is to try to trick the other group members into finding the fib.

Each member in turn stands and makes the three statements - the remaining members try to 'find the fib'. The student making the statements observes the interactions of the rest of the group.

Team members can either :-

- a) reach their own conclusions and attempt to justify them or
- b) come to a consensus with only one answer.

VARIATIONS:

Window

Students form groups of four with each member choosing a number from 1-4.

Member Number 1 must find a statement that is true for only 1 person in the group.

Member Number 2 must find a statement that is true for 2 people in the group.

Member Number 3 must find a statement that is true for 3 people in the group.

Member Number 4 must find a statement that is true for all 4 people in the group.

The team then designs a team badge/crest.

The information each team discovers about their members can then be used for sharing life experiences with the rest of the class.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*, Kagan Cooperative Learning, Page 8:4 (named as Guess the Fib)

strategy - FISHBOWL

PURPOSE: Encourage decision-making, planning and action.

Suitable for Focusing Activity or in Praxis Movements 2, 4.

Useful when you need to come to a class decision requiring planning and action

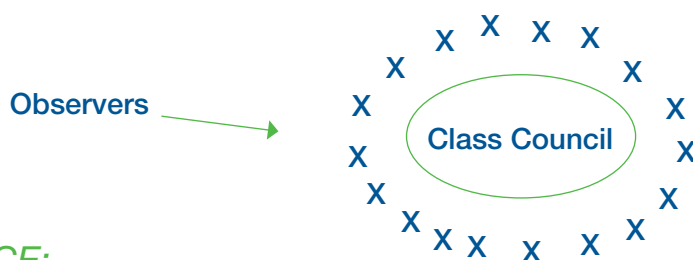
DESCRIPTION:

At the start of the lesson state what social skill is being addressed and developed in that lesson.

If students seem unsure of what it entails using a Y or T chart is useful.

1. Students form groups of 3 or 4 and are asked to design ways in which they might approach a problem.
2. Group members decide on who is taking on what role - recorder, encourager, presenter, materials monitor. (Students need to be familiar with all roles within the group so that they can evaluate how they and others went)
3. Each group comes up with a variety of solutions to the problem.
4. Each group sends a representative to a 'Class Council' in the centre of the room. Again roles are allocated - if there are more than 4 students it is an ideal opportunity to introduce new roles such as gatekeeper or question commander.
5. The other students form a circle around the 'Council' and observe how the members are fulfilling their roles.
6. Once an action plan has been devised and each group has been allocated a task, members move back to their original groups to come up with ways of addressing that task.
7. All groups join a class circle and each group in turn through their presenter outlines their ideas. Make sure one group does not dominate the conversation - modelling being a gatekeeper might be useful.
8. Reflection on the process by the students.

DIAGRAM:



SOURCE:

Billington, P., *Cooperative Learning in Religious Education Workshops*

strategy - TEA PARTY - INSIDE/OUTSIDE CIRCLE

PURPOSE: To encourage development of social skills and to develop differences and commonalities between students

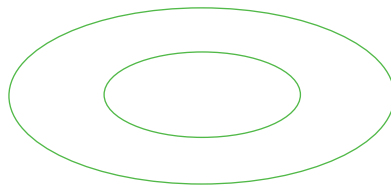
Suitable for Focusing Activity and Praxis Movement 1.

DESCRIPTION:

Students are given a list of incomplete statements relating to life experience or any other topic that must be completed based on each student's own experiences. The students form an inside and an outside circle – each person must have a partner. On the signal, pairs discuss the statements, taking turns. On the signal from the teacher (usually the hand up “Quiet Signal”) the inside or outside circle participants move 1, 2 or more places to ensure that they have a new partner. The discussion process begins again. This continues for 3 or more times. This also serves as a way to partner people – they may then sit down and work with their final partner.

This list may be used to form cooperative teams of students who share commonalities.

DIAGRAM:



VARIATIONS:

The conversation starters can be varied according to the topic being studied. A set of conversation starters for a newly formed group could include:

My favourite time of the year is...

When I am alone I like to ...

I would love to go to _____ for my next holiday because...

My favourite movie is...

SOURCE:

Billington, P., *Cooperative Learning in Religious Education Workshops*, 1998-2000.

strategy - SEQUENCING

PURPOSE: *Ordering key events*

Suitable for Praxis Movement 3.

DESCRIPTION:

Students form groups of four.

Each group is given an envelope with either a sequence of pictures or sentences cut into four strips.

Each group member draws out one strip of paper without showing the rest of the group.

Each team member in turn describes or reads what is on their strip of paper.

The whole team must come to a consensus as to the order of the pictures/sentences and place them face down on the table.

When this is done the pieces are turned over to see if the team has sequenced them properly.

VARIATIONS:

Pieces are placed face up and team members are only allowed to move their own piece.

SOURCE:

Kagan, S. (1992) *Cooperative Learning* 11:6

strategy - SEND-A PROBLEM

PURPOSE: *Mastery of information/learning*

Suitable for Praxis Movements 3 and 5.

DESCRIPTION:

Students form groups of four.

Each team member makes up a review problem on a flashcard.

The author of each question asks it of their team mates. If there is consensus regarding the answer, then it is written on the back of the flashcard. If not, then the author must rewrite the problem.

Mark one side of the flashcard 'Q' and the other 'A'.

Teams pass their stack of review questions to another team.

Teams respond. Student 1 reads the first question. The team attempts to answer it. When there is consensus the card is turned over to check the answer. If the team's answer is not the same, student 1 writes the team answer under the original answer as an alternative.

This procedure continues until all four problems have been addressed.

The cards are then sent on to another team.

This process continues until the cards return to their original authors.

There is now the opportunity for the team to discuss or clarify comments or questions indicated on the back of the cards.

VARIATIONS:

Trade-a-problem

Problems are traded on a one-to-one basis with another team.

SOURCE:

Kagan, S. (1992) *Cooperative Learning* 10:11.

strategy - LINKAGES

PURPOSE: Making connections, Generative

Suitable for Praxis Movements 2, 3 and 4.

DESCRIPTION:

Class Linkages

1. Choose a topic
2. One student stands in front of the class and makes a comment about the topic.
3. Another student responds, agrees with the first comment and adds a comment.
4. Other students link on in the same way until the whole class is involved.

Team Linkages

1. Each team member signs his/her name in a corner of the paper.
2. One team member writes the first response in the centre of the page.
3. All team members connect and respond.

(Each student uses a different colour marker)

VARIATIONS:

Use Linkages to demonstrate the 'cause and effect' of actions/words.

SOURCE:

Stone, J. (1995) *Cooperative Learning Reading Activities*, Kagan Cooperative Learning, Page 58.

strategy - PAIRS CHECK

PURPOSE: *Mastery of skills*

Suitable for Praxis Movements 3 and 4.

DESCRIPTION:

Students work together to complete a worksheet or set of tasks.

Students form groups of 4 but work in pairs.

1. Partner 1 does the first problem.
2. Partner 2 checks.
3. Partner 2 praises.
4. Partner 2 does the next problem.
5. Partner 1 checks.
6. Partner 1 praises.
7. Pairs check.
8. Team celebrates.

VARIATIONS:

If students do not complete the worksheet they take home their part of the worksheet for homework.

The next morning, teams do the 'pairs check' with the work completed at home.

SOURCE:

Stone, J. (1995) *Cooperative Learning Reading Activities*, Kagan Cooperative Learning, Page 82.

strategy - TEAM DISCUSSION

PURPOSE: Increase student interaction during discussions.

Suitable for all Movements of the Shared Christian Praxis.

DESCRIPTION:

Teacher presents a low-consensus topic.
Students discuss the topic within their teams.
Teams share their conclusions with another team or with the class.

To increase participation students use 'Talking Chips' during group discussion. As each student contributes to the discussion his/her chip is placed in the centre of the table. He/she may not speak again until all members of the team have placed their chips in the centre of the table.

VARIATIONS:

One member of each team records a response on the blackboard or chart when their team is finished.

The team's ideas are recorded in a notebook to be looked at later by the teacher or other teams.

Each team shares with the team next to it.

An issue is discussed until all team members have an idea to share. Everyone stands up. Quickly the students begin to share around the classroom. After a student shares, they sit down as well as anyone else who had the same or similar idea to the one just presented.

SOURCE:

Stone, J. (1995) *Cooperative Learning Reading Activities*, Kagan Cooperative Learning, Page 142.

strategy - MIX-FREEZE-GROUP

PURPOSE: *Class building, mastery structure.*

Suitable for Praxis Movements 1 and 2.

DESCRIPTION:

Students mix in the centre of the room.

Teacher calls “Freeze” and announces the group size.

The students form groups.

(Optional) The students discuss a topic provided by the teacher.

The students who cannot complete the group size go to “Lost and Found”. A student may not return here twice in a row. The rest of the class group has to ensure that the students in the “Lost and Found” are included in the groups next round.

VARIATIONS:

Mix-Freeze-Pair

Students regroup into pairs. After a number of mixes the pairs can pair to form random teams of four.

SOURCE:

Stone, J. (1990) *Cooperative Learning and Language Arts: A Multi-Structural Approach*, Kagan Cooperative Learning, Page 51.

strategy - MILLING

PURPOSE: *Group Interaction.*

Suitable for Shared Christian Praxis Movements 1 and 2.

DESCRIPTION:

Students fold a sheet of paper into a 3 x 3 grid.

Number each square from 1 - 9.

Each number represents a question that requires an answer.

The questions can be related to life experiences or to the current topic of investigation.

Students write their answers in the corresponding numbered square.

Students move around the room until the teacher invites them to form pairs.

Students hold their sheet of paper in front of them and talk about their answers (taking turns).

If there is an odd number of students invite them to suggest a solution to this problem – choose the most appropriate one.

Students change partners once.

At the end of the session students sit in a circle and share something they discovered about someone else (indicating who they are talking about).

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 10.

strategy - TEAM MILLING

PURPOSE: *Sharing and consolidating information.*

Suitable for Shared Christian Praxis Movements 2, 3 and 4.

DESCRIPTION:

Teams work in groups of 2, 3, or 4.

Student in charge of the collection of materials obtains the information needed from the teacher.

Each group must work out an interesting way to teach their information to another group. Once each group has completed the task, they find another group to whom they teach their information. This can be achieved with a minimum of fuss if an exchange pattern is put on the blackboard.

Conclude in a way appropriate to the material.

VARIATIONS:

If the material investigated is sequential or ordered, the final step can be extended to include a whole class presentation as an instructive conclusion.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 31.

strategy - FIND YOUR OTHER HALF

PURPOSE: *Review of facts or information.*

Suitable for Shared Christian Praxis Movements 2, 3, 4 and 5.

DESCRIPTION:

Make a series of cards with questions and answers on them. Use a code on the back of matching pairs so students can check their answers.

Each student selects a card with a question or an answer, a word or definition etc.

Students mill around talking to one person at a time in order to find their partner.

When partners have found each other they sit around the classroom in a large circle.

Partners share and discuss their information with the class.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 35.

strategy - RANKING AND REACHING CONSENSUS

PURPOSE: Guides students into interactive and cooperative decision making.

A good strategy for 'values clarification' and Shared Christian Praxis Movements 4 and 5.

DESCRIPTION:

Teacher will need to prepare a list of items/choices to be ranked.

Students form groups of four.

Each student receives a form listing objects, options, or characteristics. Instruct the students to rank the items from most important to least important. Suggest a time limit.

Read or tell the 'story' which gives the setting within which the rankings are to be made. (Pause until ranking is completed.)

Tell groups they have the given time period in which to come to agreement as a group on the ranking of choices.

Explain that during discussion students should all contribute to the discussion. Make sure that everyone agrees. If anyone disagrees with the group opinion, they are obliged to say so. Participants should be prepared to notice a reason they had not thought of, and be willing to change their mind.

Disagreements should be resolved by examining all the reasons presented and trying to make the best choice. Voting should be discouraged. A person does have the option of saying 'Well, I still disagree, but I'll go along with that for the time being'.

Ask each group to report on their choices and reasons. If the list has 'answers' read these out.

VARIATIONS:

This could be done in pairs initially to generate involvement and discussion and then the pairs could move into groups of 4 and do a 'Pairs Compare'. The groups of 4 are still required to come to consensus but this will ensure student engagement and deeper discussion about the topic, especially more sensitive or emotive topics.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 46.

strategy - WHAT IDENTITY AM I?

PURPOSE: Review knowledge.

Suitable for the Focusing Activity or Shared Christian Praxis Movement 3.

DESCRIPTION:

Write names or words on cards. Pin or tape one card on each student's back.

Tell students:

- ~ to mill around; find a different partner for each question; and ask questions that can be answered 'yes' or 'no'.
- ~ to summarise what they know about who they are to each new partner before asking the next question.
- ~ once guessed, pin the card on their front and continue milling, answering other students' questions.
- ~ to consult with one another or check with the teacher if they experience difficulty in answering someone's question.

