Developing Independent Learning Skills through Religious Education

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Key words

Abstract

I chose to use my Farmington Institute Award to start to address an issue that has been of concern to the Philosophy and Belief Department in my school and myself as a Sixth Form Head of Year - it is that pupils and students lack skills of independent learning. There is a range of definitions of independent learning and for the purpose of this paper I have adopted a definition that involves pupil interaction or inter-dependence.

In order to develop independent learning through the department's schemes of work it became important to understand what was being taught in primary schools and what was expected at university level in order to understand what strategies could be adopted from Year 7 onwards. The strategies considered have been the Effective Lifelong Learning Inventory developed at Bristol University, Guy Claxton's Building Learning Power, Key Stage 3 National Strategy Developing Thinking skills and Belle Wallace's Thinking Actively in a Social Context (TASC). These approaches, in relation to the locally agreed Somerset Syllabus: Awareness Mystery and Value have been pulled together into four web diagrams.

In order to develop Independent Learning at Key Stage 3, each year group within the Philosophy and Belief Department will be taken through the complete TASC Framework in 2 units of work. The remaining two units of work in the year will focus on 2 of the 4 skills from the Building Learning Power programme. Enclosed in this paper is the TASC framework applied to Sikhism in Year 7, an Introduction to the Arab- Israeli conflict in Year 8 and Religion and the Media in Year 9.

I believe there are some key ideas to recognise in trying to open up schemes of work to encourage greater independence of learning. Pupils need to be able to continue the experience of independent learning from Primary school, they need to be given the language of learning, time has to be allowed in schemes of work to do this and that finally independence is developed not only through generic skills but also through the particular knowledge and understanding of a subject such as Religious Education. The issue of how to develop in detail independence in learning at Key stage 4 and 5 will continue after this fellowship is finished in the department.

CONTENTS

APPENDICES 1- 35

1. Bibliography
2. Daily Telegraph extract: ' Spoon-fed pupils can't cope at college'
3. Questionnaire: Primary School Research
   Web diagrams:
4. Resilience
5. Resourcefulness
6. Reflectiveness
7. Reciprocity
8. List of National Curriculum Thinking skills
9. Outline of Independent Learning Strategies KS3
10. Meaning of TASC as shown in a mind map
11. The TASC wheel
12. Questions for pupils to ask as they progress through TASC
13. Year 7 Sikhism project set in the TASC Framework
14. Year 8 Introduction to Arab Israeli conflict set in the TASC Framework
15. Year 9 Religion and the Media set in the TASC Wheel
16. Year 9 Religion and the Media set in the TASC Framework
17. Year 9 Lesson Plan 1:   Religion and the Media   - Gather & Organise
18. Year 9 Lesson Plan 2:   Religion and the Media   - Identify
19. Year 9 Lesson Plan 3:   Religion and the Media   - Identify
20. Year 9 Lesson Plan 4:   Religion and the Media   - Generate
21. Year 9 Lesson Plan 5:   Religion and the Media   - Decide
22. Year 9 Lesson Plan 6-8: Religion and the Media   - Implement
23. Year 9 Lesson Plan 9:   Religion and the Media   - Evaluate
24. Year 9 Lesson Plan10:   Religion and the Media   - Communicate
25. Year 9 Lesson Plan11:   Religion and the Media   - Communicate
26. Year 9 Lesson Plan12:   Religion and the Media   - Learn from Experience
27. Year 9 Resource: Pupil programme of the Unit   - Lesson 1
28. Year 9 Resource: Worksheet- Gather/ Organise   - Lesson 1
29. Year 9 Resource: Worksheet   - Identify   - Lesson 2
30. Year 9 Resource: Matching definitions and terms   - Lesson 3
31. Year 9 Resource   Generate   - Lesson 4
32. Year 9 Resource: Tracking Sheet   - Lesson 4
33. Year 9 Resource: 'Drafts are OK'   - Lesson 5
34. Year 9 Resource: Worksheet – Evaluation   - Lesson 10
35. Year 9 Resource: Assessment Grid   - Lesson 10

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Developing Independent Learning through Religious Education

Introduction

The aim of applying for a fellowship that linked school and university was so that in the department we would be able to draw on current thinking and apply some ideas to our classroom teaching. The topic of independent learning was selected because there have been many occasions in the department when staff have been concerned about the lack of independence in learning shown by students particularly those in the Sixth Form.

The rationale

Within the Philosophy and Belief Department concerns had been raised over several years about pupils and students being too passive in their learning with the result that they were too dependent on the teacher and lacked confidence to learn for themselves. Sixth Form students arrived on the Philosophy and Belief A' level courses from our GCSE courses without the necessary learning skills to do justice to their ability. Students often seemed far too dependent on staff teaching and staff notes and showed a general lack of intellectual curiosity. They often for example did not seek advice, or question what was said, they did not read around the subject, work was not planned and they could be too passive in lessons. When work became difficult some did not persist and they often lacked an ownership of their studying.   In order to deal with developing the skills of learning needed by Sixth Form students it was important to consider how independent learning could be dealt with in Key Stages 3 and 4.

If students left school highly dependent on others for their learning, then they were not prepared for Higher Education or the demands of employment. The motivation behind this fellowship was to identify what strategies could be identified to go into the department's schemes of work to develop skills that would encourage pupils and students to have confidence to become more independent. Guy Claxton writing in 'Wise up'(1) makes the case that students must develop personal skills that will be needed, at much higher levels if they are to cope with a more a complex world characterised by uncertainty.

The general concerns raised by the department's teaching experience were found to be suitably summed up by the series editor, Janet Moyles of J. Williams' book: 'Promoting   Independent Learning in the Primary Classroom' 2:

" In the UK we work hard with young children to encourage independence yet then successively take it away from them as they progress through primary and finally into secondary schools, then try to give it back to them again at University level."   (Moyle, 2003)   Williams2003 pxii.

The general concerns experienced through day-to-day teaching had also been identified on two wider fronts. In the Autumn 2000 a 16-19 Area Wide Inspection took place in Bath and North East Somerset and Ofsted 3, the FE Funding Council and Training Standards Council in their review under the section 'Issues for Attention,

made the following point:

'Schools and Colleges should take the opportunity offered by Curriculum 2000 to review their teaching and learning strategies, ensuring that there is challenge for the most able students and that all students are encouraged to develop the skills of independent learning.'

The inspection team also said this: " In general few students read around the subject as well as they might and few show willingness to question or challenge what is being said. This often restricts the development of their analytical skills."

" In some lessons teachers do not place sufficient emphasis on independent learning and the need for students to think for themselves."

In February of this year the Nuffield Foundation published a part of the Nuffield Review of 14-19 Education and Training.4 The work is based at University of Oxford Department of Educational Studies, and the Universities and Colleges Admissions Service (UCAS). This part of the review investigated what Higher Education staff sought from students who had gone through the 14-19 education and training programmes. Desirable traits that were recognised were students' capacity to work hard, their use of ICT, their oral and presentation skills and ICT skills. However the attributes that were lacking in students were commitment to studying a subject, engaging critically with ideas, being prepared to take intellectual risks and using a range of skills to develop argument. The front page headline of the Daily Telegraph on February 9th 2006 read " Spoon fed pupils can't cope at college". *See Appendix 2.* Liz Lightfoot the Education Correspondent for the Daily Telegraph said:

"Schools pupils are being spoon fed to pass exams instead of being encouraged to develop knowledge and understanding."

She continues later in the article to say;

" the constant testing of what they have learned prevented them (students) from developing a deeper understanding of the subjects"

J. Williams, author of **'**Promoting Independent Learning in the Primary Classroom' described how in Primary Schools there were tensions between the teachers' desire to develop more independent learning skills and the pressures on teachers to meet prescribed targets as well as deliver the curriculum. Both Liz Lightfoot summarising the Nuffield Review and Williams describe the tension for teachers between supporting students jumping through the exam hoops and knowing that deep down there is more to learning than exams. This was a pressure easily recognised within the Philosophy and Belief Department, particularly at GCSE and A' level. The pressure comes from a belief that exam board specifications in terms of knowledge and skills have to be taught and that particularly at AS and A2 it is a rush to reach the end of some modules with revision sessions being run in lunch times. I would argue that while the Nuffield Review lays the blame partly at the foot of the current A' Level system I believe that the issues of independent learning for the secondary school need to be addressed in Year 7 and need to build on the learning skills that are developed in many Primary schools at KS1 And KS2.

Independent Learning Defined:

Before progress could be made on what skills needed to be identified it was important to consider what was actually meant and understood by Independent Learning Skills. The Curriculum and Instruction branch for the Canadian province of Saskatchewan 5 used Cyril Kesten's definition, which was as follows:

"Independent Learning is that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learner's own learning needs."

David Boud the editor of 'Developing Student Autonomy in Learning'6 was concerned about autonomous learning in Higher Education and said this:

". main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their learning over and above responding to instruction."

Jill Williams author of 'Promoting Independent Learning in the Primary Classroom' 'suggests two definitions of independent learning: isolationist and interactionist. The isolationist approach is where children work in isolation without recourse to others. The interactionist approach is where children organise themselves and seek help when necessary.

The following two definitions came from interviews with primary school headteachers:

". Someone who is an independent learner knows how to use all the different skills, in different situations to help them access learning, because sometimes it is working collaboratively sometimes it is independent, sometimes it is knowing you are a visual learner… knowing what to do when you don't know what to do … to sum it up it would be that someone who has a really clear understanding of how they can access their own learning, but it might be different in different circumstances ….you can't always say: 'I always learn like this, because actually we always learn in a different way, sometimes we stand back and watch, sometimes we get in there and do and sometimes we work with someone else."

"One of the ways in which we teach children to be independent learners is through teaching them through the skills of collaborative work, this is a whole school approach, learning how to work as a team, so we begin with paired work in reception and develop it all the way through the school so that they are able to work as a team in big groups, they learn the skills of active listening, they learn to work as a team in terms of time management   and there is a hierarchy of skills as they go through the school. The other way in which we do it (teach independent learning skills) is that we are part of the Bristol University project … JELLI - Junior Effective Lifelong Learning Inventory."

However, independent learning is not just about general learning skills. Philip Candy writing from a Higher Education perspective and contributor to the book 'Developing Student Autonomy in Learning' [7] argues that independence is also about the facts and theories, principles, problems and approaches within a particular field of study. He points out that a student may be highly competent and a very effective independent learner in one area but in another new area of study will be a dependent learner. To be an autonomous or independent learner for Candy the student had to apply deep learning where students had to work on material through organisation and integration rather than shallow learning which focused on memorising and reproducing the content of what was being studied. He argues that teachers often gain a lot from the sorting process they have to go through in order to present the pre - packaged ideas to students. The danger he argues is that the student is often pushed in the direction of surface rather than deep learning.

 Much of the definitions of independent learning concentrated on the general process of learning but this observation by Candy was important in that it highlighted the importance of specialist subject matter which is a key focus of secondary education and was a key part of the department's discussions on the implementation of some strategies.

Any independent learning skills programme at Key stage 3, 4,and 5 needed to bridge the gap between primary school and higher education and employment. Williams in her explanation of the interactionist approach articulated qualities of an independent learner within primary school and provides the following list of attributes.

- Pupils make decisions (when they are being in control of their activities)
- Pupils feel respected for their ideas
- Learn how to learn
- Learn how to think
- Confident to question, hypothesize
- Confident to make decisions based on prior knowledge
- Confident to function by themselves but also seek help
- Motivated to take risks
- Revisit tasks without pressure
- Work without always seeking approval
- Take the initiative
- Make personal contributions
- Balance the expectations of others
- Take some responsibility for creating organising and maintaining the learning environment
- Function by themselves, confident in seeking help and communicating with others
- Work with in the social framework of the class/school
- Bring personal experience creativity and imagination and self-expression to tasks.

David Boud, editor of 'Developing Student Autonomy in Learning', which explores autonomous learning in Higher Education, lists a range of situations where students could take the initiative.

- Identifying learning needs,
- Setting goals,
- Planning learning activities,
- Finding learning resources,
- Working collaboratively,
- Using teachers as guides and counsellors rather than instructors,
- Creating problems to tackle and selecting learning projects,
- Choosing where and when to learn,
- Applying determining criteria to their work,
- Engaging in self assessment,
- Undertaking to do additional non teacher directed learning,
- Learning outside the confines of the educational institution (e.g. work setting), deciding when learning is complete
- And reflecting on their learning process

Boud does make the point that the teacher does not always have to provide courses, which allow for maximum autonomy on the part of students, in fact it can be counter productive if they have little experience of it.

Both lists of qualities were helpful as they acted as general boundaries within which key stage 3, 4 and 5 could be working to deliver independent learning. While these lists explained what should be happening they were not saying how independent learning could be delivered in practice.

My conclusion from this area of research was that for the purpose of this Fellowship independent learning does not mean a student or pupil working alone rather it means the pupil or student having a range of learning skills which will include working with others. Perhaps as Marie Huxtable, Educational Psychologist for the Local Education Authority for Bath and North East Somerset has said the emphasis should be more on interdependence rather than independence. For the purposes of this paper independence means having a range of skills that the pupil or student understands. It also means that they have the confidence to call upon these skills and, what they call upon depends on the work in hand. It does not mean removing teacher led sessions where there are difficult and complex ideas to explain but it does mean involving pupils and students a lot more in understanding the learning process and giving them the chance to have some ownership of it.

<u>Independent learning in primary schools</u>

In order to find out in more detail what skills enabled a pupil or student to become more independent and what strategies were being used I divided my time over the Fellowship between reading, visiting schools and two local universities, working within the department and talking to members of the advisory service within the authority, about independent learning.

