

Starters and Plenaries

in

Religious Education (KS3 and KS4)



*What we call the beginning is often the end
And to make an end is to make a beginning
The end is where we start from*

Four Quartets T.S. Eliot

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INTRODUCTION

This collection of starters and plenaries has been collated by Cheshire RE teachers. Many starters can be used as plenaries and many plenaries as starters: these are indicated in the examples given. Many of the activities are generic and can be used when teaching all world religions.

The schools involved in collating this booklet are:

Sandbach School
Eaton Bank School
Brine Leas School
Alsager High School
Ryles Park high School

STARTERS

The DfES says:

Starters are about purposeful, whole-class, interactive teaching which involves all pupils. They:

- are essentially active in nature and get the lesson off to a flying start;
- focus on an appropriately demanding pace in thinking and learning rather than on the business of activity;
- provide thought-provoking and engaging beginnings to lessons;
- are not 'compulsory' but can add greatly to a lesson's effectiveness;
- can be used to create lively introductions and are the first stage in meeting the key lesson objectives;
- can include brief, small-group activities prior to whole-class work;
- can be used for 'little and often' teaching of skills;
- can be planned as a sequence of discrete units to build knowledge, understanding and motivation over a series of lessons;
- exploit prime learning time - pupils are often at their most receptive at the beginning of lessons and concentration levels are high, yet this time is often devoted to administrative and organisational tasks.

This booklet contains some starters called 'Entering the room'. It is important to establish a relaxed, working environment at the beginning of a session. Many RE teachers greet pupils by name at the door and have a learning activity available immediately e.g. an anagram on the board. This process allows for pupils entering at different times from various parts of the school to engage with learning immediately and is supported by Mind Friendly Learning.

Other teachers may need to register all pupils and prefer to use a starter as suggested in the rest of the booklet.

The starter can often be used as the plenary and may be ongoing over a series of lessons.

Introduction

PLENARIES

Many activities can be used as both starters and plenaries. The methodology will determine whether it is intended to engage or to consolidate previous learning and consider the learning process (metacognition). A plenary session will involve far more verbal justification by the pupils. It is important to note that plenaries may take place during the lesson as a way of 'chunking' the learning.

The DfES says that the key to successful plenaries is:

1. Plan for the plenary as a distinct element of the lesson but specifically designed to help deliver the lesson's key objectives.
2. Choose the type of plenary which best fits the lesson's purposes.
3. Ensure that pupils feel confident and expect that they will all contribute to the session.
4. Provide opportunities for pupils to review and clarify their learning.
5. Allow and encourage reflection on **what** has been learned and **how**.
6. Use varied strategies rather than a repeated routine (remember the kinaesthetic learners).
7. Extend pupils' feedback by probing and extending questioning. This is to avoid low-level reiteration.
8. Synthesise in order to be explicit about big concepts and to aid transferability.
9. View the plenary as a key means of delivering progression - make sure the plenary draws out the progress made in the current lesson and extends thinking further, particularly over a series of plenaries.
10. Develop pupils' strategies to organise and remember what they have learned.
11. Build up a 'meta-language'; a language to help pupils talk about their thinking and learning in a way which helps them with future challenges.
12. Make sure the place of the plenary is secure (ensure time allocated is not swamped by other activity).

Some examples of generic plenaries are:-

1. **Concept map**
(Cards with key ideas from the lesson are blue tacked to board or written on a sheet). Students have to draw links between information, with brief reasoning of the links. The key ideas don't have to be text - they could be sketches, icons or images.
2. **Mindmap**
The theme of the lesson is written in the centre of the sheet - pupils then Mindmap what they have learned by classifying the information and identifying sub-categories on each 'stem' on the Mindmap.
3. **Gimme 5**
In pairs pupils agree on 5 things they have learned during the lesson. Alternatively, they generate 5 questions they now want answering or devise 5 questions which would test their understanding of what they have learnt.
4. **'Debriefing'**
What have you learned? How did you learn it? Where else could you use this knowledge or method of learning (transfer)?
5. **Classification**
Pupils reflect on the lesson and write down the main things they have learned on 'post-its' These are then displayed collectively and then classified.
6. **Rainbow groups (group talk strategy)**
After groups of four or five pupils have discussed together pupils are given a number or a colour. Pupils with the same number or colour join up, making groups comprising representatives of each original group. In their new groups pupils take turns to report back on their group's work.
7. **Envoys**
Once groups have carried out a task, one person from each group is selected as an 'envoy' and then moves to a new group to explain and summarise, and then to find out what the new group thought, decided or achieved. The envoy then returns to the original group and feeds back.
8. **Spokesperson**
Each group appoints a spokesperson. The risk of repetition can be avoided if:
 - One group gives full feedback and others offer additional points that have not been covered.
 - Each group is asked in turn to offer one new point until every group passes.
 - Groups summarise their findings on A3 sheets which are then displayed.