Towards the end, allow generous 'hint giving' to avoid embarrassment at not being able to figure out the answer.

Conclude by moving to small groups for discussion of similarities, or some other follow-up strategy, e.g., group illustration.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 59.

strategy - THOUGHT SHEETS

PURPOSE: *Generative.*

Suitable for the Focusing Activity or Shared Christian Praxis Movements 2 and 3.

DESCRIPTION:

Prepare materials -- a cartoon, newspaper story, quotations, or picture accompanied by a series of thought-provoking questions, or a few general questions, such as: What does it mean? What is the cartoon getting at?

Students form groups of four. Each member takes on a different role.

One person from each group collects a cartoon, newspaper clipping, quotation, or picture.

The Recorder writes down group responses.

When the time is up, groups report back to the class.

Conclusion: Reporting back and whole class discussion.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia.

strategy - PROBLEM STORIES AND DILEMMAS

PURPOSE: To encourage deeper consideration of influences on different people and their circumstances, in a variety of situations.

Suitable for Shared Christian Praxis Movements 4 and 5 or the Focusing Activity.

DESCRIPTION:

Prepare a problem situation, case study, or a dilemma for small groups to ponder.

Students form small groups. Present the story.

Pose the problem. Allow time for full discussion.

Conclusion: Groups summarise their ideas and the reasoning behind them. Discussion may continue between groups.

Planning Checklist

The groups may be given specific tasks; for example, determine the real issue, how does each person contribute to the problem, why does it exist, what are the implications of other factors. The same situation can be presented to each group with minor changes (e.g. in gender or nationality). It may emerge in the concluding whole class discussion that the solutions offered were influenced by these variations.

How to prepare a dilemma.

After identifying a specific situation where there are reasons for and against every course of action, and where all choices have equally undesirable features:

1. Prepare an account of the situation, which includes:
 - a) A central character or group faced with a difficult decision.
 - b) A description of the conflict, ending with a 'should' question.
2. Prepare alterations or additions to the dilemma, for those who answer 'yes' and for those who answer 'no'.
3. Prepare probe questions.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia.

strategy - VIDEO OR MUSIC TALKBACK

PURPOSE: *Simplify and motivate discussion after viewing a video or listening to a song.*

Suitable for the Focusing Activity or Shared Christian Praxis Movements 3 and 4.

DESCRIPTION:

Prepare a series of focus questions relating to the video or music.

Students form small groups.

Give each small group a different set of questions.

Allow time for each group to work out its strategy; will someone (or all of them) take notes, etc.

Call groups to central location to view/listen to the DVD/CD.

Allow time for small group discussion (groups may wish to designate a speaker).

Conclusion: Groups report back; teacher integrates points.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 95.

strategy - FREEZE FRAMES AND MIMING

PURPOSE: *Physical representation of the intent of a scene/situation.*

Suitable for the Focusing Activity or Shared Christian Praxis Movement 3 or for use in a Prayer Ritual.

DESCRIPTION:

Students for groups.

Describe a moment in history, a business transaction, a current event, a problematic interchange of any type.

Ask each group to plan three scenes (these will be stationary freeze frames with no talking and no moving), or to create a play without talking. In any event, the story needs three elements:

1. The situation
2. The decision
3. The consequence

Ask each group to present its scenes to the class.

With a scene refrozen, the teacher and audience ask questions of the characters to clarify what is happening and to find out how the characters feel about it. Characters unfreeze when asked a question.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 112.

strategy - ROLE PLAYING

PURPOSE: *To enable students to empathise with another person's perspective -*

Ensure that the role plays are handled appropriately and that it is clear to the entire class that participants are role playing. Also ensure that students are comfortable with the role they are playing and that they are de-briefed after the experience if necessary.

Suitable for Shared Christian Praxis Movement 4.

DESCRIPTION:

Present a situation where the central characters have to come together to deal with a problem.

Give each central character a description of who they are, including any information which would bear upon their attitude towards the problem.

Allow a few minutes for students to think about their character and the story.

Put them together to spontaneously act out what happens (or allow teams time to outline the direction their story will take).

Stop the role play at an appropriate moment.

Lead a discussion afterwards amongst the characters and the audience about feelings, alternative solutions, etc. This discussion can be followed by a re-enactment, if desired.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 115.

strategy - TEAM BINGO

PURPOSE: Peer teaching, small group interaction, revision.

Suitable for an assessment task related to Shared Christian Praxis Movement 3.

DESCRIPTION:

Materials

Construct a 5 x 5 grid on A4 paper - copy one per student.

Prepare a list of words relating to unit of work (at least forty words).

Give one list to each group. Select words to revise or to introduce a learning sequence.

Prepare a set of small cards for the caller with the word to be defined near the top, and its definition underneath it (leaving a few spaces in between). (This makes them easier to alphabetise as you read them out.)

1. Students form small groups.
2. Announce the following rules:
 - a) One person selects a word from the master list that they know the meaning of and explains it to the rest of the group. The group discusses and agrees upon its meaning and each person puts the word anywhere on his/her grid. Cross word off master list.
 - b) Going round the circle, the person on the left of the person who started selects another word from the master list, and the process repeats itself.
 - c) If a person does not know the meaning of any words left, they can pass.
 - d) If the group can not agree on the meaning of a word, they do not have to use it.
3. When everyone has filled in their Bingo grid, shuffle the cards and read only the definition of each word. As the words are read, place them in alphabetical order on top of each other but staggered so that words can be checked at a glance when a team calls Bingo.
4. If a student knows the word being defined, they can cross it off their grid.
5. 'Bingo' is a line across, down or diagonal. After 'Bingo' is called, the words in the line are read back to the caller for checking purposes.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies*, Nice Publications, Australia, p. 122.

strategy - THINK-PAIR-SHARE

PURPOSE: *Generative, Reflective.*

A structure which promotes thought and reflection.

Suitable for Shared Christian Praxis Movements 1, 2, 3, 4, 5.

DESCRIPTION:

1. A problem or question is posed.
2. Students think alone about the question for a specified amount of time.
3. Students form pairs to discuss the question .
4. Students then share their answers/pair discussion with the whole class (Share Time).

VARIATIONS:

Think-Write-Pair-Compare

Thoughts about the question or problem are jotted down before sharing with another.

Think- Pair- Square

Students share in teams of four instead of whole class during share time. (This ensures maximum participation by all students).

Think- Build- Square

Students use concrete materials in individual reflection time.

Think- Round Robin

Each student shares at whole class share time (ensures all students contribute to discussion).

SOURCE:

Kagan, s. (1992) *Cooperative Learning*, p. 11:2, 11:3.

strategy - Y CHART

PURPOSE: *Analytical, reflective, responsive.*

Provides a means by which students can respond to any given concept, situation or phenomena.

Suitable for Shared Christian Praxis Movements 1, 2 and 4.

DESCRIPTION:

Chart can be completed individually or in groups.

Chart is divided into :

Sounds Like - What can you hear happening?

Looks Like - What can you see happening?

Feels Like - How do you feel or how do you think it feels?

DIAGRAM:



SOURCE:

Teaching and Learning Module, Sandhurst Diocese Catholic Education Office, Victoria.

strategy - INSIDE-OUTSIDE CIRCLE

PURPOSE: Multipurpose - community building, mastery of facts, information sharing.

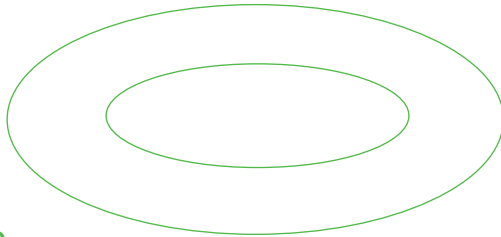
Strategy provides structure for class building, revision and mastery of facts and information sharing.

Suitable for Shared Christian Praxis Movements 1, 2 and 3.

DESCRIPTION:

Students stand in two concentric circles, with the inside circle facing out and the outside circle facing in. They make a quarter turn to the right. Teacher tells them how many to rotate, students then face a partner and share information.

DIAGRAM:



VARIATIONS:

Teacher Directed Inside/Outside Circle

Students stand in two circles as above. Once students each have a partner, the teacher poses a review question. The rule is, each student and their partner must know the answer. If unsure, they have to consult with another pair on either side. The teacher calls for responses.

Flashcard- Directed Inside/Outside Circle

Either the students or the teacher have made up flashcards on the topic for review. The flashcards have a question on one side and an answer on the other. On each rotation, students practise with a new partner. Praise correct answers and give helpful hints where necessary.

Partners trade cards before rotating to double the amount of practice.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*. P. 9:6, 10:11

strategy - ROUNDTABLE

PURPOSE: Cooperative learning structure which promotes content related team building.

Strategy most effective in "Tuning In and Focusing" for students.

Suitable for use as Focusing Activity or in Shared Christian Praxis Movement 1.

DESCRIPTION:

Step One. The Problem - The teacher asks a question with many possible answers.

Step Two. Students Contribute - Students make a list on one piece of paper, each writing one answer and then passing the paper to the next person.

VARIATIONS:

Roundtable can be used without time constraints or in a race-like format

Simultaneous Roundtable

This variation is used when long, complex or a number of aspects of a topic need to be covered. Two, three or four papers are passed around in simultaneous roundtable.

Rallytable

Students work in pairs and groups of four. Students pass a paper up and back writing down answers. When time is called they compare their answers with those of the other pair in the group of four.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*. P. 10:13.

strategy - LINE UP

PURPOSE: *Finding out about participants; sharing of commonalities.*

An efficient way of “ice breaking”, focusing on similarities and promoting interaction and communication.

Suitable as a Focusing Activity, Shared Christian Praxis Movement 1.

DESCRIPTION:

Students line up according to given criteria to form living bar graphs.

VARIATIONS:

Linkages

One student states a fact about themselves . Another student links up with them if they share the same fact e.g. a like or dislike. The second student adds another fact. A third student links up with them and the activity continues until the last student links on and forms a circle . When the circle is made, a positive group affirmation can be said or sung.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*. Kagan Cooperative Learning, USA.

strategy - VALUE LINES & SPLIT AND SLIDE

PURPOSE: *To encourage students to make choices, justify those choices and share those choices with others.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 2, 4 and 5.

DESCRIPTION:

The teacher lays tape or string on the floor and labels sections with answer choices. Children decide which choice is best for them and arrange themselves in the proper order on the line. The line then splits in the middle and students slide so that they are facing a person with a different opinion on the topic. Students can discuss reasons for answers with person opposite, make a graph of results and discover reasons for another point of view.

VARIATIONS:

Agree/disagree line

Students place their mark on an agree-disagree line. After taking a stance, they must listen to why each person took their stance. Students may move on the line as a result of others' answers. A list of core values can also be made from answers.

Split Value Lines

This variation is more appropriate for older students. The line is split in half, with one or two students in the middle, who have no opinion either way concerning proposed statement or issue. The students in the middle must discuss the issue with the people who most strongly agree or disagree (These students are at the end of the value lines).

SOURCE:

Kagan, S. (1992) *Cooperative Learning*. Kagan Cooperative Learning, USA.

strategy - BRAINSTORM

PURPOSE: *To gather ideas on any given topic in a short space of time.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5.

DESCRIPTION:

All ideas are recorded on paper. Ideas are accepted without judgement. Ideas are recorded in single word or note form.

VARIATIONS:

Expert Brainstorming

Individuals list their own ideas for one minute. Then students combine these with another, without repeating common ideas. Pairs then join together with another pair and make a large list, continuing to eliminate repeated ideas.

Hot Potato Brainstorming

Form groups of four. Each person lists their ideas. On the teacher's signal, each student passes their paper to the next person who continues to write more ideas. This continues until the paper has been passed four times.

SOURCE:

Unknown.

strategy - PIGGYBACKING

PURPOSE: *To stimulate discussion and sharing of ideas, particularly in response to stimulus or specific learning.*

Suitable for Shared Christian Praxis Movements 2 and 4.

DESCRIPTION:

Students sit in a circle or in small groups. The teacher or student makes a statement. The next student picks up on what was just said by saying "I agree or disagree that ..." Their own comments are then added. This is repeated around the circle.

VARIATIONS:

Whip

Students are asked to reflect or give feedback about a lesson, issue or experience. The teacher can provide a sentence starter.

SOURCE:

Source Unknown.

strategy - JIGSAW

PURPOSE: To ensure that all students engage with material in a way other than chalk and talk or individual reading.

Suitable for Shared Christian Praxis Movements 2, 3, and 4 (depending on whether goal is mastery of facts, concept development, discussion or group projects).

DESCRIPTION:

Step One - Cooperative Home Groups

Within home groups, students are numbered 1- 6. When asked to move all the number 1s will move together to form Expert Groups, so with the 2s, 3s, etc.

Then pair off with another person in your Expert Group to form Preparation Pairs.

Step Two – Process for Preparation Pairs

Read and teach the material to each other.