The visits to other schools were significant, partly because the primary schools provided a raft of information about the experiences of independent learning that were being brought into the department by some incoming Year 7 pupils. The visits emphasised the point that Year 7 pupils do not arrive in their autumn term from their primary schools with only a body of National Curriculum knowledge they also bring with them learning skills. The answer below was given from one feeder primary school head teacher when asked: What should a Year 6 pupil be able to do in terms of independent learning skills at the end of the year? *(See sample questionnaire Appendix 3)*

- Know how to improve own learning
- Recognise when need support
- Pupils ask each other for help
- Pupils ask teacher for help
- Ask quality questions
- Know what resources are available
- Collaborative group work
- Learn to take on a role in a group
- Understand what it feels to be part of a group

In response to the question as to what role the teacher should play the response was:

"To deliver skills and content – to enable a child, to unlock through teaching the best of their (child's) ability."

Out of these visits has come the departmental decision to continue and build on some primary school strategies. The visits highlighted a wide range of approaches, which were available and contributing to developing different characteristics of independent learning. These included Building Learning Power, Philosophy for Children, Thinking Actively in a Social Context framework (TASC), Effective Lifelong Learning Inventory and elements from Assessment for Learning. To cope with the large range of material that was potentially available, the different initiatives were put into one of four categories using Guy Claxton's 4Rs. To the Primary school activities, I then added material to do with Key Stage 3 National Strategies such as: 'Leading in Learning: developing thinking skills at Key Stage 3' and 'Assessment for Learning' and material that was particular to Philosophy and Belief or Religious Education from the Locally Agreed Religious Education Syllabus, Awareness Mystery and Value and also observations made by Vivienne Baumfield in her book 'Thinking Through RE'.

Explanation of the 4 Web Diagrams

Introduction

The four key categories or 4Rs of Guy Claxton's Building Learning Power [8], are Resilience, Resourcefulness, Reflectiveness and Reciprocity. While the categories for managing the wide range of information might be fairly crude, the web diagrams See *Appendices 4,5,6 and 7* provided a mechanism by which the huge amount of information available could be handled. It also became a focus point from which schemes of work could be audited. The web diagrams became a springboard from which a particular initiative could be looked at for further information. Philosophy and Belief or Religious Education has particular strengths as a subject in developing some aspects of independent learning and again at a glance the web diagrams indicated where these were. At a glance it also included practical strategies that at least 1/3 if not more of the departments incoming pupils would bring with them into Year 7 from Primary school.

I 'Building Learning Power'

This term is used by Guy Claxton to describe his strategy for building up the skills that make up a good learner. In his introduction to the book of the same name he makes the following two points:

- 'Students who are more confident of their own learning ability learn faster and learn better'
- 'Being a good learner is about the whole person.'

The categories that make up a good learner are briefly explained below:

(1) Resilience is about a pupil who is aware of distractions but knows how to handle them and stay on task. It is about being absorbed in the work and not being frightened of finding work difficult or making mistakes. Included within resilience is the quality of noticing rather then reasoning. The ability to understand that learning can be difficult and that because it is hard, it does not mean to say it can't be done.

(2) Resourcefulness is about having the right frame of mind to want to get to the bottom of things rather than learned helplessness where some students give up before they have even started. Guy Claxton argues that children become bolder and more curious within firm boundaries. Children should be encouraged to ask good questions, play around with ideas, not to be afraid of not knowing and prepared to be critical and form their own conclusion. Imagining was described by Guy Claxton as a very effective tool in the learner's box – it is where things are looked at in a different way. Diagrams and pictures can be used to play around with ideas. Teachers are encouraged to use 'could be' language rather than 'it is' when for example applying ideas to a new situation. Resourcefulness encourages logical/ analytical/explicit disciplined thinking. Guy Claxton also includes consideration of the use of physical resources such as filing cabinets, dictionaries, floor space and e-mail.

(3) Reflectiveness is concerned with self knowledge and becoming strategic about learning, it is to do with self knowledge and self awareness about learning. It is to do

with pupils planning, revising or being prepared to change direction, it is about mulling over what has been learnt and transferring skills from one area to another and it is about meta- learning. Meta learning is concerned with the students having the language and understanding to articulate how they learn and can apply what they understand. Guy Claxton quotes Chris Watkins from the London Institute of Education (9) who says:

'**learning about learning has more impact than study skills'.**

He also says:

'**high attainment in secondary school pupils is associated with independence, competence and a meaning-oriented approach to learning.'**

(4) Reciprocity is concerned with a learner's relationship with others. Knowing when to be interactive and when to be solitary is a learning skill, knowing when to share information, how to work in a team and how to work in pairs is all part of reciprocity.

II. Effective Lifelong Learning Inventory Project (ELLI) 13

This project was linked with the Building Learning Power programme and the research team at the University of Bristol's Graduate School of Education identified 7 techniques to promote greater learning power in the classroom. The 7 areas are as follows:
- learning relationships
- strategic awareness
- resilience
- creativity
- meaning making
- critical curiosity
- changing and learning

Learning relationships is very similar to reciprocity. The opposite to this is being dependent.
Strategic awareness is concerned with the pupil having a range or toolkit of strategies, which can be used for different learning situations. The opposite to this is being robotic.
Resilience is about pupils having a 'go' and contrasts with 'fragility'.
Creativity is similar to the 'imagining' characteristics of Guy Claxton's 4 Rs found in Resourcefulness.
Meaning making is to do with making links with what is already known and what is being learnt. The opposite to this is 'fragmentation.'
Critical Curiosity is about asking the question 'Why'? and the opposite to this is 'passivity'.
Changing and Learning is to do with learners knowing they can get better over time in other words 'they don't feel stuck.'

To support teachers delivering these areas effectively students are asked to complete an on – line questionnaire, the purpose of which is to assess the learning power of

pupils. The data shows a score for each pupil across the 7 areas listed below and provides the teacher with a pupil analysis and a whole class analysis. This enables staff to adapt their teaching to classes and individuals. According to the ELLI website schools have used this in different ways depending on the Key Stage or the subject area. Cambridge Education Ltd now manage the licences to run the on - line questionnaire however in November 2005, the cost of sending staff on the 2 days training to deal with the results of the questionnaire was prohibitive for the Philosophy Department at over a £1000:00.

I generally became more mindful of using questionnaires to do with identifying particular learner attributes having read an article published by The Institute of Education at the University of London in their bulletin: Research Matters which produced an article called 'Learning Styles: help or hindrance?' and was based on two reports by David Moseley, Elaine Hall and Kathryn Ecclestone. [14] The report made the point that teachers have to be very careful about labelling pupils and simplifying the complex process of learning. I suspect that this point could be applied to a range of data that is used to make judgements about children.

However what was gained from the ELLI project was the understanding that learning language enables teachers and pupils and students to articulate issues to do with learning. One primary school I visited in Bristol which used the JELLI (Junior Effective Lifelong Learning Inventory) project had used the language of ELLI in their teaching so that two types of language were given to pupils at the start of the topic, words associated with the subject content as well as the language of learning, such as 'learning relationships' or 'resilience'. The use of the language was reinforced on the school certificates to do with achievement, so a certificate might say 'in science you showed that you were strategic in your planning' and stories were written and pictures designed by the staff to go with the 7 areas.   The language is also used in the school assemblies. The result is that parents have started to become familiar with the language as well as pupils, who even in Reception are able to talk about how they are learning. Taking this principle of giving pupils the language of learning the Philosophy and Belief department has chosen to use the language of Building Learning Power and select one or two of the 4Rs to be associated with elements within our schemes of work for each year group. The department also wanted images associated with each of the 4Rs, which can be used with pupils and students.

Resilience: 3 monkeys

Resourcefulness; brain

Reflectiveness; image in a mirror   Reciprocity: handshake

III 'Thinking Through RE' by Vivienne Baumfield **15**

Vivienne Baumfield in 'Thinking through RE.' describes and defines the five thinking skills of the   National Curriculum in relation to Religious Education. On the web diagrams I put the five thinking skills: information processing skills, reasoning skills enquiry skills, creative thinking skills, and evaluation skills into Guy Claxton's strategy of Resourcefulness. Baumfield argues that there are often some common weaknesses within the teaching of Religious Education and they are that teachers focus on what will be taught rather than what will be learnt, that progress is often measured by gains in knowledge rather than a deeper understanding which includes the use of analogy, critical evaluation, linking ideas and concepts and transferring concepts between topics. Rather than extended writing being narrative and descriptive it needed to be more evaluative. Baumfield also argues that pupils within Religious Education are often not given chances to analyse, interpret, compare, contrast or develop their own ideas. Pupils should have the chance to draw upon a wide range of opinions and form judgements based on argument and have the language of respect. In A*ppendix 8,* there is a list of the National Curriculum Thinking Skills and their characteristics.

Baumfield argues that there are practical consequences for teachers of Religious Education. She says that pupils should understand why they are doing what they are doing, in other words have the language of learning as was clearly identified in the school I visited which was using the ELLI project. She argues that pupils need to be able to reason, change their minds and with the teacher evaluate their own learning, all of which are to be found not only in the 4Rs but also the TASC framework. Students need to be able to make links with other tasks and wider experience which is present in both the 4Rs and the TASC wheel.

While there may be issues that teachers of Religious Education or Philosophy and Belief have to address there is no doubt the subject of Religious Education with its particular demands for interpretation, investigation, synthesis, evaluation, analysis and empathy (*see Appendices 4-7)* has a great deal to offer whatever strategy is adopted by a teacher department or faculty.

 Key stage 3 National Strategy developing Thinking Skills **10**

Amongst the booklets written to explain the KS3 National Strategy for Developing Thinking Skills I found the handbook for teachers was a very useful document as it

provided a whole range of practical ideas or strategies about how thinking skills could be taught which overlapped and could be used in conjunction with the TASC wheel and the 4RS. On page 31 of the handbook is a very useful table showing which strategies could be used to develop which thinking skills. The strategies listed below have been briefly outlined:

- Advance Organisers
- Analogies
- Audience and purpose
- Classifying
- Collective memory
- Living graphs and fortune lines
- Mysteries
- Reading Images
- Relational Diagrams
- Summarising

(a) Advance Organiser
The purpose of an advance organiser is to make a link between what pupils already knew about a topic and what they will need to know and could take the form of concept maps, spider diagram, flow chart story, anecdote or study guide. In the department we have decided to design a mini programme sheet for every 2 units of work to give pupils and students an advance outline of the topics.

(b) Analogies
The purpose of using analogies is to take a pupil from the familiar to the unfamiliar and to give pupils a mental framework in which to think. This strategy is part of the nature of understanding various aspects of Religious Education and therefore the subject would have an important contribution to the development of the thinking skills information processing, reasoning and evaluation.

(c) Audience and purpose
This strategy aims to make pupils aware of their audience and purpose and therefore consider why things are done.

(d) Classifying
This is to do with organising, processing and applying information. It is about putting information into groups and sub groups whether for example through a card sort or objects sort. It is an inductive approach to learning where one starts from the particular and moves to broader generalisations and theories. Within Religious Education topics as the Arguments for the Existence of God can also be linked with the general processing of information whether through sequencing, comparing and contrasting and analysis of part /whole relationships.

(e) Collective Memory
Pupils work in small teams to recreate a map, picture diagram photograph or advert or poem that has a physical structure. One member at a time is sent from each team to look at the image for ten seconds and then return to the group with a new piece of information. This develops visual literacy. Some members of the department used this approach when explaining the Jewish Festival of Passover. A table was laid out

showing what would be the elements of a Passover meal and the class was divided into groups. Each group had to reconstruct a diagram of the table but only one person from the team was allowed to visit the table at a time and take back a piece of information so that the group could recreate the diagram.

(f)Living Graphs and Fortune Lines

In the teachers' handbook the fortune line is illustrated through a Religious Education lesson. The story of the Passion Narrative is used. On one axis are feelings from happy to very unhappy and on the other axis are the events of the Passion Narrative such as. the Last Supper, Judas' kiss, arrest, trials and so on. Pupils plot the emotions of different people such as Judas, Mary and Peter as they go through the events of the Passion. Pupils then justify their choices.

(g)Mysteries

In this, pupils are presented with a range of information between 15 – 20 pieces of data on separate card or paper and have to sort the information to solve a problem where there is no single solution. The information will include red herrings and also provide some form of ambiguity. The benefit of this strategy is that children's thinking becomes physical as they move the pieces of card around the table and the teacher can see how the thinking is going.

(h)Reading images

Pupils are given an image with a white border as a source of information and pupils are asked to annotate or label the picture and should suggest an overall heading or title. Pupils need to be able to explain their thinking to others. This could be done with a huge range of material from Religious Education – religious paintings, places of worship, religious ceremonies, festivals or people's actions.

(i)Relational Diagrams

Examples are Venn diagrams. Where a series of shapes or diagrams are used to show different links between pieces of information. In Christianity it could be used to explain the concept of the Trinity or Aquinas' explanation of the meaning of Religious Language.

(j)Summarising

The selection of the most relevant points and organising them into a concise manner requires pupils to find the main threads of information and link them.

The teachers' handbook goes on to identify how to use them, how to assess the thinking skills, how to identify what difficulties might arise, how to explain the skill in terms of learning (meta-cognition) and how it links with other areas of life beyond school, whether advertising, what people say in conversation, university or the work place.

This handbook contained many ideas which could be used to vary the delivery of Philosophy and Belief and learning skills, which ultimately I would hope give pupils more confidence in their learning to make them more independent.

