**Diocesan Education Service**

**Developing Thinking Skills**

**Activities for Training**

These are activities to use with staff as part of in-service training to be used in conjunction with the ‘Developing Thinking Skills in Religious Education’ booklet.

Staff should work together in small groups. An important part of the activities (for both staff and pupils) is the discussion element. In these activities people have the opportunity to analyse religious sources as well as to give reasons and to make comparisons with what other people think. As a teacher you will be able to spend time with different groups asking them further questions either to ascertain their understanding or more challenging questions to develop their thinking.

You will need:

sticky notes

relevant thinking skills diagrams (you may wish to laminate these)

relevant additional cards/pictures to go with particular diagrams

pens/dry-wipe pens

1. **Single Bubble Map**

|  |  |
| --- | --- |
| Instructions/Questions | Activities |
| What do you know about Mary?  Discuss answers: which are same/different  Good way to present information but this diagram doesn’t allow for any organisation (the next diagram does). | Write answers on sticky notes. |

1. **Target Map**

|  |  |
| --- | --- |
| Instructions/Questions | Activities |
| Using sticky notes from previous activities organise your answers with the most important idea at the centre.  This activity can be used with different sources: Scripture, the Sacraments, Lives of the Saints, Lives of ordinary people, The Liturgical Year | Place sticky notes on diagram according to their importance/significance |

1. **Time Line and Pop-up Time Line**

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| --- | --- |
| Instructions/Questions | Activities |
| Can you order the Liturgical Year correctly?  Check and discuss answers  Which of these times is the most important in the Church?  Why?  You can vary the question to: Which of these is the most important time for you? Which of these times do you enjoy the most? Which time would you like to know more about etc. | Place pictures in order  Push up from the line the picture you think is most important. |

1. **Bridge Map**

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| --- | --- |
| Instructions/Questions | Activities |
| Can you complete the line to show how Peter felt at the 10 other Scripture points?  (NB: You wouldn’t always need to number them. You might want them to do sequencing as an initial to this activity)  You may also wish to provide bibles for people to look up the references.  You could get people to draw the face/write the word to accompany the feeling at that point.  The discussion could move on to what Peter believes about Jesus at each of these points. | Put the cards in sequence.  Continue the line putting in rises and falls which reflect Peter’s feelings. |

1. **Affinity Diagram/Grid**

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| --- | --- |
| Instructions/Questions | Activities |
| Read the story “Jesus feeds the 5000” (or show the animated story). It is useful to provide the scripture text. On occasions you can ask for specific parts of it to be highlighted: words, actions etc. This  Place the relevant information in each box.  Different groups could have to complete a different box and report back to others. Also, depending on the story, different groups could unpick different Gospel accounts.  NB: Scripture text can also be sorted using the action, words said, thoughts, feelings belief grid towards the end of the booklet. | Read the story and highlight either what Jesus said or did.  Complete the box and share your information with the others. |

1. **Arch Diagram**

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| --- | --- |
| Instructions/Questions | Activities |
| What links can you make?  Ask different people to explain the connections they have made.  Compare the arches drawn. Are they the same/different? Are | Draw arched lines to show connections.  Give reasons for connections. |

1. **Fortune Grid/ Feelings Graph**

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| --- | --- |
| Instructions/Questions | Activities |
| How did Jesus, Martha and Mary feel at the beginning, middle and end of the story?  Initially only introduce three faces: happy, sad, and indifferent. However, children will not limit themselves to these expressions. They will know there are other possible responses. Children will also take the opportunity to personalise the faces.  Compare the faces drawn at different points. Do all characters feel the same? Has everyone selected the same emotion?  If using Feelings Graph and using different colours you can start the characters from the same point and see how their paths rise and fall and whether or not their paths are the same. | Draw faces to show how each person felt. |

1. **PMI**

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| --- | --- |
| Instructions/Questions | Activities |
| Imagine you are Peter. What would he say are the + - and interesting/stand out things to consider about being a follower of Jesus?  Compare lists.  From Peter’s lists get people to judge whether or not there is enough to convince people to become followers? | List the + - !  Make a for/against decision |

1. **Priorities Grid**

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| --- | --- |
| Instructions/Questions | Activities |
| Using the prompt cards about being a Catholic can you give a score for each activity?  To begin with you can introduce the activity as a single continuum line focusing upon easy/hard, high/low reward, most/least faithful, most/less important etc. Add the vertical axis when you want to give more challenge. | Sort the cards on to the grid  Discuss |

1. **Using Art**

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| --- | --- |
| Instructions/Questions | Activities |
| Distribute ‘Observation and Reflection’ diagrams (Note that there are four different versions of this based on ability. These are not available as part of the DES pack but can be purchased from [www.shop.retoday.org.uk](http://www.shop.retoday.org.uk) )  Let people choose a painting of the Adoration of the Wise Men/Epiphany to answer questions on.  With younger children you could just focus on ‘surprising, interesting, puzzling.’  Discuss answers. | Choose a painting. Answer the questions on the chart in relation to the painting. |