Decide and record the major points of your material.

Prepare a visual aid or notes to help teach your content to others.

Step Three – Process for Practice Pairs

Form another pair with someone else from your Expert Group.

Present your part to your partner and listen to your partner's presentation.

Incorporate the best ideas from your practice partner's presentation into your own and your partner does the same.

Step Four – Cooperative Home Groups

Move back to your original home groups and each member teaches their part of the material to the group.

All group members should record information as it is taught to ensure all material is covered.

VARIATIONS:

Leapfrog Jigsaw

This variation is most effective with younger children. In this variation, a member from each group is taught a particular skill or concept by the teacher. The student then returns to his home group and teaches this skill to their group. This jigsaw can be done over several days, choosing a new member of each group for each new skill or concept until all the skills/concepts concerning the topic at hand are covered.

Double Expert Group Jigsaw.

The learning unit is divided into four topics and each student in the home group is assigned one topic. In groups of five, it is a good idea to have high achieving students paired up with low achieving students. When the students meet in their Expert Group, it is more effective to have two expert groups per topic.

SOURCE:

Johnson, D., Johnson, R. (1990). *Workshop Notes 1997*. AACE National Conference.

strategy - PMI CHART

PURPOSE: To analyse ideas, suggestions and events.

Suitable for Shared Christian Praxis Movements 2 and 4.

DESCRIPTION:

Students record what they believe to be the pluses, minuses and interesting points on a particular aspect of a topic or experience. Students draw a chart with the headings PMI to record their ideas. This can be done individually or in small groups.

DIAGRAM:

P lus	M inus	I nteresting

VARIATIONS:

The PMI could be varied to Plus, Minus and Ideas.

SOURCE:

De Bono, E. (1992): *Six Thinking Hats, Books 1 & 2*. McQuaig Group Inc. USA.

strategy - STRUCTURED CONTROVERSY

PURPOSE: *To lead students to understand different points of view about a topic.*

Suitable as a Focusing Activity or in Shared Christian Praxis Movements 2 and 4.
Particularly useful when dealing with social justice issues.

DESCRIPTION:

Divide class into groups of four, then into pairs, Pair A and Pair B.

Each pair takes a point of view.

Each pair brainstorms three arguments to support that point of view.

Pair A present their arguments to Pair B and vice versa.

Pairs switch positions and create 3 arguments the other pair didn't consider.

Repeat sharing process.

Groups of four are reformed and come up with 6 different ways to meet both points of view.

SOURCE:

Johnson, D. & Johnson, R. (1990): *Creative Controversy: Intellectual Challenge in the Classroom*, Interaction Book Company, Minnesota.

strategy - COMPARE AND CONTRAST

PURPOSE: *To share, compare and contrast information and ideas.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

Participants/students are placed in pairs. Each pair is given a problem - problem may be the same for all pairs, different for each pair, or any combination. The problem ideally should be one that may be solved using several different approaches. The goal is as much for students to monitor the thought processes/ approaches used to solve the problem as the actual solving of the problem.

The follow-up discussion should focus more on different approaches to solving the problem. Students will gain much from becoming aware that many problems can be solved using more than one approach and from increased awareness of their thought processes.

VARIATIONS:

A variation is to give individuals the problem (with strict silence) - have them work on it for a brief time - then let them work in pairs - the goal is to show that working together and discussing ideas, frequently makes solving problems easier.

SOURCE:

Cooperative Learning Website: <http://esol.sbmc.org/esol60/strategies.htm>

strategy - HOT SEAT

PURPOSE: *To share information and ideas.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they make take / play the role of a character from a book or a movie.

Students can do this in small groups of 4 or larger, or for a particular purpose perhaps class groups. It is recommended that smaller groups be used to enhance the involvement and engagement of students.

SOURCE:

Website Reference: <http://www.ltag.education.tas.gov.au/glossary.htm>

strategy - STORY LADDER

PURPOSE: To share information and ideas and create new ideas.

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

In a whole class group or in smaller groups begin by sitting in a circle. Have one student start telling a story, giving only the first sentence. Ask for a volunteer or begin by starting the first sentence yourself. Going clockwise around the circle have each person add one sentence or idea to the story. Encourage students to preserve the continuity of the story and to try to make it sound as much as possible as if one person told the story.

Record the story and invite students to listen and reflect on how the ideas linked.

VARIATIONS:

Story Ladder Writing:

This strategy works well as a follow-up to Group Story Telling and blends quite well with group illustration.

Students sit in small groups – no more than 4 in a group.

Students discuss or outline their story in the small group.

A recorder writes the story as it is told.

Groups across the classroom can then listen and compare their stories.

Group Illustration:

Groups can illustrate the written stories.

Groups can respond to a problem by drawing responses rather than talking or using words.

SOURCE:

Mannison, M. (1994) *Interactive Teaching Strategies* Nice Publications Australia pp. 104-08

strategy - RALLY TABLE

PURPOSE: *To share information and ideas.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

Students work in pairs in groups of four. They pass a paper backwards and forwards writing answers/ thoughts on a problem which has many answers. When time is called they compare their answers with the other pair in the team. Rally Table can lend itself to the use of a Venn diagram to categorise the responses into three categories – unique to one pair, unique to the other, shared by both.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*, Kagan Cooperative Learning USA

strategy - VENN DIAGRAM

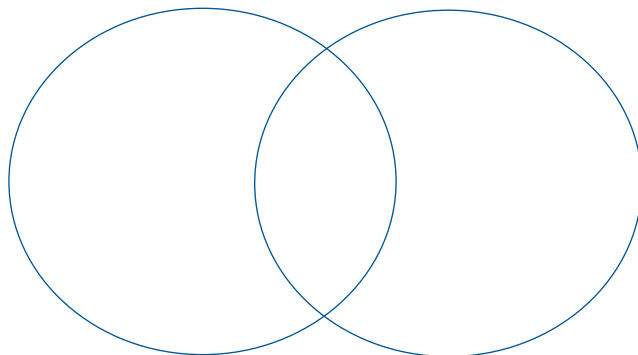
PURPOSE: *To gather information, compare and contrast the data and relate insights gained to the key question under consideration.*

Suitable for Shared Christian Praxis Movements 2 and 4

DESCRIPTION:

Label the circles with appropriate characteristics. The information is gathered and then placed within/ without the intersecting circles as labeled.

DIAGRAM:



SOURCE:

Kagan, S. (1992) *Cooperative Learning*, Kagan Cooperative Learning USA

strategy - THREE-STEP INTERVIEW

PURPOSE: *To share information and ideas.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

This consists of three steps and works best in groups of four. In step 1 students are in pairs; one is the interviewer, the other the interviewee. In step 2 the students reverse roles. In step 3, students do a Round Robin, each sharing with the team what they learnt in the interview.

VARIATIONS:

Four-Step Interview

Step 1 In pairs one student interviews the other.

Step 2 The two interviewers tell the group what they have just learned.

Step 3 The pairs reform and the interviewer becomes the interviewee.

Step 4 The two new interviewers tell the group what they have just learned.

This is better for young children who might have difficulty remembering what their partners have told them.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*, Kagan Cooperative Learning USA

strategy - ICE

PURPOSE: *To formulate questions that are open ended.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 2, 4 and 5

DESCRIPTION:

Students work in pairs and then in groups of 4 to formulate questions that are:

- Investigative** – generate information about now and then
- Consequential** – explore possible impact and outcomes
- Enriching** – provide a critical, creative, caring, thinking response

SOURCE:

Noted at the Michael Pohl Workshop in Ballarat 2004

strategy - CORNERS or VALUE LINES

PURPOSE: For students to know and accept themselves and others.

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 4 and 5

DESCRIPTION:

Choices on any given focus are given. Students move to the corner representing their choice, then share the reason for their choice with a partner. They then paraphrase this to share with the class.

A typical Corners sequence is:

Step 1 Announce the Corners.

Step 2 Think and Write Time. (This way they clarify their own values, not just go to the corner their friend prefers)

Step 3 Students Group in Corners and Share with a Partner.

Step 4 Students Paraphrase.

Step 5 Teams Review.

VARIATIONS:

Value Lines:

Taking a Stance. A statement is announced and students take a stand on an imaginary line which stretches from one end of the classroom to another. The strongest agree student stands on one end and the strongest disagree student stands at the other end and the remaining students stand between depending on how much they agree or disagree with the statement. Students share a similar point of view with a partner near them and then an opposing point of view when the line is folded. Then they paraphrase to ensure they understand a point of view different from their own.

SOURCE:

Kagan, S. (1992) *Cooperative Learning*, Kagan Cooperative Learning USA

strategy - TREASURE HUNT

PURPOSE: To share the Good News with children.

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 2, 3, 4 and 5

DESCRIPTION:

The teacher hides several scripture texts attributed as sayings of Jesus. Children are given instructions for participating in the treasure hunt, then they search for the pieces of coloured paper with the sayings of Jesus written on them. The children read aloud one or two of their messages which can then be decorated and displayed or pasted in their books.

SOURCE:

O'Brien Monica, (1998) *Great Gifts - Teacher Resource Book*. Willow Connection Pty. Ltd: Brookvale NSW Australia.

strategy - YELLOW PAGES

PURPOSE: *To list children's skills and talents in order to encourage sharing of skills as students work together.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 2, 4 and 5

DESCRIPTION:

Brainstorm with the children all the possible skills, talents and areas of knowledge the class may have. Students then fill out an information sheet about themselves. The class Yellow Pages could be divided into 3 sections:

1. Areas of knowledge,
2. Areas of skill,
3. Areas of responsibility.

Students write their names under any category where they see themselves as possible helpers. In some areas students may choose to work together as consultants.

SOURCE:

McGrath Helen, Noble Toni (1993) *Different Kids, Same Classroom*. Longman Cheshire: Melbourne.

strategy - CELEBRITY HEADS

PURPOSE: *To help children gain greater knowledge of characters in scripture.*

Suitable for Focusing Activity, Shared Christian Praxis Movements 1, 2, 4 and 5

DESCRIPTION:

Three or four students sit facing the rest of the class. On their heads place the name of a "celebrity" – a biblical character, place, saint. The three/four students ask questions of the class in order to discover "who" they are. Only 'yes/no' questions are allowed. If the answer is 'yes', then the child can continue to ask questions, until a 'no' is given. When that happens, the next person is allowed to ask questions in order to discover their identity. The game continues until one or all of the students can identify their character.

SOURCE:

Ryan Maurice (2003) *Expressions 3. A Religion Series for Catholic Primary Schools*. Social Science Press: Australia.

strategy - LOTUS DIAGRAM

PURPOSE: Brainstorming new ideas or known facts.

Suitable for Shared Christian Praxis Movements 1 and 2 and as part of the Focusing Activity

DESCRIPTION:

This strategy is a brainstorming graphic organiser. It enables the students to brainstorm their ideas in an organised way. It also encourages students to think more deeply as to why the words are chosen and make clearer connections with the given topic.

The given topic is written in the centre middle BOLD square.*

Students then brainstorm words they know about the word.

Each of these words is then transferred into another surrounding middle BOLD square.

Students then brainstorm all the words they know about this new word.

DIAGRAM:

	bread	wine						
	Meal	share		Sacrament			Jesus	
		blessed						
			meal	Sacrament	Jesus			
				*EUCCHARIST				

SOURCE:

Unknown.

Applying Bloom's Taxonomy of Cognitive Processes

Thinking Process	Useful Verbs	Sample Question Stems	Some Potential Activities and Products
K N O W L E D G E	Tell List Describe Relate Locate Write Find State Name Recall Repeat Define	What happened after...? How many ...? Who was it that ...? Can you name the ...? Describe what happened ...? Who spoke to ...? Can you tell why ...? Find the meaning of ...? What is ...? Which is true or false ...?	Make a list of the main events of the story. Make a time line of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the animals in the story. Make a chart showing ...? Make an acrostic. Recite a poem.
C O M P R E H E N S I O N	Explain Interpret Outline Discuss Distinguish Predict Restore Translate Compare Describe Express Recognise Identify Locate	Can you write in your own words ...? Can you write a brief outline ...? What do you think could have happened next ...? Who do you think ...? What was the main idea ...? Who was the key character ...? Can you distinguish between ...? What differences exist between ...? Can you provide an example of what you mean ...? Can you provide a definition for ...?	Cut out, or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Paint a picture of some aspect of the story you like. Write a summary report of the event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.
A P P L I C A T I O N	Solve Show Use Illustrate Calculate Construct Complete Examine Classify Apply Employ Practice Schedule Demonstrate Sketch Dramatise Operate	Do you know of another instance where ...? Could this have happened in ...? Can you group by characteristics such as ...? Which factors would you change ...? Can you apply the method used to some experience of your own ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diagram to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about ... for others.