IV. The TASC Framework

Tasc stands for Thinking Actively in a Social Context and details can be found on the National Association for Able Children in Education's   website.[11]
NACE describes the TASC framework as:

 'a well researched and universal thinking skills framework developed by Belle Wallace'.

A text book that was helpful in understanding how the process could be applied to a particular subject was 'Using History to Develop thinking Skills at Key Stage 2.'[12] as well as an inset day run by the Local Education Authority led by Belle Wallace.

The key ideas behind TASC are that thinking is not static and that children need to understand that they can make positive progress and develop. Pupils and students need to be part of the decision making progress and they need to be involved in what they learn and how they learn and to have some ownership of what they do and understand the purpose of learning. The contextual aspect of TASC is that pupils need to see a sense of what they do and to see how it fits into the bigger picture of learning in the same way that people start to understand the world by seeing links or bridges between different parts of the puzzle.   Belle Wallace argued that when using the TASC framework the teacher is the Senior Learner. It was important to talk through the learning strategy for the pupils and she advised that at each stage of the TASC Framework there needed to be a form of assessment. However the whole of the TASC wheel did not have to be used all the time so long as some point all the processes and have been covered. To introduce this approach to learning Belle Wallace suggested a TASC Framework day. It could become the focus of a Year 7 Induction day where the pupils are set a task that has to be completed using the 8 steps through the day. The TASC framework is divided into 8 sections and often presented in the form of a wheel. Each section is one thinking stage in a problem solving approach. The 8 stages are:

Thinking skills	
1.Gather/ Organise	What do I know about this?
2.Identify	What is the task?
3.Generate	How many ideas can I think of?
4. Decide	Which is the best?
5.Implement	Let's do it!
6.Evaluate	How well do I do?
7.Communicate	Let's tell someone
8.Learn from Experience	What have I learned?

I have briefly explained each of the stages in the framework below. But much more information can be gained from the NACE website. (11)

Gather /Organise

The purpose of this is to ask what does the pupil or student know from general knowledge, life outside school and other subjects about the topic and to summarise the information as a mind map. Belle Wallace described this process as producing the 'collective brain of the group.' She argued it was a good way to motivate children and one can see at a glance those who have background knowledge and can make links with what will be taught and those that may struggle. Bringing to the topic what was already known was the key to ownership and a way to make links. This also links in with the National Curriculum strategy of Advance Organisers and Guy Claxton's planning. If the pupils are unfamiliar with any background information on the new topic then they have to be given a range of information and sources from which they can then start.

Identify

This part of the thinking process deals with the question, what is the task in hand? It is where the teacher models the task, where pupils check the nature of the work ahead, and check that they understand the criteria. This is where they can try and anticipate obstacles

Generate.

It is here that as many ideas as possible are generated about how the task can be completed. It is where who can help, is identified and where more information can be gathered. It is also where a range of strategies and opinions can be sort.

Decide

At this point this is where pupils have to decide from their ideas which ones they will select and which ones they will reject and why - here a plan is developed.

Implement

Otherwise described as 'Let's do it!' This is where the task is carried and as the work is being done pupils are expected to check whether they are doing things correctly and what they did will do next.

Evaluate

This is concerned with reviewing the process, considering what changes could be made in the future, how the pupils worked and whether the problem was solved.

Communicate:

This is the point at which the work has to be communicated. Such questions as to how the work can best be explained, how is someone to be interested and is there the right information for the audience.

Learn from experience

Finally the pupil can ask what can I learn from this experience? How can the information gained be used and have I changed as a result? What do I now think and feel?

The dynamic process of the framework is best understand by reference to:
 Appendix 10   the mind map explaining the meaning of TASC
 Appendix 11   the TASC framework
 Appendix 12 the questions to be asked in the TASC framework

My own reflection.

The information above really describes the first part of the journey of my fellowship and that was to understand what is meant by independent learning, what approaches, skills and strategies are currently being used to develop this way of learning. How ever there is also another part of the journey that has emerged as I have progressed and that is for me to ask certain questions of myself as a teacher. Do I have the confidence and the courage to let go of a content driven curriculum and be prepared to hand over more of the learning journey to the pupils? To what extent do I see myself as a learner, perhaps the senior learner in the classroom? How much am I prepared to lay out the demands of unit of work and say to the pupils and students what do you think is the best way to cover this material? Clearly the complexity of some topics requires teacher led explanations – but is it all?

Application

How each of the 4 strategies was used.

The next stage of journey was to look at how some of the findings from above could be implemented into the existing schemes of work based on the Somerset Agreed Religious Education Syllabus. The department decided to adopt two strategies: Belle Wallace's TASC Framework and Guy Claxton's Four Rs. The aim was not to displace existing subject matter or skills of Philosophy and Belief but rather to enhance what was applied already being taught. Each strategy served a different role. Belle Wallace's TASC Framework was to be used with more problem solving, project type, enquiry work and Guy Claxton's work was to be used to draw attention to qualities or attitudes to learning at particular points in the schemes of work. These two strategies themselves are not exclusive and the existing schemes of work carried some of the ingredients of each strategy. However by making the learning skills more explicit and by giving it a structure, the intention was to give pupils a better understanding of the process of learning and therefore support the subject teaching. There was a large amount of overlap between these approaches and the ELLI framework and the Key Stage 3 National Strategy Leading in Learning: Developing Thinking Skills Strategy, that were also to be drawn on.

Unable to afford to pay for the online ELLI project and training required to go with it what was learnt from seeing it used in practice was the value of the language of learning. As a result, terms used to describe how the learning is to be completed are to be taught explicitly. From the Key Stage 3 National Strategy Leading in Learning the department will be adopting some of the practical strategies outlined to deliver some of the thinking skills taught on the course.

By the end of Key Stage 3 our aim was that pupils would be confident in applying the TASC framework to the subject matter and skills of Key stage 3 so that by the start of Key Stage 4 it was embedded into the way pupils work. Our aim was that by the end of Key Stage 3 we would also have found the opportunity to have applied aspects of the 4Rs so that pupils would have the language to understand how they were learning.

Building on Junior School Visits

The Philosophy and Belief department also decided to continue a junior school practice of traffic lights, talk partners and rucksack. 'Traffic lights' is a self assessment process used by pupils. The department has decided to use it so that pupils indicate their level of understanding or confidence on a topic, green being confident in the work, amber indicating a partial understanding and some confidence and red indicates no confidence and little or no understanding. The image of a rucksack will be used to convey the idea that we carry around with us various learning strategies and that we can draw on the contents of the bag.

Key Stage 3

At Key Stage 3 we have decided to use the full process of the TASC wheel twice a year on units of work that lend themselves to more project type or problem solving pieces of work. In *Appendix 9* is a brief outline of what we have intended to do.
In each of the Key stage 3 topics there was a decision to be selective about what language of learning would be used and what would be emphasised. We were fully aware that there were other skills being taught such as evaluation however in order for the language to be used effectively and in order for their to be an assessment of what was going it was necessary to be selective. During the year of my Farmington Fellowship I have used the TASC framework with 2 groups of pupils in my school, which is a coeducational comprehensive. Both groups were mixed ability, one in Year 8 and one in Year 9. In A*ppendices 14 –15* are examples Year 9 and Year 8 programmes of study written into the TASC framework. The Year 7 framework has not yet been used but has also been written into the framework (*Appendix 13).* The writing and application of each framework raised different points.

Using the 4R web diagrams

The planning of the Year 7 TASC Framework was completed using the web diagram of Guy Claxton's Resourcefulness see *Appendix 5.* This proved to be very useful as we were able to check whether the nature of the work opened itself up to particular skills other than those we were delivering through the TASC framework. We found that the topic lent itself to the skill of Making Links and in particular what the Somerset Syllabus calls Synthesis. Synthesis is linking significant features of religion together, and connecting different aspects of life into a meaningful whole. To explore various aspects of Sikhism in Year 7 the TASC framework has been selected. Each group within a class is to be responsible for contributing to a class presentation and wall display on key aspects of Sikhism. The outline of the work is to be found in *Appendix 13.*

The TASC Framework in practice

a.Giving pupils an overview

In order to give pupils a greater sense of ownership and understanding of the unit they were given an overview of all the lessons in the unit put into the TASC framework. The aim was to show the pupils that the learning of the subject matter was developing in parallel with the learning skills.

The framework was presented in a circle on brightly coloured paper, which was stuck into their books. What I really liked about this was that they were able to see ahead where the unit was going in terms of not only content but how they should be learning. It also meant that pupils were more in control of the direction they were taking their work rather than it being teacher led. It acted like a map for the unit of work with not only me, but the pupils seeing the way ahead. However as explained in the pupil review below they did not like this manner of presentation so an alternative has since been developed as shown below.

b.Applying the Gather / Organise section

Where I was unsuccessful in using the Gather / Organise section of the TASC framework was that the Year 8 unit required some background knowledge of the tension in the Middle East over the land of Israel and most pupils did not have this knowledge Pupils' background knowledge of any issue to do with the Middle East was almost non existent. I was very mindful of P Candy's comment from his chapter 'On the attainment of subject autonomy in Learning' 7 that one can be dependent in one area of learning and independent in another area of learning. This was a topic where the pupils were totally dependent on someone else providing the background information. The pupils had no knowledge to bring to the Gather/Organise section of the TASC framework. I realised there are some topics where there needs to be a large teacher input of material before the framework can begin and that the TASC approach cannot be used for all aspects of teaching. In other words the complexity or newness of material requires significant teacher input. The outcome is that we have been selective as to which topics lend themselves to the TASC framework so that independent learning skills can be built giving pupils confidence.

c.Not all parts of the TASC framework have to be used together

Two points advised by Belle Wallace which I have not yet followed through are that each section of the framework can be used independently. Where there are some concepts/issues that need to be teacher led it would be possible to use simply a part of the TASC framework as part of a unit of work.

d.Assessment within the TASC framework

Secondly, Belle Wallace also advised that there should be some type of measurement or assessment of how each section of the framework has been used by the pupils. The assessments that have been done in Year 9 were peer and teacher assessment. Each group that gave a presentation to the class was assessed by the pupils for their strengths and weaknesses in relation to the original criteria as well as being given a grade by me. Following advice from colleagues it may well have been better to have separated out assessment of the knowledge and understanding of the subject on Religion and Media from the assessment of the actual learning skills. This is another area that will need further development.

<u>e.Pupils response to 'Generate' and 'Decide'.</u>
The Year 9 TASC framework was used by two teachers in the department and with two quite different group mixed ability groups. It was found that the majority of pupils wanted to move very quickly through the 'Generate' and 'Decide' sections and would have preferred to have moved from 'Identify' to 'Implement'. The pupils found it hard to understand the need to generate more ideas than were actually going to be used and found it hard to accept that they should not just work with the first few ideas they had. They found it hard to accept that good planning included discarding some ideas

<u>f.Pupil review of the TASC framework.</u>
I asked the mixed ability Year 8 class that was taught one unit of work using the TASC framework for their views, highlighting its strengths and weaknesses.
Below are their unedited comments:

Benefits
▪'Looked at every aspect of the subject'
▪'You had a structure to follow'
▪'Plans out the problem well'
▪'If you need help you can just keep looking back at the TASC wheel'
▪'It can be a more fun way of learning'
▪'We get to work in groups'
▪'Made learning clearer'
▪'Good way to interact with pupil and teacher'
▪'Different types of learning – good education source'

▪**Weaknesses**
▪'It's not your own plan'
▪'Hard to understand'
▪'The headings are weird'
▪'Needs to be used for every problem not just sometimes'
▪'Too many steps to follow'
▪'Some unnecessary stages'
▪'The tasks are bit out of the ordinary'
▪'Can be confusing'
▪'Its hard if you get behind on the schedule'
▪'Should be written in a clearer form.'

From this review certain themes started to emerge: the benefit of pupils seeing an overall structure, but also the difficulty with understanding the language. This Year 8 group did not like the information being presented in a circular wheel. While the information on the wheel was much used the pupils found it difficult to work with. The outcome is that the circular wheel approach has been presented as a classroom display in the two rooms where the TASC approach has been used. The benefit of this is that the framework can be seen as a dynamic process. However in order to provide the TASC Framework for the pupils' books it has been presented more in the structure of a programme which pupils should find more user friendly. The programme for the Year 9 unit, Religion and the Media has been written in the light of pupil feedback.
See Appendix27

The year 9 Lessons Plans. *Appendices. 15 - 35*
These lesson plans combined an existing topic Religion and the Media already taught in Year 9 but were written into the TASC framework. Since teaching the unit of work further amendments have been made. The unit already was a project based piece of work but what is new is now that the process of learning is made explicit and the pupils are given the language of learning. What is new for the department is that the whole learning process is shared with the pupils from the outset. I found that pupils were far more aware if they were absent from a lesson as they could see what part of the learning process they had missed. This became an important issue for several pupils. Providing pupils with an overview also means that one's teaching became far more open to scrutiny by pupils and the process open to questioning, which is exactly what a pupil who is developing independent learning skills should be doing! The Evaluation stage of the framework places an explicit emphasis on drafting. Belle Wallace stresses the point to pupils and staff that a final piece of work can only be accomplished after drafts and reviews. This approach is what lay behind the worksheet ' Drafts are OK' *Appendix 33.* The aim was to stress that some of the most accomplished people in our history did not achieve their great achievements without thinking and rethinking.

What I have added to the amended schemes Year 9 schemes of work is the invitation to a guest to see the final piece of work. This is something that is done in some areas of teaching particularly Junior School but is also an important part of the 'Communication' element of the TASC framework.

Still to be done is to write the framework and the programme of the unit so that it is user friendly for pupils with special needs. This issue was not addressed.