<i>Thinking Process</i>	<i>Useful Verbs</i>	<i>Sample Question Stems</i>	<i>Some Potential Activities and Products</i>
A N A L Y S I S	Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise Differentiate Inspect Relate Solve Test Experiment Appraise	Which events could not have happened? If it happened, what might the ending have been? How was this similar to ...? What was the underlying theme of ...? What do you see as other possible outcomes? Why did ...changes occur? Can you compare your .. with that presented in ...? Can you explain what must have happened when ...? How is ... similar to ..? What are some of the problems of ...? Can you distinguish between ...? What were some of the motives behind ? What was the turning point in the game? What was the problem with ...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of a person studied. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in items of form, colour and texture.
S Y N T H E S I S	Create Invent Compose Predict Plan Construct Design Imagine Improve Propose Devise Formulate Arrange Assemble Prepare Manage Organize Write Collect	Can you design a .. to..? Why not compose a song about ...? Can you see a possible solution to ..? If you had access to all resources how would you deal with ...? Why don't you devise your own way to ...? What would happen if ...? How many ways can you ...? Can you create new and unusual uses for ...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would ...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show ,play, puppet show, role play, song or pantomime about... Design a CD, book or magazine cover for... Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.
E V A L U A T I O N	Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Rate Prioritise Determine Evaluate Appraise	Is there a better solution to ...? Judge the value of ... Can you defend your position about ...? Do you think ... is a good or bad thing? How would you have handled ... What changes to .. would you recommend? Do you believe ...? Are you a ... person? How would you feel if? How effective are ...? What do you think about ...?	Prepare a list of criteria to judge... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about five rules you see as important. Convince others. Form a panel to discuss views, for example, "Learning at School". Write a letter to ... advertising on changes needed at... Write a half yearly report. Prepare a case to present your view about

Source: Wood & Jorgensen Workshop - 1995 Cooperative Education Conference, Brisbane



7.0

shortcuts for teaching religious education

The following pages contain excerpts from the book, "Into the Deep" authored by White, O'Brien and Todd (2002, K. D. Publications)

These are re-printed with permission of the authors.

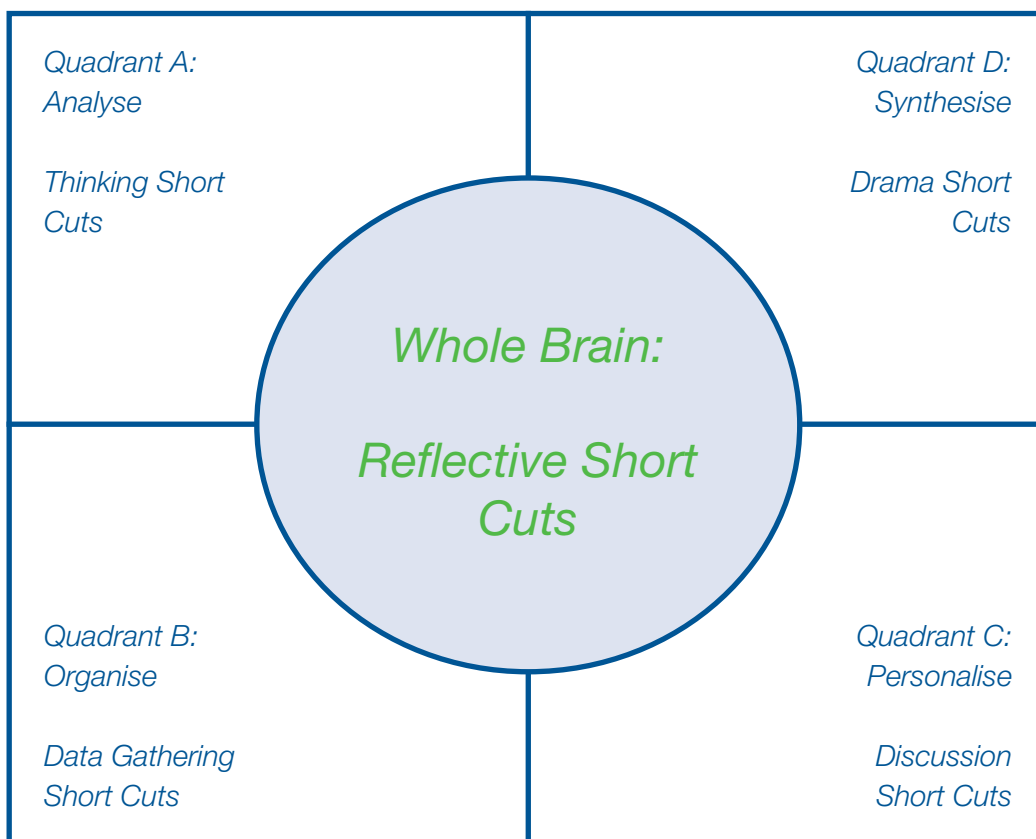
Learning Short Cuts

Introduction:

Learning Short Cuts represent an eclectic array of learning and teaching strategies designed to support the Religious Education classroom. They have been drawn from a number of sources, however the exponents of *Cooperative Learning* processes deserve particular recognition and acknowledgement¹. The various strategies may be used to enrich any lesson and can be applied across a range of Key Learning Areas. Some activities can provide the scaffold for an entire lesson, whilst other ideas may simply heighten the level of participation or deepen the thinking process.

In terms of the '**DEEP**' pedagogical framework, **Learning Short Cuts** are particularly useful for fostering 'Participation' and 'Engagement' within the milieu of a collaborative learning community. Throughout the course of the text, reference is made to a number of the **Learning Short Cuts** within the context of the broader '**DEEP**' thinking task. In keeping with the 'Whole Brain' organisational schema, the Short Cuts have also been loosely categorised into the four thinking quadrants.

Learning Shortcuts Cut from a Whole Brain Perspective



¹ Attention is particularly drawn to the list of *Cooperative Learning* authors acknowledged in the Introduction of *Into the Deep*.

Thinking Short Cuts

Scaffolding strategies to support 'DEEP' Learning Tasks

Processes:

- 1. Red light / green light thinking:** Working in pairs one student is nominated as a red light thinker, the other a green light thinker. Green lights symbolise growth, creativity, energy and divergent thinking. The green light person brainstorms, looks at alternatives and seeks new ideas. Red lights symbolise caution, danger, reflection, convergent thinking and the need to carefully examine the consequences of actions. The teacher calls upon one of the 'lights' to commence the discussion around a focus question. After a few moments the other 'light' responds according to its role. Comments alternate throughout the discussion.
- 2. DOVE Brainstorming:** A simple mnemonic to remind students of the primary purposes of Brainstorming:
 - Defer judgment** ~ Accept all contributions and evaluate later
 - Opt for original ideas** ~ Left field, unusual ideas may stretch thinking
 - Vast numbers of ideas are best** ~ Narrow concepts down later
 - Expand by association** ~ Help an idea to grow and take on life
- 3. Fat and Skinny Questions:** A simple scaffolding technique to enhance questioning skills. By definition 'Skinny Questions' elicit simple, short factual answers. 'Fat Questions' evoke detailed responses calling for higher order thinking responses such as reasons, justifications, explanations..... Often learning teams are challenged to formulate three 'fat' and three 'skinny' questions.
- 4. One, Two, Three:** A question is posed to the team. Three alternative solutions or possibilities are developed. As an indication of their 1st, 2nd or 3rd choice, team members are asked to record the number one, two or three next to each possibility. Students explain the reasons for their choices to their teammates.
- 5. Popcorn:** A form of brainstorming where a word, idea or question is 'thrown' into a learning circle. Students are requested to respond with the first thought that 'pops' into their heads. Importantly participants are encouraged to build upon concepts sparked by another person.
- 6. Whip:** Short for a 'whip around'. Each person in a small group contributes one idea or sentence. This process is designed to build upon the previous thought or add a further dimension to the thinking process.

7. **Snowballing:** The object of snowballing is to record as many ideas as possible around a focus question. Individuals reflect briefly and write three or four responses. Pairs are formed and ideas combined. Pairs join into fours, with all discrete ideas being recorded. Subsequently groups of eight may be formed.
8. **Chain Reaction:** Teams sit in a circle. The first student begins by asking a question on a nominated topic. The second student answers the question and proceeds to ask a question of a third student. The process continues in a 'chain reaction' until all members of the team have asked and answered a question.
9. **Carousel Brainstorming:** Each issue or question is posted on a large sheet of paper around the room. Learning teams move from sheet to sheet and spend a set amount of time brainstorming possible responses to each question. The role of 'recorder' rotates within the group at each station.
10. **'FALL':** An extension of the 'Think, Pair, Share' strategy. Team members privately **F**ormulate a response; **A**rticulate their ideas to the group; **L**isten in turn to other responses; and **L**engthen the thinking during the subsequent discussion by systematically building upon and elaborating the ideas of others.

F: Formulate
A: Articulate
L: Listen
L: Lengthen
11. **Think – Roundtable:** Builds in a 'thinking' time prior to passing the response sheet around the team. After every two 'rounds' the roundtable process may be paused and additional thinking time allocated.

Data Gathering Short Cuts

Scaffolding strategies to support DEEP Learning Tasks

- 1. QAPX:** Teams of four view information provided by a video, formal presentation, internet search by rotating roles in the following manner:
 - Q:** Person One asks a **Q**uestion regarding the information
 - A:** Person Two supplies an **A**nswer
 - P:** Person Three **P**araphrases the answer
 - X:** Person Four **eX**pands on the answer with additional information
- 2. Roving Expert:** A small group of students attain specific 'expert' knowledge or skills in a particular area. Learning teams are formed. The 'roving experts' are assigned to each team and present a concise overview of their topic. After a few minutes the experts move to another team and re-present their information. The activity concludes with a member from each team being asked to summarise the information gained from their visiting experts.
- 3. Expert EEKK:** Is an extension of the focussed discussion activity where pairs of participants sit facing each other '**E**ye to **E**ye & '**K**nee to **K**nee'. A selected reading is divided into two parts. Each participant is expected to read half of the source material and identify four or five key points. They subsequently teach or share the insights with their '**EEKK**' partner.
- 4. Post-it Questions:** In order to avoid interruptions during content lessons, students are encouraged to write questions on 'Post-it' notes. The notes are attached to a Post-it notice board at an appropriate break in the lesson and answered at the teacher's convenience.
- 5. Surprise Roundtable:** Each participant reads a short article and searches for ideas or concepts that particularly **SURPRISED** them! The 'roundtable' process is followed with each student recording one surprise on the sheet of paper before passing it to the next person. The process is continued until the number of '**surprises**' is exhausted. It is often helpful to set a goal for the students – eg. Find three **Surprises!**
- 6. Dialoguing:** Learning pairs are given the task to read two short, but different pieces of text. The first person is requested to present a two-minute exposition of the material to their partner. The partner responds with a thirty second summary of the content presented. Roles are reversed for the second choice of text.
- 7. Roving Ambassador:** After a group has discussed/analysed a problem, a group member is sent out to visit another learning team to share ideas and return with new ideas.

8. **Pass the Parcel:** Each learning team is given a few minutes to respond to a particular stimulus question. Answers are recorded and, on a given signal, the worksheet is passed clockwise to a neighbouring group. The new group reviews the previous contributions and indicates their opinion with a tick, cross or question mark. They subsequently proceed to contribute additional insights. Continue passing the parcels until the majority of participants have responded to each question.
9. **Rally Table:** Working in pairs, students respond to a stimulus question by taking it in turns to brainstorm possible answers on the 'rally table' worksheet. Whilst one student is recording a response their partner is thinking of another possible answer. The worksheet is 'rallied' backwards and forwards with each pair attempting to record as many responses as possible in the allocated time.
10. **Blackboard Share:** One representative from each team simultaneously records their 'best three answers' on the blackboard or chart paper. The class briefly reviews the combined ideas.
11. **Round-Robin:** This simply involves the students contributing ideas in a sequential fashion around the group. Often associated with 'Numbered Heads Together' (see Chapter 2.3, activity # 4), with the student designated as number one leading off the discussion and each person contributing an idea in turn.

Discussion Short Cuts

Scaffolding strategies to support DEEP Learning Tasks

Processes:

1. **EEKK:** An acronym for sitting eye to eye and knee to knee. The structure emphasises face-to-face interaction and the importance of facilitating active listening by positive eye contact.
2. **Roundtable:** Each participant in turn writes one answer as paper and pencil are passed around the learning team.
3. **Simultaneous Roundtable:** For questions, which require more complex answers, two or more response sheets could be passed around the team simultaneously to maximise individual participation.
4. **Numbered Heads Together:** Each member of the learning team 'number off' (1,2,3 ... or A, B, C.....) The learning facilitator poses a question; participants consult in the group to ensure everyone knows the answer. The teacher randomly calls upon one of the 'numbered heads' to answer the question on behalf of the team.
5. **Three-Step Interviews:** Students interview each other in pairs, alternatively first one way, then the other. Each student shares with the learning team the information they have acquired from their learning partner.
6. **Think – Pair – Share:** A problem is posed and each student thinks about the question for a specified time. Pairs are formed to discuss the ideas generated. During share time, participants are called upon to share their thinking with the whole class. Students may be called upon to relay their partner's ideas. It is a good idea for students to write down their individual response, this emphasises each person's individual accountability for the task.
7. **Think – Pair – Square:** An extension to 'Think-Pair-Share', with the 'sharing' being confined to a group of four students. The benefit of forming a 'square' is that all students have an opportunity to express their thinking and respond to the ideas of other participants.
8. **Just me, Pairs, Fours:** Each students is given time to reflect on the stimulus questions and record personal responses. Pairs are formed, responses compared and the 'best' combined answers identified. Pairs are linked to form groups of four, responses are reviewed and the group comes to a consensus on the most appropriate overall answer.
9. **Jigsaw Discussions:** Base teams are formed. Each member is assigned a particular role/topic. (eg. To discuss an issue from the perspective of an assigned character; To research/discuss a particular aspect of a topic....). The teams are 'jigsawed' so all participants who have been given the same role/topic meet together in the 'jigsaw' group. After discussing/researching the issue participants return to their base groups and share the 'learning insights' gained.

10. **Milling to Music:** A number of questions are distributed to the class or written on the board. When the music commences, students mill around quietly, greeting other classmates as they pass by. When the music ceases, each student stops and begins discussing the first question with their nearest partner. The music recommences and students move on again. The process is repeated each time the music is stopped.
11. **Parking Lot:** Often during a lesson students will pose ideas not relevant to the central discussion. Nevertheless the thinking displayed has inherent value. Recorders are given, or simply draw up, a supplementary worksheet entitled 'The Parking Lot'. Rather than having the discussion sidetracked by an interesting yet divergent idea, the team facilitator asks the recorder to 'park' the idea in the 'parking lot'. This indicates to the participants that their ideas are still valued and allows the learning team to return to the concept at a later, appropriate time. Worksheets may be designed so as to incorporate 'Parking Lot' boxes into a corner of the response sheet.
12. **Mix – Freeze – Pair:** Students are asked to mingle and move quietly around the classroom. At a given signal, students freeze and turn to the person nearest to them. A question is posed and discussion ensues. The strategy could be used to form groups of varying sizes – form a triad, groups of four....
13. **Stand and Share:** Teams discuss a question until each member in the team believes they have at least one, different idea to share with the whole class. When this point is reached the whole group stands to indicate their readiness to participate in a plenary session. When all (most) teams are standing the teacher asks one student to share an idea. After the student shares, pupils with the same or a very similar idea sit down. A second student is called upon to contribute and the process is repeated. The process continues until all new ideas have been gathered and all students are seated. (NB. Encourage groups who are standing to continue their discussions until other groups are ready to contribute).

Drama Short Cuts

Scaffolding strategies to support DEEP Learning Tasks

Processes:

- 1. Frozen Statues:** Brainstorm four or five key images associated with a scripture passage and engage the students in discussing the emotions that would be portrayed in each scene. In groups of three the students decide on a pose to recreate the scenes through dramatic imagery. The groups form a semi-circle facing away from the audience. As the scripture passage unfolds each group turns, forms their image and holds the pose for the duration of the scripture reading.
- 2. Curtains Up – Curtains Down:** This technique builds on ‘Frozen Statues’ (# 1). Examine a passage and have the students divide it into various scenes. Explain to the audience that on a given signal (eg. Sounding a chime bar) their eyes will need to be closed or opened. Alternatively a cloth or ‘curtain’ can be raised or lowered in front of the dramatic image. Initially the audience is asked to close their eyes (‘curtains down’) as the reading is commenced. Whilst the first few lines of the passage are being read, a group adopts a frozen position. At an appropriate moment the reader pauses and the signal or instruction ‘curtains up’ (eyes open) is given. The audience is given a few moments to absorb the scene and the ‘curtains down’ (eyes closed) signal is given. With eyes closed the reading recommences and the scene changes with another group forming the dramatic image. The process continues until all scenes have been presented. Reflective music enhances the mood for this activity.
- 3. Talking Pictures:** This advanced technique is performed at the conclusion of ‘Frozen Statues’ (# 1). Prior to commencing their dramatic presentation, the group discusses in some depth the potential thoughts, motivations and feelings of the key characters. After the sequence of ‘frozen statues’ has concluded the most dramatic/crucial scene is reformed with the characters ‘frozen’ in position. One by one the characters ‘come alive’, emerge from the scene and proceed to explain to the audience the thoughts and feelings their character may have experienced from their particular perspective. After completing the monologue the character returns to the scene and resumes the frozen position. On cue, the next character moves forward and explains their reaction to the particular scene.
- 4. Potter and the Clay:** Students work together to sculpt each other in images that express their interpretation of a scripture passage. Students are placed in pairs, one as the ‘Potter’ the other as the ‘Clay’. Each pair discusses the feelings conveyed by characters in the passage. The ‘clay’ assumes a neutral position. Reflective music is played whilst the ‘potter’ gently moulds and shapes the clay into the required form. Particular emphasis is placed on the importance for the final ‘sculpture’ to reveal emotional feelings and not simply recreate the action of the character.
- 5. Mime Freeze Sculpture:** An extension of the ‘Potter and the Clay’ (# 4) and the ‘Frozen Statues’ (# 1) techniques. Place the students in groups of three, identify the ‘sculptor’ and designate two students as the ‘clay’. A scripture passage is broken into scenes and a section is allocated to each group. The passage is read with pauses at the appropriate moment to allow the ‘sculptor’ to mould the ‘clay’ in such a way that the two characters directly relate to each other. (eg. The Good Samaritan assisting the injured man). Once again emphasis is placed on symbolising feelings and emotions.

6. **Liquid Pictures:** Liquid Pictures are performed as an 'encore' to a scripture reading. The key scenes in the passage are identified. Each group selects a word or short phrase that is repeated three times with a complimentary movement. It is important that the voices are loud and clear and the action symbolic and exaggerated. The group forms a semi-circle facing away from the audience. After the scripture passage has been read, the first group turns and repeats the key phrase and action three times. The second groups cuts in loudly on cue whilst the initial group continues their phrase in soft repetitive voices. The process continues until the last group has repeated the phrase and movement three times. All groups freeze on the final action and phrase.
7. **Connected Statues:** By progressively adding one student at a time, scenes are gradually built up depicting a scripture passage. Touching the previous character in some way connects each character in the scene (eg. hand on shoulder, feet touching ...) Students are encouraged to position themselves at different levels (eg. Standing, kneeling or lying down) so as to maximise the visual effect. The audience attempts to interpret/guess the passage that is being depicted.
8. **Imaginative Reconstruction:** Students imagine what happened after a particular biblical event has concluded. Choose a scripture passage that allows extra characters to be 'imagined' into the story. Identify possible characters that could be included in the scene. Image how these extra characters might react to the situation being examined. Script a dialogue between the central character and the imagined characters. Towards the end of the interaction between the characters, introduce Jesus into the story so He can explain to the participants the meaning of His message (eg. The Innkeeper from 'The Good Samaritan' story possibly didn't want to be left with the injured man).
9. **Reader's Theatre:** A scripture passage is rewritten in the form of a script. Using expressive voices students interact together to retell the passage. The characters position themselves across the stage at different levels (high, medium & low) using simple props (eg. Staff; chair; coins ...). The emphasis is on 'telling' the story rather than enacting the 'play', Movement is kept to absolute minimum. The 'Dramatised Bible' by M. Perry is an excellent source of Religious Education scripts.

Reflective Short Cuts

Scaffolding strategies to support DEEP Learning Tasks

Processes:

- 1. Reflective Questions:** Towards the conclusion of significant lessons it is valuable to engage the students in a reflective process to consolidate the learning and allow the students the opportunity to critically evaluate the actual learning process. Some potential reflective questions could include:
 - (i) What surprised you?
 - (ii) What moved or touched you?
 - (iii) What inspired you today?
 - (iv) What was your 'a ha!' moment?
 - (v) What idea appealed to you the most?
 - (vi) What do I do that helps you learn?
- 2. Three Stars and a Wish:** A reflective activity, wherein individuals or groups list three specific 'good things' (***the stars***) about their work and nominate one area in which they hope to improve (***the wish!***).
- 3. Community Circle:** When sitting in a large 'Community Circle' each member of the class is given an opportunity to respond to a stimulus question. In younger classes, the passing of a 'Talking Stick' around the circle gives the opportunity for each person to share ideas. Especially useful at the commencement of lessons to discern the questions students may have about a topic or at the conclusion when students are asked to reflect on: Insights gained; Questions still pending; Feelings about the lesson;
- 4. Ticket of Leave:** Individual students or groups write a concise 'headline' that summarises their 'learning' from the lesson. The '***Ticket of Leave***' is pinned to the class notice board prior to departing from the class. The '***Tickets of Leave***' may be used to reconnect the learning at the start of the next lesson.
- 5. Pause Button:** A simple 'meta-cognition strategy' to allow students time to process information. At any key point of a lesson, pause the flow of instruction or discussion by calling '***Pause Button***'. All conversation is halted and the teacher poses a reflective question. After a short discussion one person from each group is asked to respond. The purpose is to allow students time to make connections and perceive relevancy to their own lives. Possible prompts could include 'What is happening here?'; 'What are the core issues we are discussing?'; 'Why is this concept important to our lives?'; 'How does what we are talking about connect with other issues from previous lessons?'
- 6. Paraphrase Passport:** When discussing a topic in the learning team, each student may not contribute a new idea until they have accurately paraphrased the comment from the previous speaker. The paraphrasing strategy is often best conducted in a round robin format.

ticket of leave

8.0 scripture strategies section

Index of Strategies

KITE Method	86
The Composite Model	87
Scriptural Think Pad	89
Echo Mime	90
Chorus Play	90
Prayer Mantra	91
Freeze Frames	92
Liquid Pictures	92
Puppets	93
Dramatic Presentations	93
Character Acting	93
Art	93
English	94
Questioning the Text	96
Scripture Outcomes	98

The Centrality Of Teaching Scripture In The *Good News for Living* Religious Education Curriculum

SCRIPTURE: Word of God, Alive and Active, Foundational Story of Christianity.

The Scriptures are the founding premise of *Good News for Living*, “its reference point for content is Sacred Scripture, the Tradition and the Church’s Magisterium” (p. 4). The following quotations affirm the centrality of Sacred Scripture:

‘Sacred Tradition and Sacred Scripture, then, are bound closely together and communicate one with the other. For both of them, flowing out from the same divine well-spring, come together in some fashion to form one thing and move towards the same goal.’

(Dei Verbum, n. 9 in Catechism of the Catholic Church, 1994, n. 80)

‘In Sacred Scripture, the Church constantly finds her nourishment and her strength...’

(Catechism of the Catholic Church, 1994, n. 104)

In order to embrace the personal and professional challenges and rewards of teaching Scripture authentically the following factors need to be considered. “The task of the religious educator in relation to the Bible is to help students look critically at the text to find out how the truth is conveyed in a way that is relevant to their lives” (Liddy & Welbourne, 1999, p.28). The Scriptures are a key source for deepening our relationship and the relationship of our students with God.

Criteria For Selecting Scriptural Texts:

The developmental stages and characteristics of students have been clearly set out in *Good News for Living*.

Junior Primary children (5-8 years)

- Choose stories of Jesus that show his feelings and his life with his friends
- Select verses from the psalms that reassure children of God’s love
- Choose verses from the psalms that are words of thanksgiving the children can use in their own prayers
- Avoid texts about God that convey images of a vengeful God
- Do not choose texts that require background knowledge of cultures of other times and places
- Omit passages from the Hebrew Scriptures such as Adam and Eve and Noah – children interpret these literally
- Do not use the miracles of Jesus because the theology of this genre is complex. Children cannot understand the miracles as powerful signs of God’s creative love and they equate miracles with magic
- Use the infancy narratives. Their literary form cannot be explained to young children. However, Christmas is a cultural celebration for Christians and the infancy narratives will speak to them about their identity.

(Liddy & Welbourne, 1999, p. 34)

Senior Primary children (9-12 years)

At this stage of development students are studying literacy and text types/genre in English and other contexts and thus study of the literary forms of the Bible is appropriate and meaningful. They can begin to understand the ways in which the Bible conveys truth through the literary forms of myth, legend, history, poetry and narrative. It is important to bring the skills of critical literacy studied in English to the engagement with scriptural texts (some practical suggestions are made later).

It is important at this stage to resist the temptation to repeat texts which students have already studied (although this is appropriate in some situations). Liddy and Welbourne suggest “the challenge is to choose texts that can be examined as:

- **Poetry**
Psalm 23, The Good Shepherd
Luke 1: 46-55, The Magnificat
- **History**
Deuteronomy 26:5-10, Thanksgiving for the Harvest
Mark 15: 1-47, Jesus before Pilate – the Burial
- **Myth**
Genesis 1-11, The Creation – Tower of Babel
- **Parable**
2 Samuel 12: 1-15, David is rebuked by Nathan
Luke 8: 11-15, The Parable of the Sower
- **Miracle**
2 Kings 5: 1-19, Naaman is Healed
Mark 10: 46-52, The Blind Man of Jericho
- **Narrative**
Luke 2: 1-20, The Birth of Jesus and the Visit of the Shepherds.