TASC Framework applied to Year 7 and Year 8
There are also two other units of work, which have been put into the TASC framework. The Year 7 unit on Sikhism, which has not yet been taught and the Year 8 unit called the De Laeur Mystery, which was taught introducing some of the explanations given for the tension of the land of Israel. However, the Gather/ Organise section needs to be rewritten to overcome the pupils not having enough/any background information to build on. One suggestion by a colleague was to introduce more generally the idea of conflict and why there can be conflict over land and inheritance as part of the Gather / Organise section of the TASC Framework. As a discussion about conflict in its general sense is something most pupils would be able to contribute to it was thought this could be a more effective starting point.

Further Developments

Sixth Form personal statements.
The importance of knowing what language to use to describe learning has had an impact on what guidance is given to Year 12 students in writing their university application personal statements. Not only in the department but across the whole Year group far more focus has been placed on the what language can used to describe the different skills, knowledge and understanding that have been acquired by students studying A'S Levels. At last we are actually seeing personal statements that describe how what has been studied!

<u>Involvement of other departments</u>
Four further departments within the school have expressed an interest in the use of the TASC framework and so it is hoped that as more subjects use some of this language of learning it will become more familiar to pupils students and enable us to further their understanding of how they learn and therefore increase their confidence to be more independent.

Conclusion

This fellowship has enabled an issue of concern to be explored, and that is the lack of independent learning by some pupils and students in the school in which I teach. Discussion with staff from local Primary Schools has made me aware of the great importance of understanding what skills of independent learning are brought into the school by pupils in Year 7. Discussion with my tutor has made me aware of the importance of preparing students for the demands of independent learning in Higher Education. However the ability to learn independently is not just an issue of developing general learning skills but it is equally an issue within a subject area as well. When delivering the skills of independent learning it has to be accepted that this cannot be done without using up time that would otherwise have been used for delivering subject matter. A key part of building up independent learning skills is to give pupils and students the language of learning so that they can articulate how and what they are learning. Each of the practical strategies such as the 4 Rs, the ELLI project, the TASC Framework and the KS3 Thinking Skills all have something to contribute to building up the skills. Comments from both colleagues and pupils have been invaluable in providing feedback and showing that it is important not to be too ambitious about what can be achieved in a year.

Appendix 1

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The Daily Telegraph

'Spoon-fed' pupils can't cope at college

By Liz Lightfoot
Education Correspondent

UNIVERSITY admission tutors have warned the Government that the reputation of higher education is being put at risk by falling standards in literacy, numeracy and study skills among school leavers.

They say that the "reduced teachability" of new undergraduates means that increasingly universities are losing valuable time in providing remedial courses in subject knowledge and study skills, such as writing essays.

School pupils are being "spoon-fed" to pass exams instead of being encouraged to develop knowledge and understanding. As a result, they arrive at university expecting to be told the answers.

The damning comments are contained in the most comprehensive study undertaken on what admission staff think of their students. The report, to be published today, says that essentials have been removed from many subjects and that the Government's changes to A-level, which is now taken in "bite-sized" chunks, has resulted in students who "want to learn and forget" rather than to "learn and know".

The study, by Oxford University's educational studies department and the Universities and Colleges Admissions Service, interviewed academics from 250 universities. It says that today's students, even those with top grades at leading institutions, are likely to "lack independent thought", have "a fear of numbers" and prefer the internet to books.

It questions whether the Government will reach its target of 50 per cent of pupils going on to higher education without further jeopardising standards if the new students are even less well-qualified than the present ones.

The report, leaked to the *Times Higher Education Supplement*, will make uncomfortable reading for Tony Blair and Ruth Kelly, the Education Secretary, as they hold a seminar today for companies and charities interested in forming new trust schools.

The Confederation of British Industry and the Institute of Directors have complained about declining standards of literacy and numeracy in the school leavers and graduates they recruit but this is the first time that the universities have spoken out. The tutors blame the league table culture of the past few years and Labour's changes to the A-level, which has been divided into two parts and six modules since 2000. They say that these have encouraged schools to spoon-feed students to produce good results.

The tutors question the reliability of course work, which has become a feature of examinations, saying that some students receive much more help than others.

Dr Geoff Hayward, the director of the Nuffield Review, denied that the negative comments amounted to "whingeing" or "harking back to some golden age".

He said: "They represent genuine concerns about young people and their capacity to benefit from the higher education experience."

Pupils were subjected to so many exams and tests that they arrived at university suffering "assessment burn-out". The constant testing of what they had learned prevented them from developing a deeper understanding of the subjects.

The report says: "Learners who may have achieved academic success by such means at A-level, it was felt, are increasingly coming into higher education expecting to be told the answers.

"They struggle to cope with the more independent and self-directed style of learning

Sally Cartwright
Farmington Fellowship 2005-2006
Primary School Research

Name of School…………………………………………... Date……………………
Address………………………………………………………………………………..
………………………………………………. ………… Tel No…………………..
email……………………………………………………….
Headteacher…………………………………………..

Member of staff interviewed……………………………………………………………
School Post……………………………………………………………………………
Teacher responsible for Religious Education…………………………………………

Whole School Teaching on ILS

2.Are Independent Learning Styles explicitly included in school targets/ school development plan/schemes of work?

1.How would the school define ILS?

3.Are Independent learning skills taught explicitly?

4a.Does the school have a stepped programme of developing ILS?

4b.Is the programme explicit and built into the curriculum for each scheme of work?

4c.Please give an outline of the programme?

4d.What would you expect pupils to be able to do in terms of ILS at the end of Year6?

5.Are all classrooms arranged to promote ILS and if so in what way?

6.What T&LS would you use to promote ILS?

7.Are some teachers more inclined to promote ILS than others?

Independent Learning Styles and Religious Education

8.Are some ILS taught in RE at Key Stage 1 and if so what?

9.Are some ILS taught in Religious Education at KS2 and if so what?

10.In what way might the teaching of RE in particular contribute to the development of ILS?

11.What should a secondary school Religious Education Department do to build on what you have done ?

12.Any further comments

Thank you

BLP- Absorb: we attend to what our brains find interesting

BLP - Managing Distractions

BLP - Noticing : rather than thinking

AMV - Interpretation: meaning from artefacts ,poetry, symbolism

P4C - Noticing**: what is / what** could be in a picture

What is the task? What

RESILIENCE

BLP- Persevering: it' s OK to find learning difficult

Elli - Resilience: learners like a challenge, give it a go, even if outcome is uncertain

TASC Identify:

are the obstacles? Why can't I do this?

Implement: Am I doing this correctly?
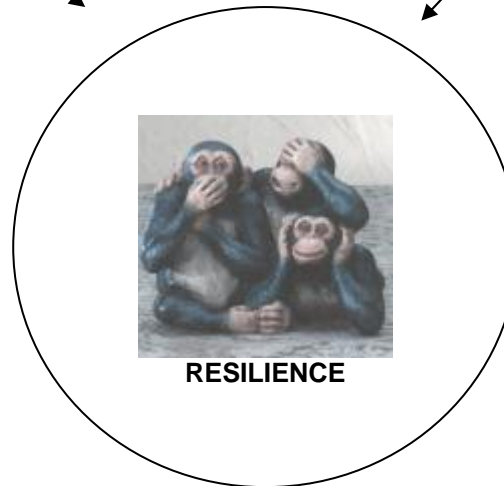
Key:
BLP = Building Learning Power
AMV = Locally Agreed RE syllabus Awareness Mystery and Meaning
P4C = Philosophy for Children
ELLI = Effective Lifelong Inventory
TASC = Thinking Actively in a Social context
JS = Junior School

TTR = Thniking Through Religious Education by Vivienne Baumfield

Appendix 5
Learner Skills
Resourcefulness

(1) BLP – Questioning
Curiosity
Don't be afraid of not knowing
JS   Talk partners
AMV   Investigation   – asking relevant questions
‐ What might count as good evidence
ELLI   Critical curiosity - ask why? – don't be passive
KS3   Enquiry Skills   - ask relevant questions
‐ plan research/predict outcomes
‐ test conclusions& improve ideas

(2) BLP Making Links
Link experience/opinion/beliefs
Link between subjects
Use analogies from own memory
Practical tip: wonder wall
AMV Synthesis: -   linking significant, features
of religions together, connecting different
aspects of life into a meaningful whole
ELLI   Meaning Making – links between what pupils
are learning and what they already know.
Opposite is fragmentation
KS3   Strategy bridging/relational diagrams

KS3/TTR - Locate / Collect relevant information
sort/ classify/sequence/compare/contrast

AMV - Investigation - Know how to use a variety of sources to gather information
- Know what might count as good evidence in understanding religions

(4) BLP - Reasoning
Logical/analytical/explicit disciplined thinking. Practical tip: Venn Diagrams

AMV Evaluation Debate the religiously significant
Weighing claims of self interest/others/religious teaching/conscience
Analysis: Making links between religion, individual, community, national & international life
Identifying key religious values and links with secular values

TTR – Evaluation Skills Have confidence to judge value of material. Have judging criteria.

(**NB BLP** = Building Learning Power, **ELLI** = Effective Lifelong Learning Inventory, **AMV** =
Awareness Mystery Value, **TASC** =Thinking Actively in a Social Context, **TTR** = 'Thinking Through
RE', **JS** = Junior School Strategies –to be continued into secondary school).

Resourcefulness

TASC: Gather / Organise: What do I know about
something?
Identify: What are my goals? What are the
the obstacles. What do I need to do know?
Generate: Who can help? Where can I find out
more. What do others think ?
Is there another way of doing this?
Decide: What will happen because of my
decision/action? What are the arguments for
and against? What is my plan?
Implement: How do I check my progress?
Evaluate: How well did I do? Could I do it better
next time.
Communicate: Who can I tell? How do I interest
someone else?
Learn from Experience: How have I changed?
What do I think and feel?

(3) BLP Imagining.
See things in different ways/ active – mental scenario
receptive–inklings
problems slips to back of mind
Practical tip: teacher language 'could be' – rather than
'this is how it is.'
AMV – Empathy power of imagination
To identify with feelings such as love / wonder /
forgiveness / sorrow
To consider thoughts and feelings experiences attitudes,
beliefs values of others
To see issues from others' points of view

KS3/TTR – generate & extend ideas/suggest
hypotheses/apply imagination/Look for alternative
imaginative outcomes
ELLI - Creativity look at things in different ways. Opposite
is 'rule bound'
KS3 – Skill – Creative Thinking: generate & extend ideas / suggest
hypothesis / apply imagination

(5) BLP Capitalising – Use physical space and all forms of equipment

BLP – Planning
More strategic about learning
Take responsibility for learning
Plan
Organised
KS3 Strategy
Advance Organisers
 (e.g. document outlining for pupils
  a programme of study)

 BLP Revising
Change plans
Think on feet
 Deal with unexpected
TASC: Decide: prioritise ideas
          Evaluate: could I improve

REFLECTIVENESS

BLP Distilling

Mulling over experience
Transfer skills
Looking for generalisations

AMV Application

Making links between religion
individual & community, national
international, life
Identifying key religious values and their links
with secular values

AMV Reflection

Ability to reflect on feelings
Experience, attitudes, beliefs, values,
Relationships, ultimate practices
and questions

BLP Meta- Learning
a) General understanding of learning
E.g. **JS. Rucksack method** Reader &
unfamiliar word/ sound it out, break it
down, re-read previous sentence /
read on
b) Understanding self as a learner

AMV Self understanding
The ability to draw meaning from
significant experiences in their own
and other's lives from religious
questions and answers.

AMV Expression
The ability to respond to religious
ideas, beliefs and questions through a
variety of media

ELLI Strategic Awareness
Good learner has a tool kit of
strategies for different learning
situations, opposite to this is 'robotic'

ELLI Changing and Learning
Good learner knows they can improve.

TASC Learning from Experience:
What have I learned?

KS3 Strategy: Plenary

(1) BLP Interdependence
Balance between working on
own and working with others
ELLI Learning relationships
Effective learners like to work
with others, learning from them
and with them. They can work
on their own too. The opposite
is dependent

(2) BLP Collaboration Know how
to work with others -pair/team,
share info & ideas
JS   Circle Time
KS3 Strategy Collective memory
TASC   Communicate Who can I
tell?
JS All 3 schools visited
recommended a continuation of
'circle time' into secondary
schools

RECIPROCITY

(3) BLP Empathy and Listening
Use classrooms as communities
of enquiry
TASC enquiry based learning
P4C   use of art/pictures to explore
questions.