Junior Secondary (13 – 16 years)

Unless cultural and other factors intervene, students in this age group are in Piaget’s stage of formal operations with a facility for abstract reasoning. Fowler identifies the synthetic-conventional stage of faith as a possibility for students in this age bracket. Their faith is largely unreflective and conformist in solidarity with beliefs and values held by significant others – the influence of peers is strong. The increased cognitive abilities of these students call for more, rather than less, intellectual content in these data demanding years. Their search for identity is one of their strong psychosocial characteristics and suggests that they need to explore ways of relationship and to reflect on their personal commitment and social obligations as part of their Christian identity. To accommodate this, an emphasis could be given to:

- The theme of covenant as an expression of relationship with God
Genesis 12: 1-9, The Call of Abraham
Exodus 19: 2-8, God Promises a Covenant
- The prophets and their call for personal and social values
Amos 8: 4-8, Against Swindlers and Exploiters
Micah 6: 8, This is What The Lord Asks

Senior Secondary (17-18 years)

Senior students, because of their developed intellectual capacity, more life experiences and the decrease in the high level of emotional stress of early adolescence, are more ready to see how biblical themes can contribute to their philosophy of life. They are ready, too, to recognize how the Bible

relates to their personal lives and current social issues. As they move towards young adulthood they are likely to engage in critical reflection and begin to examine their religious beliefs and practices and assume responsibility for their own values and lifestyles. While this age group needs to be introduced to academic insights from biblical scholars, they also need to make connections between Scripture and life. This can be addressed by a critical study and interpretation of texts that both nourish and challenge spiritual growth. The following suggestions are texts that focus on the spirituality of the Christian and the outreach it calls for:

- Luke 4: 18-30 Jesus of Nazareth
- Acts 2: 42-47 The Early Christian Community
- Matthew 25: 31-46 The Last Judgement
- John 4: 4-30 The Samaritan Woman
- Matthew 6: 25-34 Trust in Providence
- Mark 10: 17-22 The Rich Young Man

(Liddy & Welbourne, 1999, pp. 33-36)

A definitive summary of criteria for selecting Scriptural texts is included in the editorial by Louise Welbourne in the *Journal of Religious Education* (49 [1] 2001, 1) and it encapsulates important considerations and challenges. The summary of criteria for appraising the appropriateness of texts (not only scriptural) is a valuable guide for teachers and RECs/AP:REs. There is no substitute for the Bible itself and the Contemporary English Version, Catholic Edition is approved as the translation for children. The New Revised Standard Version, Catholic Edition (NRSV) is most suitable for secondary students and adults.

Teaching Scripture in the Classroom

“One of the goals of catechesis should be to initiate a person in a correct understanding and fruitful reading of the Bible.”

(cf. The Pontifical Biblical Commission 1993, *The Interpretation of the Bible in the Church*, p.127)

The use of scripture is central in Religious Education. The scriptures provide nourishment for our faith life as well as a guide to the life of the Church. We are able to reflect on our human experience in light of the Christian story recorded in the scriptures. It is important to note that ‘ no claim is made that the following ways of breaking open the Word will, by themselves, ensure transformative learning for students. However, they are approaches that address the need that students have for both a cognitive understanding of, and affective response to, the Word.’ (Liddy & Welbourne, 1999, p. 39)

The connectedness and essential dialogue between Sacred Scripture and the Tradition is ensured in a multi dimensional approach to Religious Education, as found in *Good News for Living*.

Students require a gradual introduction to the scriptures. There is no one definitive resource or method to enable this. The teaching of scripture must be informed by sound educational theory and critical biblical study. Personal reflection and critical study by the teacher is imperative before students can meaningfully engage in biblical interpretation.

The teaching of scripture requires carefully formulated learning outcomes, preparation and planning. Correct understanding and fruitful reading of scripture requires that the teacher:

- teach particular skills (locating texts, using a biblical atlas, etc)
- develop children’s interpretative skills (drawing story maps, recognize literary forms, etc)
- explore the theological realities
- teach and provide opportunities to use scripture in prayer experiences.

It is important to keep in mind the ages and stages of growth and development of the students when teaching the scriptures. Meaningful and significant engagement depends upon readiness.

This section of the Teaching Strategies Book will provide teachers with a number of different strategies to teach scripture in the classroom in a more purposeful way. The processes and strategies included in this section encourage engagement by the students and develop thinking skills through a variety of experiences.

strategy - THE K.I.T.E. METHOD

PURPOSE: To open the Word of God with children giving them sound knowledge of the actual text of scripture.

Suitable for Praxis Movements 3 and 4.

DESCRIPTION:

K Know the text. The teachers need to have a sound knowledge of the text themselves – the setting, the characters, the customs, the speech, the structure, the context.

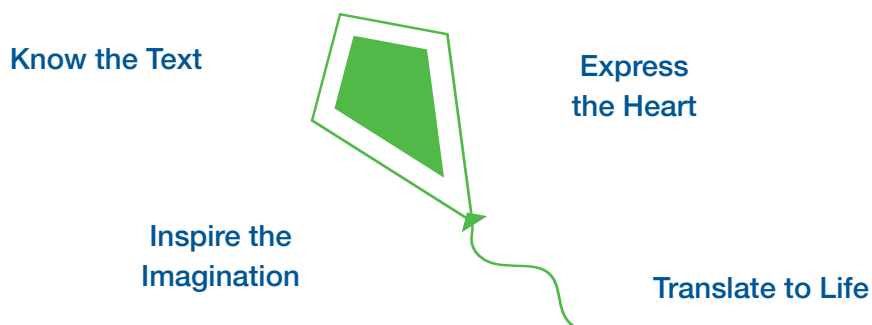
I Inspire the Imagination. The aim is to engage the imagination, to experience the feelings and thoughts of those involved in the narrative and to allow the subconscious to come to life. How would he/she have felt? What would she/he have said? The use of poetry and colour are particularly useful in helping children to enter imaginatively into the text of scripture.

T Translate into Life. The aim here is to discover scripture as our story: the Gospels can only have meaning if they explain, purify and multiply our depth experiences. How might you feel if you had? What might you say? Drama, role play, art and mime are useful at this stage.

E Express the Heart. The aim is to lead the children to pray the scripture and to discover scripture as a source of prayer. It is essential to create a prayerful atmosphere. Meditations, mantras, chants, silence, journaling can be introduced.

DIAGRAM:

KITE methodology is summarised below:



SOURCE:

Stead, Barbara (1994) *A Time of Jubilee. Using Luke's Gospel with Children*. Desbooks: Thornbury, Vic. Australia.

strategy - THE COMPOSITE METHOD

PURPOSE: *To open the Word of God with children giving them sound knowledge of the actual text of scripture.*

Suitable for Praxis Movements 3 and 4.

DESCRIPTION:

Prepare to Hear the Word of God. Teachers prepare the students to meet the text. Students need to 'tune in' to the context and nature of the text. This can be done through concept maps, discussion, investigation and teaching the knowledge necessary for students to understand the world of the text.

Hear and Encounter the Word. This is the heart of the process where students are encouraged to know and understand the text. If possible tell the story with the aid of concrete materials and allow the children to engage with the written text. Students might then study the plot, characters, events and placement of the story. They then might consider their personal response/reaction by imagining they are one of the characters. Drama, art or the writing of contemporary narratives and data charts might encourage students to own the text and be confronted by it.

Respond to the Word. Here the students are given the opportunity to express their insights about the text. They express their new understanding/learning. Prayer, song, poetry, journaling, responses to open-ended statements is suggested for this stage.

DIAGRAM:

THE COMPOSITE MODEL

Prepare to Hear the Word

Hear and Encounter the Word

Respond to the Word

SOURCE:

Carswell Margaret (2001) *Teaching Scripture - The Gospel of Mark*, HarperCollinsReligious: East Melbourne, Vic.

Composite Model

Objectives/Outcomes

Specific objectives/outcomes are prepared to indicate desired student learning.

Prepare to Hear the Word

The teacher prepares students to meet the text through activities designed to tune them into the area/text being explored.

There is an underlying assumption that the teacher has prepared her/himself!

- concept maps
- discussion
- brainstorming
- bundling
- teaching of concepts/roles/places/terms necessary for an understanding of the text.
- recalling past experiences/knowledge/stories.

Hear and Encounter the Word

The focus is on the Word of God. Where possible the biblical story is told, preferably with the help of concrete objects. Students are then invited to interact and engage with the text and to show some learning about the text or understanding of it.

- critical interpretation (model)
- personal reaction
- story maps
- sequencing
- literary activities eg character analysis
- drama
- art
- data charts
- contemporary narratives
- teaching

Respond to the Word

Gives to the students an opportunity to express their personal insights or response to the Word.

- Prayer
- Song
- Poetry
- Journal/diary entry
- Responses to open-ended statements
- Art
- Cross age activities
- Self assessment
- Return to/revision of introductory activities
- Action

With permission from Margaret Carswell.

strategy - SCRIPTURAL THINK PAD

PURPOSE: *To allow children to reflect on a text of scripture.*

Suitable for Praxis Movements 3, 4 and 5.

DESCRIPTION:

In groups of four, children are given a scripture text to study. The teacher explains the 4 dimensions of the 'Think Pad' :

- Words - to describe the meaning of the text
- Pictures – a sequence of pictures showing the events of the text.
- Connections to Life – write/draw how the text might apply to a real life situation today.
- Symbols – one or more symbols to capture the theme of the text.

All team members discuss what may be included in each panel of the 'Think Pad', but the team is encouraged to use talents of its members to complete the project. Under 'Think Pad' headings, teams cut out their panels and paste appropriately.

Students are encouraged to read and observe all responses and then to discuss similarities and differences.

VARIATIONS:

Once this concept has been established, variation can be introduced; eg: from multiple intelligences perspective, music, and drama.

SOURCE:

White Dan, (2003) *Into the Deep- Rich Teaching Strategies for the Religious Education Classroom*. K.D. Publications. NSW. Australia.

strategy - ECHO MIME

PURPOSE: *To assist young children to understand and recall a Scripture text.*

Suitable for Praxis Movements 3, 4 and 5.

DESCRIPTION:

A Scripture passage is chosen and rewritten in short, simple statements. For each statement an action is devised. The leader (an individual leader or group) voices the statement and performs the accompanying actions. Both statement and action are repeated by the rest of the group.

SOURCE:

Wintour Rina, (2000) *Just Imagine – Creative Ways of Presenting Scripture*. Mountjoy Enterprises: Brisbane.

strategy - CHORUS PLAY

PURPOSE: *To present and interpret a scripture text.*

Suitable for Praxis Movements 3, 4 and 5.

DESCRIPTION:

Chorus Play presents Scripture stories in the form of a play with both individual characters and a chorus. They allow for whole group participation. Chorus play presents the story and an interpretation of it. Examples of it are found in the reference given below.

SOURCE:

Wintour Rina, (2000) *Just Imagine – Creative Ways of Presenting Scripture*. Mountjoy Enterprises: Brisbane.

strategy - PRAYER MANTRA

PURPOSE: *To develop an attitude of prayerfulness and an abiding sense of the presence of God in our lives.
To help deepen our relationship with and awareness of God.*

Suitable for Praxis Movements 4 and 5.

DESCRIPTION:

A mantra is a holy name, word or phrase which is repeated often letting it run through our mind as we breathe, work and play.

Choose a short phrase related to the prayers or scripture being used, eg: Come Lord Jesus. Jesus is risen. Alleluia. The phrase can be said, sung or thought, half on the in-breath and half on the out-breath. All close eyes and repeat the phrase over and over.

VARIATIONS:

Choose a special place where you can sit quietly with your special word or phrase, letting it run calmly through your mind. This can be inside or outside the classroom. Keep repeating the special word/phrase while you try some small action, eg: tying your shoelaces, straightening your socks. Get up and take a short walk, while you continue to repeat your mantra.

SOURCE:

Bretherton Barbara (1995) *Praying with Children, A Resource Book for Primary Teachers*. Social Science Press, NSW. Australia

Strategies for Breaking Open Scripture in the Classroom Through Drama, Art and English

Before any activity, whether it be from drama, art or english, it is extremely important to have given students background information on the text. It is also anticipated that there would be ample opportunity for discussions and questions about the text and the context in which it is placed.

Students need to build up a knowledge bank about the background to the Scriptures – the socio-political, cultural, historical details of the time – in order for the text to make sense.

Drama

Drama is a great way for students to express themselves and to create a visual through movement that reinforces and enhances the spoken word. This area encourages development of kinaesthetic intelligence.