(4) BLP Imitation
We absorb mental strategies
& habits of those we admire
TASC Identify Teacher
models the task

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Appendix 8

Baumfield V. 2002. <u>Thinking Through Religious Education</u>. Chris Kington Publishing. Cambridge

National Curriculum Thinking Skills are as follows:

- Information processing skills
- Reasoning skills
- Enquiry Skills
- Creative thinking Skills
- Evaluation skills

Information- processing skills:
Locate and collect relevant information
Sort, classify,
Sequence
Compare and contrast
Analyse part/whole relationships

Reasoning
Give reasons for opinions and actions
Draw inferences and make deductions
Precise language to explain what they think
Make informed judgements and decisions

Enquiry skills
Ask relevant questions
Pose and define problems
Plan what to do and how to research
Predict outcomes and anticipate consequences
Test conclusions and Improve ideas

Creative Thinking Skills
Generate & extend ideas
Suggest hypotheses
Apply imagination
Look for alternative innovative outcomes

Evaluation skills
Evaluate information
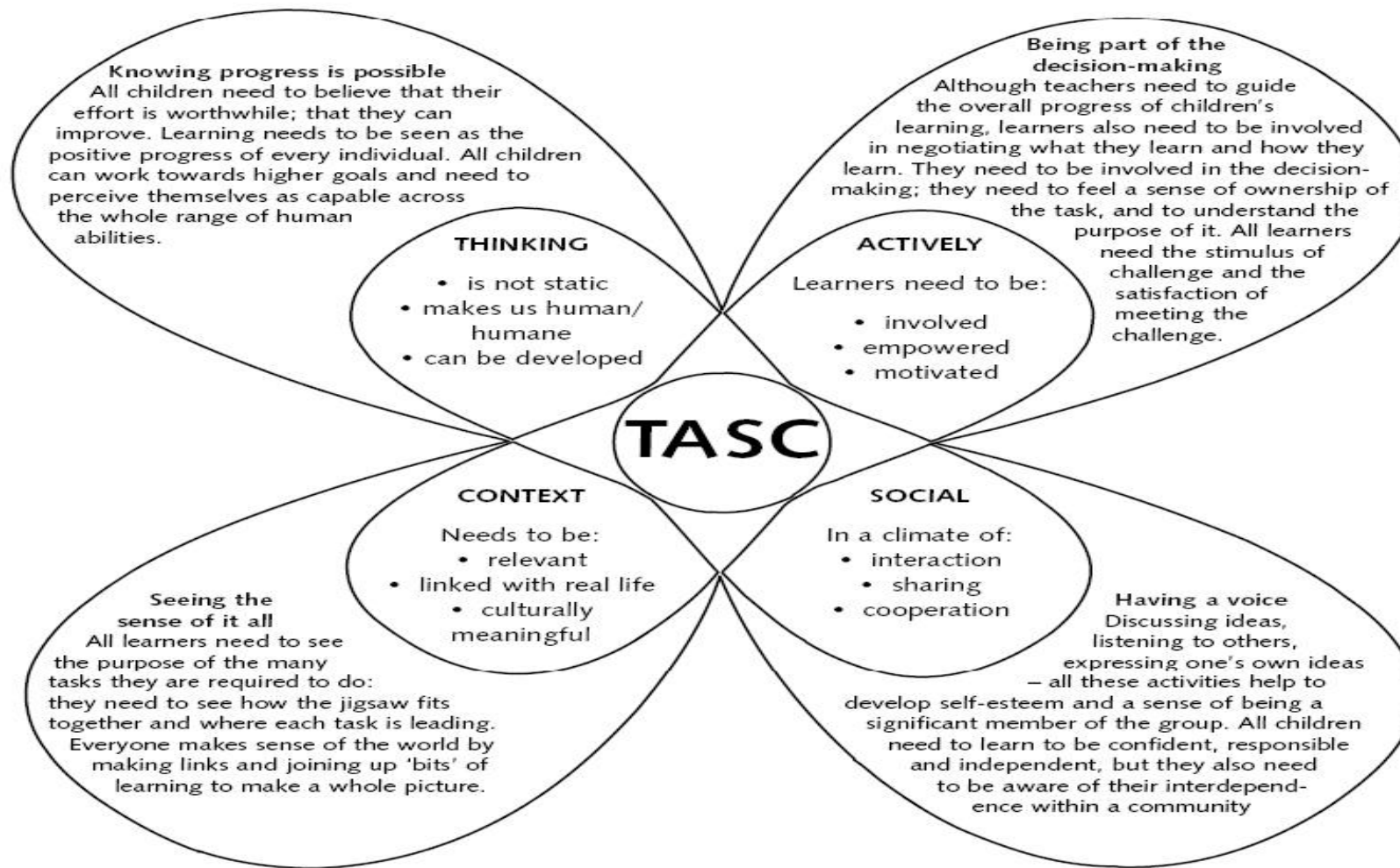Judge value of what they read, hear and do,
Develop criteria for judging the value of work or ideas.

Year 7	Who am I?	Hinduism	Christianity	Sikhism

	Reflectiveness
	Meta learning
	`Rucksack`
	Self assessment
	`Traffic Lights`
	Reflection
		TASC Framework	Reflectiveness
			Meta learning
			Application
				TASC Framework

	Resourcefulness Questioning `Talk Partners` Reasoning		Resourcefulness Making Links **Relational Diagram***	
Evaluation				

Year 8	Ultimate Questions	Teleological Argument Story of Creation	Stewardship & Foxhunting	Judaism	Religious Experience & Islam
	TASC Framework	Resilience	TASC Framework	Reciprocity **Collective memory***	Resource-fulness Imagining Reasoning **Fortune lines***

Year 9	Ethics	Wealth & Poverty	Religion Media	Problem of Evil & Suffering	Buddhism
	Resource-fulness Making Links Reasoning		TASC framework		TASC framework

Mindmap 7: The meaning of TASC and its essential tenets (extended from Wallace 2003a)
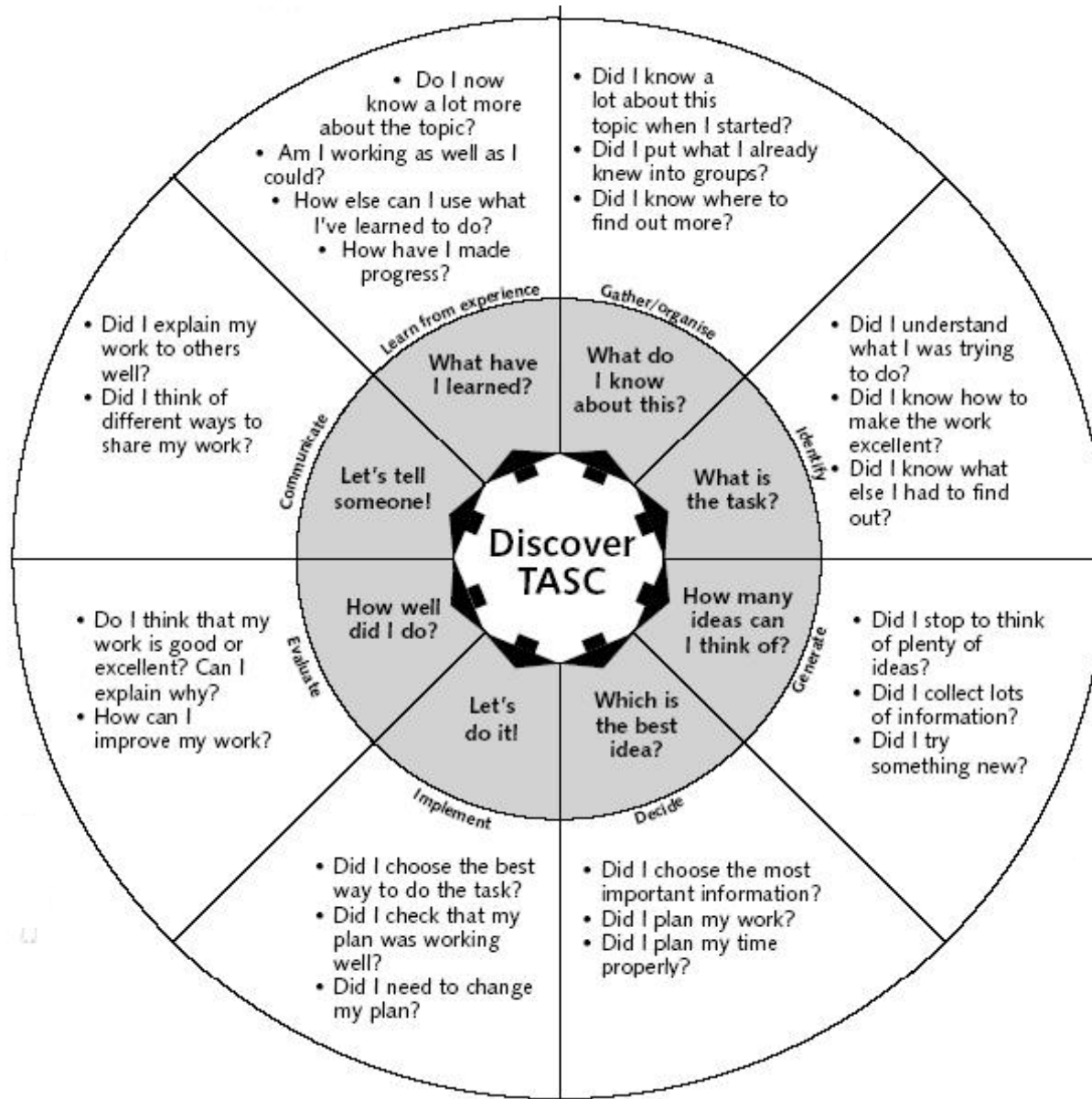
Knowing progress is possible
All children need to believe that their effort is worthwhile; that they can improve. Learning needs to be seen as the positive progress of every individual. All children can work towards higher goals and need to perceive themselves as capable across the whole range of human abilities.

Being part of the decision-making
Although teachers need to guide the overall progress of children's learning, learners also need to be involved in negotiating what they learn and how they learn. They need to be involved in the decision-making; they need to feel a sense of ownership of the task, and to understand the purpose of it. All learners need the stimulus of challenge and the satisfaction of meeting the challenge.

THINKING
- is not static
- makes us human/ humane
- can be developed

ACTIVELY
Learners need to be:
- involved
- empowered
- motivated

TASC

CONTEXT
Needs to be:
- relevant
- linked with real life
- culturally meaningful

SOCIAL
In a climate of:
- interaction
- sharing
- cooperation

Seeing the sense of it all
All learners need to see the purpose of the many tasks they are required to do: they need to see how the jigsaw fits together and where each task is leading. Everyone makes sense of the world by making links and joining up 'bits' of learning to make a whole picture.

Having a voice
Discussing ideas, listening to others, expressing one's own ideas – all these activities help to develop self-esteem and a sense of being a significant member of the group. All children need to learn to be confident, responsible and independent, but they also need to be aware of their interdependence within a community

The TASC wheel showing the following stages around a central "TASC" hub:

- **Gather/Organise** — What do I know about this?
- **Identify** — What is the task?
- **Generate** — How many ideas can I think of?
- **Decide** — Which is the best idea?
- **Implement** — Let's do it!
- **Evaluate** — How well did I do?
- **Communicate** — Let's tell someone!
- **Learn from experience** — What have I learned?

12. Wallace,B (ed) (2003). <u>Using History to Develop thinking Skills at Key Stage 2.</u> Great Britain. David Fulton Publishers

Discover TASC Wheel

Gather/organise — What do I know about this?
- Did I know a lot about this topic when I started?
- Did I put what I already knew into groups?
- Did I know where to find out more?

Identify — What is the task?
- Did I understand what I was trying to do?
- Did I know how to make the work excellent?
- Did I know what else I had to find out?

Generate — How many ideas can I think of?
- Did I stop to think of plenty of ideas?
- Did I collect lots of information?
- Did I try something new?

Decide — Which is the best idea?
- Did I choose the most important information?
- Did I plan my work?
- Did I plan my time properly?

Implement — Let's do it!
- Did I choose the best way to do the task?
- Did I check that my plan was working well?
- Did I need to change my plan?

Evaluate — How well did I do?
- Do I think that my work is good or excellent? Can I explain why?
- How can I improve my work?

Communicate — Let's tell someone!
- Did I explain my work to others well?
- Did I think of different ways to share my work?

Learn from experience — What have I learned?
- Do I now know a lot more about the topic?
- Am I working as well as I could?
- How else can I use what I've learned to do?
- How have I made progress?

12. Wallace,B (ed) (2003). Using History to Develop thinking Skills at Key Stage 2. Great Britain. David Fulton

Year 7

TASC Wheel

Sikhism

Teacher introduces concept of TASC

Gather / Organise
Lesson1.

- *What do I already know about:*
  Sikhism
- Sources?
  other pupils, textbook, junior school, knowledge, books, internet, CD Rom
- Questions to explore
  topic further?
- How to put this information together?
  Web diagram
- Use of textbook to
  gather background information

Identify
What is the task?

- To give a presentation
  on one aspect of Sikhism
  Choose from the following:
  Gurdwara, 5Ks, 10 gurus,
  Guru Granth Sahib, Golden Temple,
  Festival(s)
- 6 groups allocated one aspect each
  & produce 5min presentation as part of
  class whole
- Teacher to give an example
- Identify and describe related
  artefacts/ pictures/ objects,
- Research and explain the meaning
  or beliefs relating to the artefacts,
- why this is important to Sikhs,
- How might a Sikh feel differently about
  this compared with a non believer?
- Consider presentation styles
  booklet/power point/role play

Generate

Lesson 3a. Teacher + Group work

How many ideas can you think of?

- Teacher review group approach
- Rules of working in a group.
- Who does what in group?
- How best to work in group
- How do we make sure every one knows what to do?
  Teacher allocates pupils to groups
  In groups:
  Discuss ideas about how to do presentation

Decide

Lesson 3b. Group work

Which are the best ideas?

- Check task understood within group
  discuss range of ideas
  select method of presentation
  select equipment / resources
  select recording method of group decisions/plans
- Make a plan for whole task including
  plan next 3 lessons 2 Hws
  Share out tasks
  among group

Implement

Lesson 4-6. Group work

Do it

- Group carry out tasks identified in ''Decide'
- Before end of each lesson: check plan:
- does it need to be changed?
- write in changes in different coloured pen
- are there any problems?
- check each person in group knows what they are doing next lesson/what to bring.
- check does every one know what tasks they have to do before next lesson
- make sure by lesson 6 you have practised your presentation
- does any equipment need to be booked?