Some activities to think about:

Freeze Frames

- (i) A large group with everyone freezing after significant action related to part of the text.
- (ii) Could involve almost a series of 'snapshots'.
- (iii) Small groups that freeze particular parts of the text and build up a collage. Each group stays in freeze position until the end.
- (iv) One or two freeze after a symbolic action to build up a montage.

Liquid Pictures

Liquid pictures are a very simple idea that has a big visual impact. Liquid pictures are a way to reinforce the message of a particular passage of scripture. Liquid pictures are appropriate for assemblies or liturgical celebrations.

The basic concept is to combine movement with the key words/phrases of the scripture passage.

Method:

- Choose an appropriate passage from scripture and read. Discuss the reading with the students in terms of the message and the theme.
- Choose several key words or phrases which highlight the meaning of the passage. (not more than 9)
- Once key words or phrases have been chosen, create a visual movement to emphasise the message.
- Stand participants in a straight line with arms by their sides. The first line to the reading is read then each student in turn steps forward and speaks their word or phrase whilst doing the movement. This is done three times, one after the other, stepping back into the line after each time.
- When each student has been through their movement three times, the whole sequence of words/phrases and movements is repeated again but only once. This time, however, each person freezes after their movement.

Simple and common dress can add to the effectiveness of the liquid picture.

Hint: use simple gestures or movements and try to avoid long sentences.

Puppets

Students can make and use various types of puppets to tell the Gospel story – stick, hand, and finger or string puppets.

Younger children could retell the story based on the Scripture text using small calico dolls such as are found in craft shops. These can be dressed in scraps of material with wool for hair or beards etc. and the collection built up as a school resource.

Dramatic Presentations:

Eg. The stone-throwers with The Masks (John 8:1-11) transferring back into today's context by using accusations related to classroom or playground.

Character Acting:

E.g. Using a mask and a piece of cloth for visual impact, a student speaks a monologue for a particular character, emphasising the emotions and feelings of the person. There may be more than one person involved – the mask and cloth could be passed on or each character have their own.

Masks and large pieces of cloth are excellent resources in the R.E. Classroom. How you use them is only limited by your imagination.

With freeze frames, the actions can be varied – robotic type movement, or gentle flowing movement, etc. according to the text and impact desired.

Music can be incorporated into drama presentations as well.

Art

For those students who are not comfortable or particularly skilled with written responses, the opportunity to express their response in art form is valuable. This area encourages development of visual/spatial intelligence.

Some activities to think about:

- Wanted Posters
(Remembering details with regard to dress, appearance etc. in context of the time).
- Collage
- Emotion Art – shapes and tones of colours to express feelings and emotions. Use paint or pastels for texture.
(Shapes can be good for those who can't draw well)
- Cartoons
- Murals
(Either whole picture or in panels/sections to show sequence of events)

- Clay work
(can be used to make symbols or shapes)
- Art Gallery
(Artists' impressions of Jesus, Mary etc. throughout the ages and make comparisons. Can lead to the children painting own impressions)
- Mobiles of symbols/Wall displays
(eg; Flames for Pentecost using torn paper)
- Posters
(Symbols, quotes etc.)

English

Most students will be able to make a response through written or oral language. The scope of activities in this area are numerous and varied, and could be adapted to Primary or Secondary students. These activities encourage development of verbal/linguistic intelligence.

Some activities to think about:

- Text Analysis/recount writing
(When? Where? Who? What? Why?)
- Interviews
(Written script: can be taped or videoed)
- Readers' Theatre
(Children read through text aloud, taking parts as narrator, characters, etc.)
- Story-Maps
(Illustrated map showing sequence of events)
- Word Web of Concepts
- Word Play on Feelings
(Build up word banks of feelings or emotions or thoughts of the main people in the text – before or after meeting Jesus)
- Sequencing of events/Time Lines
- Prediction
(What happens next? e.g. In the story of the Prodigal Son)
- Newspaper articles on the Front Page
(Needs discussion on media presentation etc.)
- Prayers
(Praise, thanksgiving, petition, etc Look at the Psalms)
- Poetry
(Acrostic, cinquain, haiku, etc)
- A Postcard from
- Letters
- Research and Reporting
(Can use expert jigsaw technique or individual/group work)
- Journaling
(Student's own personal responses when text linked to life experiences – reconciliation, exclusion, etc)
- Diary Writing
(From the point of view of someone in the text)

- A Day in the Life of
- Celebrity Heads
- Hypotheticals (Children can take on the roles of decision-makers, representatives of interest groups, independent expert to give an impartial account, a journalist, people affected by the event and decision).
- Question Box
- Lifestyles comparison
(eg; *Mary and women today*)
- News Broadcast
(*Taped for a radio news/videoed for T.V. news*)
- This is Your Life
- Retrieval Chart
(eg. *Person's name, key points, impressions of life and culture*)
- Consequences Web
(*Immediate/short term/long term eg Jesus' death*)

Quality Learning and Teaching Strategies

The following quality learning and teaching strategies which are explained in the beginning section of this document are also valuable tools in the teaching of Scripture.

- Thinking Skills: De Bono and Bloom p.13
- Multiple Intelligences p.14
- Dictagloss p.27
- Gallery Tour p.28
- Story Map p.29
- Reciprocal Questions p.29
- Word Web p.30
- Find the Fib p.31
- Sequencing p.34
- What identity am I? p.43
- Thought Sheets p.44
- Freeze Frames and Miming p.47
- Line Up p.54
- Values Lines & Split and Slide p.55
- Jigsaw p.57
- Structured Controversy p.59

Questioning the Text

<i>Type of Question</i>	<i>Reference</i>
<p>Clarify the Meaning</p> <p>What does..... mean by that?</p> <p>What is the main point?</p> <p>What is an example of the issue?</p> <p>How does..... relate to..... ?</p> <p>How could you summarise this passage?</p>	
<p>Probing Assumptions</p> <p>What is the author assuming?</p> <p>What could we assume instead?</p> <p>Is this assumption always the case?</p> <p>Why is the reasoning based on.....?</p>	
<p>Identifying Reasons</p> <p>What reasons does the author give or imply?</p> <p>Are those reasons adequate?</p> <p>Is there any reason to doubt the reasons given?</p> <p>What other information do we need to know?</p> <p>What would convince you of the opposite view?</p>	
<p>Establishing Viewpoint/Perspective</p> <p>Why choose this perspective rather than another?</p> <p>Could anyone view this text in another way? Why?</p> <p>What would someone who disagrees say?</p> <p>What is an alternative to this viewpoint?</p> <p>How would you answer the objection that..... would make?</p>	
<p>Assessing Implications or Consequences</p> <p>What is the author implying?</p> <p>If this happened, what else would happen as a result?</p> <p>What effect would that have on.....?</p> <p>Would that necessarily happen, or probably happen?</p> <p>If this is the case, what else must also be true?</p>	

The Text

WHAT?

- What are the key events?
- What are the patterns or repetitions in the text?
- What is the relationship between this text and those immediately before and after it?
- What religious or social customs are evident in the text?
- What evidence is there of the cultural context of the writing?
- What persuasive language is used?
- What stereotypes does the passage perpetuate, challenge?

WHEN?

- When does the account take place?
 - time of the day
 - day of the week
 - in relation to other texts
 - in relation to the entire Gospel

WHERE?

- Where does the account take place?
 - geographically
 - physically

WHO?

- Who are the characters?
- How are they described, portrayed?
- What titles are given to Jesus?
- Do the characters have formal roles?
- From what social groups do characters come?
- How do characters interact?
- What feelings are present in or absent from characters?
- Which characters speak? To whom?
- What do they say? Who remains silent?
- What changes take place in characters?
- Do characters behave as anticipated?

HOW?

- How is the text written?
- From whose perspective is the text written?
- Whose position does it advocate?

WHY?

- Why might the author have included this in the text?
- What might they have hoped to convey?
- Why did they place it here?
- What questions does this text raise?

(Ref: Eugene La Verdere: Process Questions in Liddy & Welbourne 1980, pp. 81-84)

Scripture Outcomes

Why use Scripture in Religious Education?

Knowledge: (Get your facts right.....)

For students to know:

- the sequence, characters, setting and outline of a story
- where and how to find a particular text
- the people Jesus encountered
- about a religious event, practice or ritual
- how to use interpretative skills
- how Jesus responded in a given situation
- how people responded to Jesus
- the geographical, historical, cultural, religious setting of a text
- the biblical background to a traditional prayer or practice
- the genre, author or placement of a text.

Understanding/comprehension: (What does it mean?)

For students to:

- describe/explain the relationships Jesus formed with people
- describe/explain the way of life Jesus called people to
- describe/explain the social, religious context of the life of Jesus
- explain the behaviour, actions of a character
- compare, group texts
- make a personal response to a text
- express a point of view from a different perspective
- describe/explain the context/setting/situation which may have given rise to a text.

Application: (Use it or lose it.....)

For students to:

- translate a text to present day
- describe how they might have reacted
- relate a text to a comparable event in their life
- use an interpretive model to study a text
- demonstrate learning in their behaviour
- compare texts and `real' situations.

Analysis (breakdown.....)

For students to:

- find and research other texts with similar meaning
- study characters and their behaviour in detail
- use an interpretive model to conduct an in-depth study of a text
- describe the relationships/interplay between characters
- gather data from texts to make generalizations
- sequence events, actions, behaviours.

Synthesis: (Creating something new.....)

For students to:

- rewrite the text in present day/with a new ending
- rewrite the text as a play
- create a profile about a character
- write a prayer/poem expressing the sentiment in the text
- imagine the lives, circumstances, reaction of characters not detailed in text
- use artistic mediums to express the text
- describe/explain the context/setting/situation which may have given rise to a text.


Evaluation: (play judge and jury.....)

For students to:

- justify their opinion/interpretation of a text, character
- decide on appropriate/inappropriate behaviour of a character
- debate an issue arising from a text
- consider their own lives, behaviour in light of a text
- offer alternative behaviours to those in texts
- identify and consider the value systems used by characters in texts
- consider positive and negative consequences of a character's actions
- critique the words, actions of characters.

Assessment through:

- Oral descriptions, reports, discussions
- role plays
- demonstrations
- written work: recounts, poems, Cloze activities, diaries, letters, descriptions, prayers, book reports
- Art work: drawings, painting, posters, clay, models, murals, 3D models
- Behaviour
- Cross-age work
- Concept/story maps.



9.0
formal prayers
in the
primary school

Proposed Formal Prayers for the Primary School: P - 6

Secondary Schools are to be informed by this Scope and Sequence

KEY: E = EXPOSURE to the prayers so that students are aware of them and their purpose
K = KNOW the prayers so that students can fully participate in communal prayer

<i>Level</i>	<i>Prayer</i>	<i>Category</i>
Levels 1 & 2	The Sign of the Cross	E & K
	The Lord's Prayer	E & K
	The Hail Mary	E & K
	Responses for Mass	E & K
	Grace before and after Meals	E & K
	Simple Act of Sorrow	E & K
	Rosary (October)	E
Level 3	The Sign of the Cross	E & K
	The Lord's Prayer	E & K
	The Hail Mary	E & K
	Responses for Mass	E & K
	Grace before and after Meals	E & K
	Act of Sorrow	E & K
	Morning Offering	E & K
	Glory be to the Father	E & K
	Baptismal Promises	E & K
	Angelus	E
The Rosary	E	
Level 4	The Sign of the Cross	E & K
	The Lord's Prayer	E & K
	The Hail Mary	E & K
	Responses for Mass	E & K
	Grace before and after Meals	E & K
	Act of Sorrow	E & K
	Morning Offering	E & K
	Glory be to the Father	E & K
	The Rosary	E & K
	The Apostles' or Nicene Creed	E
	Magnificat	E
	Confiteor	E
	The Angelus	E
	Hail Holy Queen	E

Formal Prayers for Primary School P - 6

Sign of the Cross:

In the name of the Father, and of the Son and of the Holy Spirit. Amen.

Lord's Prayer:

Our Father
who art in heaven;
Hallowed be thy name.
Thy kingdom come.
Thy will be done on earth,
as it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses
as we forgive those who trespass against us.
And lead us not into temptation:
but deliver us from evil.
Amen.

Hail Mary:

Hail Mary, full of grace,
the Lord is with thee.
Blessed art thou among women,
and blessed is the fruit
of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners, now,
and at the hour of our death.
Amen.

Responses for Mass – Liturgical Greetings:

Priest: The Lord be with you

Response: And with your spirit

Priest: Lord, have mercy.

Priest: Christ, have mercy.

Priest: Lord, have mercy.

Response: Lord, have mercy.

Response: Christ, have mercy.

Response: Lord, have mercy.

Minister of the Word: From St. Paul's letter to

Minister of the Word: The Word of the Lord

Response: Thanks be to God

Priest: The Lord be with you.