Evaluate

Lesson 6b. Group work
How well did I do?
- Show evidence that
- You got your presentation ready
  by the deadline?
- How well did you work as a team?
- Look back at your ideas, did you pick the
- best idea?
- Look at your action plan did you follow it?
- Did everyone work hard & help each other?
- Did you consider other people's ideas?
- What changes would you make next time?

Communicate

Lesson 7 Pupil/teacher
Let's tell someone
- <u>Pupils give 5 min Presentations</u>
  to class (and invite visitors)
- <u>Class act as markers</u> for each group
- did they describe objects / pictures?
- did they relate it to a belief?
- was the meaning clear?
- did everyone participate?
- <u>Vote on best presentation</u> (secret ballot)
- Commendation Award to best group

Learning from Experience

Lesson 8. Teacher led
- **What have I learned ?**
- ' Being Resourceful
  Sikhism research
  What more do I know?
  What links can I make with all the groups
  projects on different aspects of Sikhism
  Show Synthesis – relational diagram
  Show comparison through rough an essay
  show 3 differences & 3 similarities between
  Hinduism and Sikhism.

Year 8
TASC Wheel

De Laeur Estate Game
&
Arab Israeli conflict

Gather / Organise

Lesson1. Teacher led .

- What do I know about the
  Arab Israeli conflict?

- What are my sources?
  Other pupils
  School network
  Information pack

- What other questions
  could I ask?

- How can I easily
  put this information
  together – mind map?

Identify

Lesson1. Teacher led

- To understand issues to do
  with conflict over inheriting
  land through playing the
  De Laeur Game.
- 5 groups will be teams of lawyers
  1 group will be team of judges
- Each group to receive set of cards
  Cards contain information about
  each of the De Laeur children and
  why they should inherit the family estate
  Each group must use only 7 cards and
  use them to support their case and
  oppose other cases.
- Prepare 1 minute speech
- Judges to sort cards and work out likely
  arguments for each case.

Generate

Lesson 2 Teacher led

- How best to work in group
- Rules of working in a group
- Who does what in group?
- How do we make sure every one knows what cards say?
- How will you   record information?
- Who is going to give 1 minute speech?
- How resourceful can you be?

Decide

Lesson 2 Group work

- Class move into teacher organised groups
- Check understand purpose of exercise
- Check task understood within \ group
- Make a plan
- Share out tasks among group

Implement

Lesson 3 & 4 Group work

- Group carry out tasks identified in
- 'generate'
- 'decide'
- Sort / select Cards
- Identify arguments
- Write speech drafts
- Write speech
- Practice presentation of speech

Evaluate

Lesson 4 Group work

Check list

- How well did you work as a team?
- Did each person listen ?
- Did each person get a chance to speak?
- Did you agree on a series of reasons?
- Did you produce a 1 minute speech?
- Did you identify arguments for each character?
- What changes would you make next time?

Communicate

Lesson 5 Pupil/teacher

- Pupils give 1 minute speeches
- Pupils act as judges
- Judges complete table on each presentation
- Judges consult and announce best speech

Learn from Experience

Lesson 6 Teacher led

- With new colour pen add new points to original mind map
- Explain terms Arab/ Muslim/Israeli/Jew /Palestine /Israel Jew/Arab
- What questions would you now ask about the Arab Israeli conflict?
- What skills have you used ?
- How have you been **resourceful?** Questioning/ Made links Collaborated/Used reasoning

Appendix 15

Year 9 TASC Wheel Religion And Media

Learn from experience

Lesson 11. Teacher led
- What have I learned ?
- Mind map called 'Being Resourceful'
- A study of Film and Religious and
Moral Themes'
Suggested sections:
 Questions
 Links
 Information
 Creative
 Equipment
 Learning
 Group work
- Class in a circle : Class discussion.
 What have we learnt?

Gather/organise

Lesson1. Teacher led .
- What do I know about:
 Different types of media: films, soaps,
 documentaries, magazine programmes?
 Sources? other pupils, TV, book, newspaper,
 programmes listings.
- Other questions_ to explore
 topic further?
- How to put this information
 together?
 - table, matching programmes
 with genres
 - mind map

Identify

Lesson2,3. Teacher led
- What is the text?
- to understand that religious themes
 are found in non religious contexts
- 6 groups each choose film & produce 5min
 Film Review showing moral/religious themes
- Teacher example for 2 lessons
- Extracts from film 'Bruce Almighty'
- Match from with film plot on board
- Table, listing firewill / problem of evil
- nature of God
- Using post-its match film scenes
 to themes
- Show how and why?
- Consider presentation styles
- books/power point/role play

Generate

Lesson 4. Teacher - Group work
- How many ideas can you think of?
- Teacher review group approach
- Rules of working in a group.
- Who does what in group?
- How best to work in group
- How do we make sure every
 one knows what to do?
- Teacher allocates pupils to groups
- in group complete mind map in book:
- How many ideas can you think of?
- the following headings:
- Film ideas: Moral/religious themes /
- How can you find out more?
- Style of Film review presentation?
- What equipment could you use?
- How should you record your process?

Decide

Lesson 5. Group work
Which are the best ideas?
- Check task understood within
 group
- Take mind map and discuss
 range of ideas from each of the
 main categories
- Using High Lighter pen on mind map
 select film
 select religious/moral themes in film
 select up to 5 extracts showing theme
 select method of presentation
 select equipment
 select recording method of group decisions/plans
- Make a plan for whole task including
- plan next
 3 lessons 2 Hws Share out tasks
 among group

Implement

Lesson2. Group work
Do it
- Group carry out tasks
- identified in "decide'
- Before end of each lesson: check plan
 - does it need to be changed?
- write in changes in different coloured pen
- are there any problems?
- check each person in group knows what they
 are doing next lesson/what to bring.
- they have to do before next lesson
- make sure by lesson 8 you have practised
 your presentation

Evaluate

Lesson8 Group work
How well did I do?
- Complete the table answering these
 questions which you need to stick in
 your book
- Have you got your presentation ready
 by the deadline?
- How well did you work as a team?
- Look back at your mind map, did you pick the
 best idea?
- Look at your action plan did you follow it?
- Did everyone work hard & help each other?
- Did you consider other people's ideas?
- What changes would you make next time?

Communicate

Lessons 10. Pupil/teacher
- Let's tell someone
- Pupils give 5 min Film Review Presentations
 to class and invite (Media 6 form students)
- Were as markers for each group
- Was a relevant film selected?
- Was the plot and the theme matched?
- Were relevant themes identified?
- Was the presentation imaginative?
- Was the presentation thorough?
- Vote on best presentation (secret ballot)
- Commendation Award to best group

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Appendix 16

Year 9

Religion

And

Media

Gather / Organise

Lesson1. Teacher led .
What do I know about?
different types of media: films, soaps,
documentaries, magazine programmes?

- Sources?
  other pupils,TV, book,newspaper,
  programmes listings.
- Other questions to explore
  topic further?
- How to put this information
   together?
  - table, matching programmes
  with genres
  - mind map

Identify

Lesson2,3. Teacher led
What is the task?

- To understand that religious themes
  are found in non religious contexts.
- 6 groups each choose film & produce 5min
  film review showing moral/religious themes
- Teacher example for 2 lessons:
- extracts from film 'Bruce Almighty'
- match themes with film plot, on board
- table, listing: freewill / problem of evil
  types of evil/suffering/responses
  nature of God
  using post-its match film scenes
  to themes
- Show 'how' and ''why'?
- Consider presentation styles
  booklet/power point/role play

Generate

Lesson 4. Teacher + Group work
How many ideas can you think of?

- Teacher review group approach
- Rules of working in a group.
- Who does what in group?
- How best to work in group
- How do we make sure every
  one knows what to do?
  Teacher allocates pupils to groups
  In groups complete mind map in book:
  How **many ideas** can you think of under
  the following headings:
  film ideas. moral /religious themes./
  How can you find out more?
  Style of Film Review presentation?
  What equipment could you use?
  How should you record your process?

Decide

Lesson 5. Group work
Which are the best ideas?

- Check task understood within
- group
  Take mind map and discuss
   range of ideas from each of the
   main categories
  Using High Lighter pen on mind map
  select film
  select religious/moral themes in film
  select up to 5 extracts showing theme
  select method of presentation
  select equipment
  select recording method of group decisions/plans
- Make a plan for whole task including
   3 lessons 2 Hws Share out tasks
   among group

Implement

Lesson 6-8. Group work
Do it

- Group carry out tasks
- identified in 'Decide'
- Before end of each lesson: check plan
- does it need to be changed?
- write in changes in different coloured pen
- are there any problems?
- check each person in group knows what they
  are doing next lesson/what to bring.
- check does every one know what tasks
  they have to do before next lesson
- make sure by lesson 8 you have practised
  your presentation
- does any equipment need to be booked?

Evaluate

Lesson9. Group work
How well did I do?

- <u>Complete the table</u> answering these
  questions which you need to stick in
  your book
- Have you got your presentation ready
  by the deadline?
- How well did you work as a team?
- Look back at your mind map, did you pick the
- best idea?
- Look at your action plan did you follow it?
- Did everyone work hard & help each other?
- Did you consider other people's ideas?
- What changes would you make next time?

Communicate

Lesson9- 10. Pupil/teacher
Let's tell someone

- <u>Pupils give 5 min film review presentations</u>
  to class and invite (Media 6th form students)
- <u> Class act as markers</u> for each group
  Was a relevant film selected?
  Were relevant themes identified?
  Was the plot and the theme matched?
  Was the presentation thorough?
  Was the presentation imaginative?
- <u>Vote on best presentation</u> (secret ballot)
- <u>Commendation Award </u> to best group

Learn from Experience

Lesson 11. Teacher led

- **What have I learned ?**
- <u>Mind map</u> called' Being Resourceful
  A study of Film and Religious and
  Moral Themes'
  Suggested sections:
  Questions
  Links
  Information
  Creative
  Equipment
  Learning
  Group work
- <u>Class in a circle</u> : Class discussion:
  What have we learnt?

Appendix 17

Year: 9	Unit: Religion and Media	Term: 3	Lesson: 1

Links to Previous Lesson:	Key learning skill or theme:TASC Gather / Organise

Learning Objectives:
- Understand term: mass media
- Understand the importance of Gather Organise section of TASC framework
- Understand the importance of sharing prior knowledge
- Understand the difference between a soap and a film

Key Terms:
Mass media
Gather/Organise
Film
Soap

Key Terms revisited:

Teaching Approach and Activities

Starter: Teacher   10mins
Group Activity. Each group to have resource box of newspaper/magazine/TV radio listings
Teacher pulls responses into definition.

Learner
Students in groups of 4 define word: mass media. Feed back to teacher

Main: Teacher   30mins
Issue: 'Advance Organiser'/Programme of unit.

Question; what are the benefits of seeing whole programme over 8 lessons

Introduce: 'Gather/ Organise' to focus on TV and film.

Learner
Students read through programme

Student response oral feedback

In Groups produce: Mind map in ex. books on what students already know   about:

film/soap/documentary/ magazine programmes
where could they get more information
what questions would they want to ask
two examples of a film, soap, documentary, magazine.
Definition of film/soap/documentary/magazine
Extension: Know difference between all 4.
          What would be the reason for someone watching each type of genre

Plenary: Teacher 5 mins
Question and Answer session
Why is TV example of mass media?
What is the difference between a soap and a film?
Why is it important to make links with what you already know to new topics?

Learner
'No hands up' All students given chance to think of answer and then any student   can be asked.

Learning Outcomes:
Most students will be able to:
define mass media
understand the gather/ organise
produce a detailed mind map showing a sharing of prior knowledge.
know the difference between a soap and a film
Some students will make **less** progress but must be able to;
Give examples of mass media
Produce a mind map with a piece of information for each of the headings
Some students will make **more** progress and achieve above plus extension activities

Methods used to check learning:
Oral feed back
Teacher to discuss with each group contents of mind map

Resources:
  7x resource boxes
28 x 'Advance Organiser'/ Programme of unit
14 x samples of Gather/ Organise mind map

Evaluation/Planning needs:

Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 2

Links to Previous Lesson: Refer to Advance Organiser/ Programme of unit issued last lesson and definitions of mass media / prior knowledge / difference between soap and film	**Key Learning Skill or theme: TASC: Identify: What is the task?**

Learning Objectives:

- To understand that religious and moral themes are found in non - religious contexts
- To recognise in a film examples of evil and suffering and responses to the problem

Key Terms:
Identify
Evil
Suffering
Moral theme
Religious theme

Key Terms revisited:

Teaching Approach and Activities

Starter: Teacher 10mins
Refer to programme of unit - ask pupils what is the second stage of TASC framework and what will be expected of students?
Review homework what films were included in pupil list

Main: Teacher 30mins
Teacher to 'model' how film: Bruce Almighty was chosen because it contained and explored many *religious and moral themes.*

Stop film at points to discuss with class how extract showed *religious theme* and what were the particular characteristics of the extract that illustrated the theme.

Extracts:Bruce does not get 'Anchor job'
Bruce loses his existing job
Bruce is beaten up by a gang
Bruce and Grace argue
Bruce blames God and claims God could sort out all the problems

Plenary: Teacher 5mins
Return to homework asking students for a plot summary of one film.
Ask students identify a religious or moral issue in one of their chosen films through question and answer.

Learner
Student oral feedback on ' Identify' from programme of unit.

Oral feedback

Learner

Watch extracts of 'Bruce Almighty' dealing with suffering and /types of suffering/evil
and responses by Bruce and Grace

Complete first part of worksheet ' Identify'
Extension: Consider how close is Bruces' response to reality.

Learner
Student oral feedback giving plot summary.

Learning Outcomes:

<u>Most students</u> will be able to match a theme with an extract and be able to show how and why.

<u>Some students</u> will make less progress but must be able to show how the extract
showed a theme

<u>Some students</u> will make more progress and achieve above plus extension activity.

Methods used to check learning

Oral feedback
Completion of 'Identify' worksheet

Resources:
Video: 'Bruce Almighty'
Video player
 28 x worksheet ' Identify'

Homework:
Note: <u>Moral theme:</u>an idea to do with what is right and wrong behaviour that is explored and discussed
 <u>Religious theme:</u> a belief in a super- natural power or spiritual dimension that is explored /discussed
 <u>Evil:</u> morally wrong / bad/ wicked
 <u>Suffering:</u> the state or instance of enduring pain/ misery or loss
 <u>Identify:</u> TASC term: what is the task?

Evaluation/Planning needs:

Year: 9	Unit: Religion and the Media	Term: 3	Lesson: 3

Links to Previous Lesson: Refer to Advance Organiser/ Programme of unit.	Key Learning Skill or theme: TASC: Identify: What is the task?

Learning Objectives:

To recognise in a film examples of the Christian understanding of the nature of God.

To recognise in a film issues to do with the nature of God.

To recognise in a film issues to do with experience of God

To recognise in a film issue to do with freewill

Key Terms:	**Key Terms revisited:**
Freewill Nature of God Omnipotent Omnipresence Benevolence	Problem of evil

Teaching Approach and Activities

Starter: Teacher 5 mins
Review previous lesson through students managing
Question and answer session

Learner
One pupil asks another pupil a question about film extracts, student who responds then asks another pupil a question and so on.

Main: Teacher 35 mins
Ask pupils to locate' where today's work is located on the programme of unit
Show following extracts :
Bruce meeting God in warehouse

How Bruce uses power for selfish reasons

Bruce meets God on top of mountain to review his use of God's power

Learner
Oral response

Watch extracts of Bruce Almighty dealing with nature of God: omnipotence omnipresence, benevolence.

Watch extract of consequences of using power to giving everyone what they want

Grace refuses to yield to Bruce's exercise of power

Bruce realises that he wants to make Grace happy but he might not be part of the solution

Watch extract of Bruce not being allowed to overcome freewill

Extension: Identify a further theme of the power of unconditional love.

Plenary: Teacher 5 mins
Review meaning of terms

Learner
In pairs match key terms and definitions using cards.

Learning Outcomes:

Most students will be able to match themes of nature of God, freewill experience of God with extract and record it on 'Identify' sheet .

Some students will be able to make less progress but must be able to show how the extracts showed the themes.

Some students will make more progress and achieve above plus the extension activity of identifying a further theme.

Methods used to check learning:
Oral responses
Completion of work sheet

Resources:
Video player
Video: Bruce Almighty
Matching cards

Homework:

Evaluation/Planning needs:

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Year: 9	Unit: Religion and the Media	Term: 3	Lesson: 4

Links to Previous Lesson: Refer to Advance Organiser /Programme of Unit and showing of Bruce Almighty'	Key Learning Skill or theme: TASC Identify/ Generate: How many ideas can be thought of?

Learning Objectives:

To use the previous lesson as a model for the student task outlined.

To understand the task of producing a 5 minute film review showing a religious or moral theme.

To understand the purpose of the learning skill: 'generate'.

To demonstrate effective group working skills

Teaching Approach and Activities

Starter: Teacher   5mins
Through question and answer, review what themes ran through 'Bruce Almighty'.
Review why themes important to religious believers.

Learner
Oral feed back

Main   Teacher 35mins
Explain the task to be set to students: produce a 5 minute film review of one film that shows at least one religious or moral theme. At least 5 extracts illustrating this film must be included in the review. The film review must explain why the theme is religious or moral.

Explain the first part of the project is to come up with as many ideas as possible. This is important to ensure students work with the best ideas they are capable of.

Learner
Listening

Students are placed in groups of 4
Students establish rules of working in a group
Chairperson/ scribe/ allocation of tasks/ how to ensure every student has a chance to speak. How record decisions
Students complete mind map in exercise book
Share hw list of films how many include
Moral /religious themes e.g. Schindler's List/
Why is the theme religious or moral?
What evidence/extracts from film show the theme is strong enough for a presentation?
What do students know about each film?
Method of presentation/equipment.

Plenary: Teacher   5mins

Learner
Groups allocate homework amongst each other & write tasks in hw diary.

Learning Outcomes:

Most students will begin their own project by working in groups.
students begin to generate ideas
students start to record their ideas
students work effectively in groups.

Some students will make less progress but must have described 1 film to their group and will have made some basic records

Some students will make **more progress** and either take a lead or make a significant contribution to the group work and give detailed explanations.

Methods used to check learning:
Oral feedback
Monitoring of students working in groups
Reading of mind maps

Key Terms:
Generate: how many ideas can I think of

Key Terms revisited:
Moral theme
Religious theme:

Resources:
List of allocated groups
Sample mind map: 'Generate: 2 per group (x14)
Sample of mark scheme/ assessment grid to be used at the end of the unit (x28)

Homework:
Tasks needed for presentation to be set by students in each group. Hw needs to be written into diary and all 4 hws to be completed by each group member to be recorded in each student's exercise book.

Note: Moral theme :an idea to do with what is right and wrong behaviour that is explored and discussed
Religious theme: a belief in a super- natural power or spiritual dimension that is explored /discussed

Evaluation/Planning needs:

rust

Appendix 21

Year: 9	Unit: Religion and Media		Term: 3	Lesson: 5

Links to Previous Lesson: Refer to Advance Organiser / Programme of Unit and notes taken by students last lesson.	Key Learning Skill or theme: TASC: Decide: Which are the best ideas?

Learning Objectives:

To understand the importance of selecting information
To understand the need to discard information
To work effectively as a group
To understand the importance of planning

Teaching Approach and Activities

Starter: Teacher 5 mins
Students to sit in groups of last lessons. Refe r to programme today is lesson 5- Decision .Emphasise importance of being selective in planning to get best ideas. Each group to produce mind map today for display showing which ideas have been left in and which ones have been discarded (as an artist would in their sketch book i.e. drafts are OK)
Issue ' Drafts are OK' sheet

Learner
Listen

Main   Teacher   35mins

Learner
In groups of previous lesson. Allocate chair/ scribe. Check each student completed hw from previous lesson.
Use mind map from previous lesson add any new information
Discuss which film has strongest religious/ moral theme to use.
What is the theme/ moral/ religious
What equipment? Video/ DVD player/ lap top projector / props
Manner of presentation Power point/ Role play
TV show: Film review/ Formal lecture / Handouts.
Go back to mind map from previous lesson
Use highlighter pen to identify which ideas wil be used
Group to produce mind map for display, showing what has been discarded and what ideas will be used.

Learning Outcomes:

Most students will contribute to group work enabling group to stay on task and Contribute to group mind map for display

Some students may make less progress and will need support contributing to a group and staying on task and completing their mind map showing what has been discarded and what has been selected

Some students will make more progress and take a significant lead in achieving the above.

Methods used to check learning:

Observation of quality of group work

Identifying students who make a significantly more/ less contribution

Quality of each student's individual mind map

Quality of group mind map

Key Terms:
Tasc term Decide: Which are the best ideas?

Key Terms revisited:
Moral theme

Religious Theme

Plenary: Teacher   5 mins
Ask each group chairperson to summarise how group has how worked.

Learner
Chairperson to give summary and mark for well group has worked

Resources:
A3 paper for each group to produce mind map for display. X14
Drawing pins for display
'Drafts are OK' sheet x14

Homework:
Bring to next lesson DVD/video of chosen film
Book any equipment needed for following lesson
Bring results of internet search / background research on films/ themes

Evaluation/Planning needs:

Appendix 22

Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 6 - 8

Links to Previous Lesson: Refer to Advance Organiser / Programme of Unit and mind map made by students last lesson.	Key Learning Skill or theme: TASC: Implement. Let's Do it.

Learning Objectives:

Students to work effectively as a group

Students to relate moral religious/ moral theme to film plot

Students to identify who dies what tasks

Students to research why the film's theme is an issue for religious believers or is a moral issue for society

Key Terms:	**Key Terms revisited:**
Implement: Putting into action the planning and working on the project.	Moral theme Religious Theme

Teaching Approach and Activities

Starter: Teacher   10 mins
Remind students that they were
to bring to this lesson the DVDs/Videos/ research material.
Today text books will be available to research religious/moral Themes.
Groups have 5mins to plan how they are going to use the
Lessons using mind maps from last lesson
and then give feedback to teacher who will be chair / scribe
name theme and film to be worked on.

Main: Teacher   25 - 30 mins

Plenary   Teacher 5 –10

Teacher to give verbal feedback on quality of group work

Learner
Students to sit in groups & listen

Learner
Students work in groups
Each student to have a task during lesson
Type of tasks: background on the theme itself,
why is it an issue and for whom ?
Background to the film: Director/ Actors/ Date/
Type of film .
Minimum of 5 extracts identified to show theme.
Manner of presentation: is there a script that
needs to be written? Handouts to be written
Presentation to be practised?
Will the presentation be interactive?
How will it be introduced and concluded?
Chairperson to organise Hw, if Hw night.
Who should be invited to presentation?
Each group to design invitation

Learner
Each group Chairperson to give assessment of
how group has worked and when appropriate
what homework has been set.

Learning Outcomes:
Most students will contribute to group work enabling group to stay on task

Some students may make less progress and will need support contributing to a group and staying on task

Some students will make more progress and take a significant lead in achieving the above.

Methods used to check learning:
Observation of quality of group work

Identifying students who make a significantly more/ less contribution

Talk to individual students about their contribution.

Resources: GCSE text books that can used for research for themes Copies of Bible for authority on certain religious views. Group mind maps from previous lesson Media equipment. DVD Video/ Ext lead	**Homework:** To be decided by group members on the night assigned for Hw. Hw to be written into Hw diaries	**Evaluation/Planning needs:**

Appendix 23

Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 9

Links to Previous Lesson: Refer to Advance Organiser/ Programme of Unit and implement section	Key Learning Skill or theme: TASC Evaluate. How well did I do? TASC Communicate. Let's tell someone

Learning Objectives:

Understand the value of reviewing work before submitting it and that changes may have to be made before giving the presentation.

Understand the benefit of evaluation in relation to another piece of work

Key Terms:
Evaluate: To consider strengths and weaknesses of project

Key Terms revisited:

Teaching Approach and Activities

Starter: Teacher   5 mins

Review the invitations and who to be invited

Refer to programme of unit dealing with evaluate and communicate .   Each group will need to complete one final run through of presentation, complete evaluation sheet to be stuck into ex. books and complete invitation and submit to their teacher.

Main   Teacher   35 mins
Manage group rehearsal so that only 2 groups rehearsing at any one time
Check quality, explaining significance of theme
Do students know their sources of information?
Check with each group on the guest they are to invite

Check on equipment to be used

Learner
Students to sit on groups
Ask chair person of each group, to explain who is to be invited to their presentation.

Learner
Students need to check timing of presentation have copy of full presentation - do there need to be any changes?

Students to complete evaluation sheet & stick in book. Sports teams select player of the match, students could be asked to select student of the project through secret voting.
Decide which member of group is to look after guest.

Plenary: Teacher   5 mins
Question and answer session
Ask individual members of each group to say if the group has made any changes.
Ask what was the benefit of reviewing work ?
Teacher to pull group names out of hat to give running order of groups

Learner
Student response to questions

Learning Outcomes:
Group presentation completed.
Most students will contribute to group work enabling group to stay on task and have a full understanding of the tasks completed
Some students may make less progress and will need support contributing to a group, staying on task and having a detailed understanding of the themes explored in the film

Some students will make more progress and take a significant lead in achieving the above and have a detailed grasp of the strengths and weakness of their achievements.

Methods used to check learning:
Oral responses
Evaluation sheet
Rehearsal of presentation

Resources:
28 x Evaluation worksheet:
DVD/ Video player/ Laptop/ Projector/ Extension Leads
Voting slips = 7 envelopes for each groups' voting slip.
Collect in invitations end of lesson

Homework:
Each student to check they know what they have to bring to the lesson of presentations.
Check all equipment booked.

Evaluation/Planning needs:

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Appendix 24

Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 10
Links to Previous Lesson: Refer to Advance Organiser/ Programme of Unit and communicate section		**Key Learning Skill or theme: Communicate : Let's tell someone**		

Learning Objectives:		Teaching Approach and Activities		Learning Outcomes:
Students give a presentation entitled: 'A film that contains a religious or moral theme.' Students understand the importance of effective communication through presentation. Students show their understanding of how a film can contain a religious and moral theme and why this is important. Students assess each presentation		**Starter: Teacher 10 mins** Classroom needs to be set up for presentations Tables stacked, seats in a 'horseshoe; shape. Teacher issue assessment sheets **Main Teacher 25 - mins** Teacher introduce session and explain purpose of lesson & Remind students of the 'running order' of presentations Thank guests for attending presentations and welcome them	**Learner** Meet and greet invited guest Students collect equipment. Students to do first presentation to get ready **Learner** Students give presentations Students assess quality of presentations 4 Presentations given	Most students will contribute to group presentation showing they have understood the task and engage effectively with the audience Some students may make less progress and may lack organisational skills and their communication skills may lack clarity Some students will make more progress and take a significant lead in achieving the above either through the managing the group or having prepared material very thoroughly or may be particularly skilled at engaging an audience **Learning Outcomes:**
Key Terms: Communicate: to impart or give out knowledge or exchange thoughts, feelings or ideas by speech or writing or emotion	**Key Terms revisited:**	**Plenary: Teacher 5 - 10mins** Invite positive feed back on each of the presentations Teacher gives positive feed back. Ask for one improvement for each presentation Thank guest for coming and ask if they would like to give a comment.	**Learner** Individuals give oral responses Students thank their guests for coming Students return equipment and room tidied	**Methods used to check learning:** Formal Assessment of Presentation
Resources: Room set out for presentation Equipment: TV/Video player Lap Top projector/ Extension Lead 32 x Assessment grid		**Homework:** Imagine you are a TV critic and write a review of one of the presentations given today ensuring strengths and areas for improvement are included		**Evaluation/Planning needs:**

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Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 11
Links to Previous Lesson: Refer to Advance Organiser/ Programme of Unit and communicate section			**Key Learning Skill or theme: Communicate : Let's tell someone**	

Learning Objectives:

Students give a presentation entitled:
'A film that contains a religious or moral theme.'