Response: And with your spirit

Priest: From the holy Gospel according to

Response: Glory to you, O'Lord

At the end of the Gospel the priest says:

Priest: The Gospel of the Lord

Response: Praise to you, Lord Jesus Christ

All: Lamb of God,
you take away the sins of the world:
have mercy on us.

Lamb of God,
you take away the sins of the world
have mercy on us.

Lamb of God,
you take away the sins of the world
grant us peace.

Grace Before & After Meals:

Before:

Bless us O Lord, these are your gifts, which in your goodness we are about to receive through Christ Our Lord. Amen.

After:

We give you thanks, almighty God,
for all your gifts, who lives and reigns,
for ever and ever. Amen.

Simple Act of Sorrow:

O my God, I am very sorry that I have sinned against you because you are so good.
With your help I will try not to sin again. Amen.

Morning Offering:

O Jesus,
through the most pure Heart of Mary,
I offer You my prayers, works,
joys and sufferings
of this day for all the intentions
of Your Sacred Heart. Amen.

Glory Be To The Father:

Glory be to the Father,
and to the Son,
and to the Holy Spirit.
As it was in the beginning,
is now, and ever shall be,
world without end. Amen.

Baptismal Promises: For Those Who Are Completing Initiation

Archbishop: My dear young people, when you were baptised
your parents and godparents spoke for you.
So now, before you are sealed with the Holy Spirit,
I ask you to renew these promises of faith
before God and this community.
Do you choose to turn away from sin and do what is good?

Candidates: I do.

Archbishop: Do you believe in God the Father who loves you?

Candidates: I do.

Archbishop: Do you believe in Jesus, God's Son, whose mother is Mary?

Candidates: I do.

Archbishop: Do you believe that Jesus died for you and rose to be with God the Father for ever?

Candidates: I do.

Archbishop: Do you believe in the Holy Spirit who gives you life and that you are part of the Church
with all the saints?

Candidates: I do.

Archbishop: Do you believe that God forgives you when you sin and that you will live
with God for ever?

Candidates: I do.

Archbishop: This is the faith of the Church that we share.
This is the faith we are called to live.

All: Amen.

Rosary:

1. The Sign of the Cross and Apostle's Creed
2. Lord's Prayer
3. Three Hail Marys
4. Glory Be to the Father
5. Announce Mystery; Lord's Prayer
6. Ten Hail Marys
7. Glory Be to the Father

NICENE CREED

I believe in one God, the Father almighty,
maker of heaven and earth,
of all things visible and invisible.
I believe in one Lord Jesus Christ,
the Only Begotten Son of God,
born of the Father before all ages.
God from God, Light from Light,
true God from true God,
begotten, not made, consubstantial
with the Father;
Through him all things were made.
For us men and for our salvation
he came down from heaven,

and by the Holy Spirit was incarnate
of the Virgin Mary,
and became man.

For our sake he was crucified
under Pontius Pilate,
he suffered death and was buried,
and rose again on the third day
in accordance with the Scriptures.
He ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory
to judge the living and the dead
and his kingdom will have no end.
I believe in the Holy Spirit,
the Lord, the giver of life,
who proceeds from the Father and the Son,
who with the Father and the Son
is adored and glorified,
who has spoken through the prophets.
I believe in one, holy, catholic,
and apostolic Church.
I confess one baptism for the forgiveness of sins
and I look forward to the resurrection
of the dead and the life of the world to come.

Amen.

Mary's Song of Praise

Mary said:
With all my heart
I praise the Lord,
and I am glad
because of God my Saviour.
He cares for me,
His humble servant.
From now on,
all people will say
God has blessed me.
God All-Powerful has done
great things for me,
and His name is holy.
He always shows mercy
to everyone
who worships Him.
The Lord has used
his powerful arm
to scatter those

who are proud.
He drags strong rulers
from their thrones
and puts humble people
in places of power.
God gives the hungry
good things to eat,
and sends the rich away
with nothing.
He helps his servant Israel
and is always merciful
to his people.
The Lord made this promise
to our ancestors,
to Abraham and his family
forever!

Angelus:

Leader: The Angel of the Lord declared unto Mary.

Response: And she conceived of the Holy Spirit. (Hail Mary....)

Leader: Behold the handmaid of the Lord

Response: Be it done unto me according to thy word. (Hail Mary....)

Leader: And the Word was made flesh

Response: And dwelt among us. (Hail Mary....)

Leader: Pray for us, O Holy Mother of God

Response: That we may be made worthy of the promises of Christ

Let Us Pray: Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that, we to whom the Incarnation of Christ, Thy Son, was made known by the message of an Angel, may by His Passion and Cross, be brought to the glory of His Resurrection. Through the same Christ our Lord. Amen.

Hail, Holy, Queen:

Hail, Holy, Queen, Mother of mercy, Hail our life our sweetness and our hope. To thee do we cry, poor banished children of Eve; To thee do we send up our sighs, mourning and weeping in this valley of tears. Turn then, most gracious advocate, thine eyes of mercy towards us and after this our exile show unto us the blessed fruit of thy womb, Jesus. O clement, O loving, O sweet virgin Mary!

Leader: Pray for us, O Holy Mother of God

Response: That we may be made worthy of the promises of Christ.

bibliography

- Bellanca, J. & Fogarty R. (1991). *Blueprints for Thinking in the Cooperative Classroom*. Cheltenham, Victoria: Hawker Brownlow Education.
- Bennett, B. Rolheiser, C. & Stevahn, L. (1991). *Cooperative Learning: where heart meets mind*. Toronto: Educational Connections.
- Boyd, J. & Dalton, J. (1993). *All in a School's Work*. Launceston, Tasmania: Teamlinks Australia. (Kit includes video and book)
- Collis, M. & Dalton, J. (1991). *Becoming Responsible Learners*. Melbourne: Eleanor Curtain Publishing.
- Cooper, C. (1997). *Learner Centred Assessment*. Launceston, Tasmania: Global Learning Communities.
- Davis, A., Cameron, C., Politano, C. & Gregory, K. (1994). *Together is Better: collaborative assessment, evaluation and reporting*. Melbourne: Eleanor Curtain Publishing.
- De Bono, E. (1992). *Six Thinking Hats, Books 1 & 2* Highett, Vic: Hawker Brownlow Education.
- Fogarty, R., Bellanca, J (Eds). (1995). *Multiple Intelligences: a collection*. Cheltenham Victoria: Brownlow Education.
- Harpercollins Bible Dictionary*. (1996). San Francisco: Harper San Francisco.
- Hills, S. & T. (1990). *The Collaborative Classroom: A guide to cooperative learning*. Melbourne: Eleanor Curtain Publishing.
- Hill, S (1992). *Games that Work*. Melbourne: Eleanor Curtain Publishing.
- Jensen, E. (1996). *Brain Based Learning*. Del Mar, CA: Turning Point Publishing
- Johnson, D. & Johnson, R. (1995). *Creative Controversy: Intellectual challenge in the classroom*. 3rd ed. Edina, MINN: Interaction Book Company.
- Johnson, D., R. & L. Bartlett, J. (1998). *Our Cooperative Classroom*. Edina, MINN: Interaction Book Company.
- Journal of Religious Education*. 2001, 49 (1), p.1. Editorial by L. Welbourne.
- Kegan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kegan
- Kegan, S. (1998). *Cooperative Learning*. San Clemente, CA: Kegan
- Lang, G. & Berberick, C (1995). *All Children are Special: Creating an inclusive classroom*. Melbourne: Eleanor Curtain Publishing.
- Lazear, D. (1994). *Seven Ways of Teaching: the artistry of teaching with multiple intelligences*. 2nd Ed. Cheltenham, Victoria: Hawker Brownlow Education.
- Lazear, D. (1995). *Multiple Intelligence Approaches to Assessment: Solving the assessment conundrum*. Highett, Victoria: Hawker Brownlow Education.
- Liddy, S. and Welbourne, L. (1999). *Strategies for Teaching Religious Education*. Katoomba, NSW: Social Science Press.
- Mannison, M. (1998). *Interactive Teaching Strategies*. Paddington, Qld: Nice Business Publications.

- Mc Grath, H. & Noble, T. (1995). *Seven Ways at Once- Books 1 & 2* . Melbourne : Longman Australia.
- Mc Grath, H. & Noble, T. (2005). *Eight Ways at Once- Book 1. 2nd ed.* French's Forest, NSW: Pearson Education.
- Mc Grath, H. & Noble, (1993). *Different Kids, Same Classroom*. Melbourne: Longman Cheshire.
- McTighe, J. (Ed.). (1990). *B.E.T.T.E.R Thinking and Learning: Building effective teaching through educational research*. Baltimore, MD: Maryland State Department of Education.
- O'Brien, Monica. (1998) *Great Gifts: Teacher Resource Book*. Brookvale, NSW: Willow Connection.
- Parry, T. & Gregory, G. (1998). *Designing Brain-Compatible Learning*, Cheltenham, Victoria: Hawker Brownlow Education.
- Stone, J. (1994/5). *Cooperative Learning Reading Activities*. San Clemente, CA: Kagan.
- Stone, J. (1990). *Cooperative Learning and Language Arts: A multi-structural approach*. San Clemente, CA: Kagan.
- White, D., O'Brien, K., & Todd, S. (2003). *Into the Deep: Rich teaching strategies to foster DEEP thinking in religious education classroom*. Marayong, NSW: KD Publications.
- Wilson, J. & Wing Jan, L. (1993). *Thinking for Themselves*. Melbourne. Eleanor Curtain Publishing.
- Wintour, R. (2000). *Just Imagine: Creative ways of presenting scripture*. Brisbane: Mountjoy Enterprises.
- Wood, B. & Jorgensen, G. (1996). *Spotlight on Multiple Intelligences*. Dalby, Qld: Heads Together.
- Sperry, R (1968). Hemisphere Disconnection and Unity in Conscious Awareness, *American Psychologists*. Vol 23: 413-422
- Sylwester, R(1995). *A Celebration of Neuron: An educators guide to the human brain*. Alexandria, Virginia: Association for Suspension and Curriculum Development.

11.0 Index of Strategies

Bloom's Taxonomy of Cognitive Processes	67
Strategy: Brainstorm	56
Strategy: Celebrity Heads	65
Strategy: Compare and Contrast	60
Strategy: Corners or Value Lines	64
Strategy: Dictagloss (English Strategy)	27
Strategy: E.E.K.K. (Eye to Eye and Knee to Knee)	26
Strategy: Find the FIB	31
Strategy: Find Your Other Half	41
Strategy: Fishbowl	32
Strategy: Freeze Frames and Miming	47
Strategy: Gallery Tour	28
Strategy: Hot Seat	60
Strategy: Huddle	25
Strategy: ICE	63
Strategy: Inside – Outside Circle	52
Strategy: Jigsaw	57
Strategy: KWL Chart	24
Strategy: Line Up	54
Strategy: Linkages	36
Strategy: Lotus Diagram	66
Strategy: Milling	40
Strategy: Mix-Freeze Group	39
Strategy: Pairs Check	37
Strategy: Piggybacking	56
Strategy: PMI Chart	58
Strategy: Problem Stories and Dilemmas	45
Strategy: Rally Table	62
Strategy: Ranking and Reaching Consensus	42
Strategy: Reciprocal Questions	29
Strategy: Role Playing	48
Strategy: Roundtable	53
Strategy: Send a Problem	35
Strategy: Sequencing	34

Strategy: Story Ladder	61
Strategy: Story Map (English Strategy)	29
Strategy: Structured Controversy	59
Strategy: Tea Party	33
Strategy: Team Bingo	49
Strategy: Team Discussion	38
Strategy: Team Milling	41
Strategy: Think-Pair Share	50
Strategy: Thought Sheets	44
Strategy: Three-Step Interview	63
Strategy: Treasure Hunt	64
Strategy: What Identity Am I?	43
Strategy: Value Lines & Split and Slide	55
Strategy: Venn Diagram	62
Strategy: Video or Music Talkback	46
Strategy: Word Web (English Strategy)	30
Strategy: Y Chart	51
Strategy: Yellow Pages	65

Index of Scripture Strategies

Art	93
Character Acting	93
Chorus Play	90
Echo Mime	90
English	94
Dramatic Presentations	93
Freeze Frames	92
KITE Method	86
Liquid Pictures	92
Puppets	93
Questioning the Text	96
Scriptural Think Pad	89
Scripture Outcomes	98
The Composite Model	87

acknowledgements

The Archdiocese of Hobart, acknowledges all those authors and teachers who have contributed to this compilation of teaching strategies which will enable the effective teaching of Religious Education. We express our grateful thanks to Philomena Billington who edited the original text.

In particular, Spencer Kagan of Kagan Publishing is acknowledged for his permission to utilize materials and for his inspirational workshops. The editor also acknowledges Dan White and his co-authors for the permission to reproduce sections of his publication, 'Into the Deep' which has also been highly recommended for purchase by schools.