Students understand the importance of effective communication through presentation.

Students show their understanding of how a film can contain a religious and moral theme and why this is important.

Students assess each presentation

Key Terms:

Key Terms revisited:
Communicate: to impart or give out knowledge or exchange thoughts, feelings or ideas by speech or writing or emotion

Teaching Approach and Activities

Starter: Teacher 10 mins
Classroom needs to be set up for presentations
Tables stacked, seats in a 'horseshoe; shape.
Teacher issue assessment sheets

Main Teacher 25 - 30 mins
Teacher introduce session and explain purpose of lesson &
Remind students of the 'running order' of presentations
Thank guests for attending presentations and welcome them

Invite positive feed back on each of the presentations
Teacher gives positive feed back.
Ask for one improvement for each presentation
Thank guest for coming and ask if they would like to give a comment.

Plenary: Teacher 5 mins
Announce group results and student of the project
each group.
Issue commendation for best group

Learner
Meet and greet invited guest
Students collect equipment.
Students to do first presentation to get ready

Learner

Students give presentations
Students assess quality of presentations
3 Presentations given
Individuals give oral responses

Students thank their guests for coming

Learner
Receives or acknowledges achievement of others

L earning Outcomes:
Most students will contribute to group presentation showing they have understood the task and engage effectively with the audience
Some students may make less progress and may lack organisational skills and their communication skills may lack clarity
Some students will make more progress and take a significant lead in achieving the above either through the managing the group or having prepared material very thoroughly or may be particularly skilled at engaging an audience

Methods used to check learning:
Formal Assessment of Presentation

Resources:
Room set out for presentation
Equipment: TV/Video player
Lap Top projector/ Extension Lead
32 x assessment sheets.
11x commendation certificates for best group and best student of each group

Homework:
Draft a formal letter of thanks to guest for attending presentations.

Evaluation/Planning needs:

Year: 9	Unit: Religion and the Media		Term: 3	Lesson: 12
Links to Previous Lesson: Refer Advance Organiser/ Programme of unit.		**Key Learning Skill or theme: TASC Learn from experience: What have I learnt from this unit ?**		

Learning Objectives:		Teaching Approach and Activities		Learning Outcomes:
To understand how much has been learnt. To reflect on the process of learning To recognise the language that can be used to describe what has been learnt		**Starter: Teacher 10 minutes** **Learner** Class to be sat in a circle Class discussion led by teacher: what has been learnt from the Religion Oral responses and Media unit **Main Teacher 30 minutes** **Learner** Students to look back at mind map used at beginning of unit in lesson 1 and now add in a different colour Students add more information to original what they now know about religious /moral themes in film mind map. . The task below deliberately has echoes of a personal statement Ask students to use their Programme of unit plus their experience over the last few lessons to describe **how** they have learnt and <u>what</u> they learnt over the last 11 lessons. Use the language from the TASC framework and from the subject. The account must be at least 3 paragraphs long		Most students will contribute to group discussion and through written responses show what they have learn and to show what process of learning has taken place Some students may make less progress and may need support in recalling what they have done and knowing what vocabulary can be use. <u>Some students will</u> make more progress :<u>they will</u> write more than 3 paragraphs and be able to consider in detail the further questions raised in the bullet points.
Key Terms:	**Key Terms revisited:** Mass media Film Theme Religious moral TASC terms: Gather/organise Identify Generate Decide Implement Evaluate Communicate		Students in their written response may include Further: • questions they want to ask, • links that have been made with other topics, • information they have gained, • how they have worked in a group, • what it was like to have a guest, and • what changes would they make if this was to be done again	**Methods used to check learning:** Oral responses Additional information added to mind map Written response
		Plenary: Teacher Ask 2 students to read out what they have added to their mind map. 2 students to read out written responses	**Learner** Listen to how students have responded to task	
Resources:		**Homework:**		**Evaluation/Planning needs:**

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Year 9 Programme
Term 3

Lessons 1-11

A. Gather/ Organise. What do you already know? Lesson 1
What is Mass media? What do I already know about film/soap/documentary/ magazine and film? What films have I seen?

B. Identify. What is the task? Lesson 2-3 & Homework
- By lesson 8 produce a 5 minute film review that shows a film with religious or moral themes.
- You will need to select at least 5 extracts from the film that show how these themes run through the film. There may be several.
- You will also need to say why this is a theme for a religious believer or what makes it a moral theme and how is it to do with right and wrong. What are the beliefs or values associated with the people(which can include yourself) as well as religious believers and people in society?
- To help you do this your teacher will show you how to do this with another film first of all called 'Bruce Almighty.'

C. Generate ideas. How many ideas can you have? Lessons 4-7 & HWs
It is important for any one or any group when planning a 'project' that time is spent coming up with as many ideas about how the work can be carried out The planning stage is key. One car manufacturer spends 70% of the whole time it takes to design and make a car in the planning stage.

- You will be placed in groups of 4 and will need to rules of working in a group such as who will be the chairperson/ scribe/ how will tasks be allocated and how will you establish that every one has the chance to speak.
- You will need to make a mind map in your exercise book of all the groups ideas. It will be helpful to compare your list of ten films with other students' lists completed in the last homework.

which of the films include the strongest religious or moral themes.

- Consider what it is about the film that makes it religious or moral? What is your evidence and can you come up with 5 extracts at least. Is there enough of a theme to make a strong presentation. Research will be important here.

- You also need to consider how you can find out more about the theme and film.
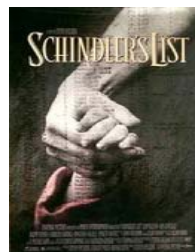
D. Decide which ideas are the best ideas. Lesson 5
This is the point where as a group you select your best ideas and have the confidence to leave some of the other ideas out of your final project. Now make a plan about how you will work as a group. You will need to produce a mind map for display at the end of this lesson to show what ideas you have kept and which ones you decided not to use.

E. Implement. Do it.   Lessons 6-8
This is where you will work as a group carrying out your pan to produce your 5 minute film review making sure everyone knows what they are doing.

F..Evaluate. How well did you do? Lesson 9
At this stage you need to copy the way in which writers, journalists and people in business (for example) work which is always to check work and if necessary make changes before it goes public. You need to evaluate your work befor you give your presentation.

G. Communicate. Let's tell someone. Lesson 9 – 10
This is the lesson where you will give your 5 minute presentation. Make sure you have all the equipment, DVD video , notes and any thing you wish to use to illustrate your talk. Other pupils in the course will mark your presentation.

H. Learn from experience. What have you learned?   Lesson 11.
Compare your mind map in lesson 1 with what you now know- you should now be able to do a second one and add a lot more to it.

Religion and Media Year 9 Worksheet
Gather / Organise.
Lesson1
What do you know ?

Lesson 1
What do I know about…?
Sources of information   **Other questions to explore**

-
-
-
-

1
2
3
4

WHAT DO I KNOW ABOUT……?

DIFFERENT TYPES OF MEDIA

Film			
Soap			
Documentary			
Magazine			

Appendix 29

Religion and Media Year 9 Worksheet
Identify
Lesson2-3.
What is the task? Show me an example.

FILM: THEMES…………..Describe the Scene	BRUCE ALMIGHTY: What particular part of the scene makes this point?
PROBLEM OF EVIL/SUFFERING	**WHY?**
RESPONSES TO EVIL/SUFFERING	**WHY?**
NATURE OF GOD	**WHY?**
EXPERIENCE OF GOD	**WHY?**
FREEWILL	**WHY?**

Matching Key Words and Definitions

FREEWILL	**The view that humans have the ability to make choices that are not influenced by something outside of themselves**
OMNIPRESENCE	Present in all places at the same time
BENEVOLENCE	Acts of kindness to others/All loving
OMNIPOTENT	Having unlimited power / all powerful
NATURE OF GOD	Qualities/ Characteristics of God

Matching Key Words and Definitions

Moral theme	An idea to do with what is right and wrong behaviour that is explored and discussed
Religious theme	A belief in a super-natural power or spiritual dimension that is explored /discussed
Evil	Morally wrong / bad/ wicked

Appendix 30

Matching Key Words and Definitions

Suffering	The state or instance of enduring pain/ misery or loss
TASC term Identify	TASC term: What is the task?
TASC term Generate	TASC term: How many ideas can I think of?

Religion and Media Year 9
Generate
Lesson 4
How many ideas can you think of?

EXAMPLES OF FILMS   MORAL/RELIGIOUS THEMES

Cases

HERE CAN WE FIND OUT MORE?   IDEAS   STYLE OF PRESENTATION

Figure AB-2: The Brain

EQUIPMENT   HOW RECORD IDEAS & PLANS

Religion and Media Year 9
Tracking Sheet
Lesson 4

Group Number	Pupil Names	Film	Theme	Equipment	Rehearsal	Guest	Award	Mark/ Comment
1								
2								
3								
4								

DRAFTS ARE OK'

Many famous pieces of work were the result of their creators or makers having several attempts and making changes before they were happy to present it as a final piece. Below are 3 examples of the work of:

Leonardo da Vinci 1452-1519 Italian painter sculptor, architect and engineer
Mozart   1756-1791 Austrian composer and musician
Thomas Hardy   1840- 1928 English novelist and poet

In each example you can see they have made corrections and crossed things out or used it as a preparation for something else. When you buy a DVD you can often see pieces of film that were edited out of the final product.

Leonardo da Vinci   Mozart   Thomas Hardy
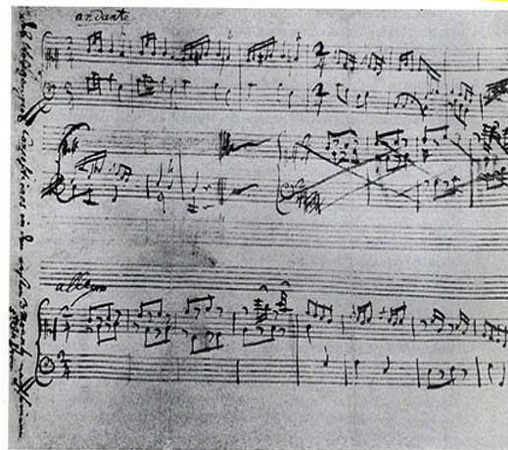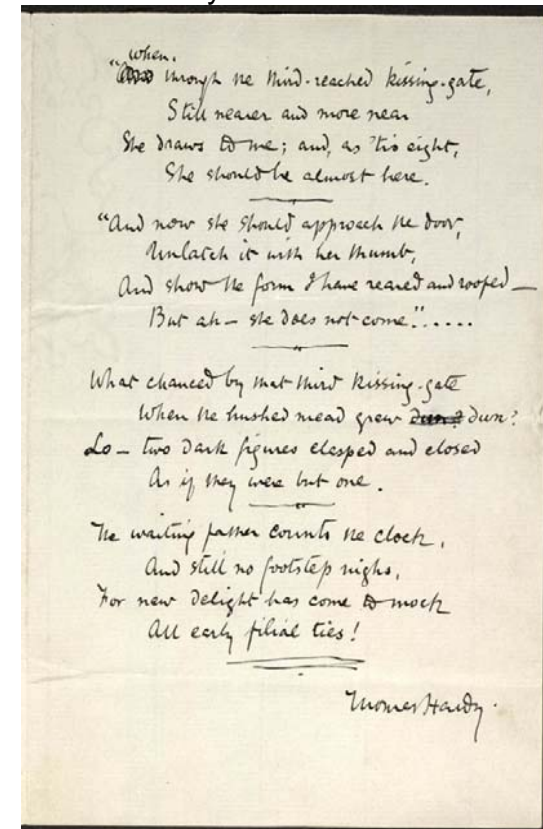
Religion and Media Year 9
Evaluate: How well did I do?

Evaluative Questions	Your response
1.Have you got your presentation ready by the deadline?	
2.How well did you work as a team?	
3.Look back at your mind map did you pick the best idea?	
4.Look at your action plan did you follow it, if not why not ?	
5.Did everyone work hard?	
6. Did everyone work together?	
7.Did you consider other people's ideas and why?	
8. What changes would you make next time?	

Religion and Media Year 9

ASSESSMENT GRID FOR RELIGION AND MEDIA PRESENTATIONS

Group: Student Names:	1	2	3	4	5	6	7
Presentation Skills: organised. clear, engage audience: 0-5							
Choice of film: appropriate for level of study amount of background Was the plot explained? information given:0-5							
Explanation of theme; Was the moral religious issue made clear? Was there an explanation of why some people would be concerned about this issue? Was information given on the issue? 0-5							
Link between theme and plot: Was this made clear?. Were there at least 5 extracts shown? Was there explanation about the film's view on the issue. 0-5							
Use of equipment Was it used well Did the group interact with audience? 0-5							
Overall impression 0-5							
TOTAL SCORE : 30							