9. At an appropriate point in the lesson pupils have to write a question based on the topic or issue studied. Questions are placed in a box - at the end of the lesson each pupil draws a question out one by one and answers it. Alternatively in groups - devise questions to challenge the teacher at the end of the lesson or teacher takes on role of character or member of a religion or denomination and pupils question them in role or guess from answers the background of the role.
10. On an OHT produce a picture of a place of worship or artefact or anything to do with a religion studied. On paper over it draw a jigsaw pattern and cut it out. For each piece devise a question. Divide class into teams. Each team is asked a question - extra points for guessing the picture and for explaining it.
11. Moral issues - devise a series of differing positions and situations. Pupils are given a card with these on and have 3 minutes to speak from the standpoint of the person. They must include at least one Bible passage to support their position.
12. A soft ball is thrown from one pupil to another named pupil in class. Pupil states one concept/key word - next one explains it. Next one chooses a word which links to it.
13. Have a "learning from religion" board. Produce thought bubbles. Pupils write down what they have learnt from the religion studied. Use post it notes to record pupil's ideas or responses or what they have learnt from the lesson.
14. Pupils are placed in pairs and given a statement to start off a discussion based on controversial topic studied. After half a minute A starts to talk. Half a minute B continues. Half a minute A continues.
15. A sketch of a bare tree is drawn over two sheets of sugar paper. Each pupil has a leaf shaped piece of paper. On it they write as briefly as possible what has been the most important thing they have learnt in the lesson - preferably one word. Pupils in turn stick their leaf on the tree and say what is on the leaf. Pupils then reflect on everyone's answers as they look at the tree.

RELIGIOUS EDUCATION**Entering the room.....Starter****Lesson Focus:**
Any**Religion:****Year Group:****Learning Objectives**

- to create a relaxed learning environment on entry into the room.

Starter:

Warm welcome, greetings and routines and a calm positive attitude so that pupils are comfortable and looking forward to leaving, without threat. Activities are set out to engage with immediately e.g. matching definition with meaning. This way pupils feel comfortable and participate confidently in lessons. "Any stress or perceived threat leads to anxiety which inhibits learning."

"Reaching out to ALL learners"
Accelerated Learning Series

RELIGIOUS EDUCATION

Lesson Focus: Valuing Self and others	Religion: Introductory Lessons	Year Group: 7
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Learning Objectives

- to raise self-esteem and thinking about others.

Starter/Plenary

- Students read the Poem "Uniqueness" by Kevin O'Donnell and then reflect and answer questions. (See 'Uniqueness')

Uniqueness

"There is something wonderful about each person,
Then you stop to think about it, it is AMAZING
There is only one of you.
There has never been anyone else the same as you;
There is not now and there never will be.
You're one of a kind!"

by Kevin O'Donnell "I Wonder"

Explain how this makes you feel?

How does it make you feel about other people?

RELIGIOUS EDUCATION

Lesson Focus: Introduction to 6 major religions' or revision of 6 world religions	Religion: ALL	Year Group: 7
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Learning Objectives

- to assess awareness of/raise awareness of the six major religions.

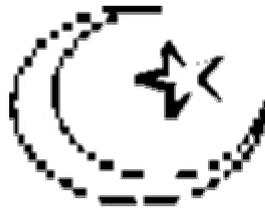
Starter/Plenary

- Students draw a line from the symbol to the religion.

See sheet 'Religions and Their Symbols'

Religions and their Symbols

Christianity

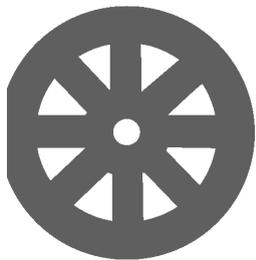


Judaism

Hinduism

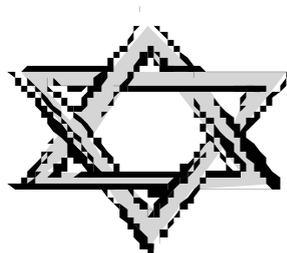


Buddhism



Sikhism

Islam



RELIGIOUS EDUCATION

Lesson Focus: Recap of work learnt	Religion: All	Year Group: Any
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Learning Objectives Recap/revision of work.

<p>Starter/Plenary</p> <ol style="list-style-type: none"> 1. Use OHP and lay it out like a Blockbusters board. Pupils divided into Red and Green Teams. Each team has a captain – only the Captain speaks. Greens form line top-bottom. Red - right to left. Ask what K is? etc according to appropriate question on topic. Cover up with Red or Green card when answered correctly. OR 2. Play "A Question of Sport" Two teams. A + B. On OHP Draw 9 boxes with Questions in. Cover boxes with numbers 1 - 9. Team chooses a number. Question is revealed. 2 Points awarded for right answer. 1 - if it goes to the other side. 3. Play theme tune - Mission Impossible. In 3 minutes pupils are to come up with as many key points as they can from last lesson. Teacher has done the same on OHP. Uncover each point as pupils name them.

RELIGIOUS EDUCATION

Lesson Focus: Investigating Artefacts	Religion: Any	Year Group: KS3
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Learning Objectives

Why are the artefacts valued?
What do we value and why? How do we show things are valuable?

Starter

Imagine your house is on fire. What 6 things would you most want/would you rescue from your house and why?

RELIGIOUS EDUCATION

Lesson Focus: Revision Maybe key words	Religion: All	Year Group: KS3
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Learning Objectives

To revise and show an understanding of items in a religion.

Starter/Plenary

Play a dominoes game with cards with words that can link together. Produce the dominoes cards and cut them out on an OHP. The teacher places one domino on the screen. Pupils are given 30 seconds to choose a domino that matches – they've been divided into 2 groups and dominoes shared out between them. When they've chosen a word they need to explain why it will fit.

OR

Revise a topic by getting the pupils to prepare questions for others to answer. Have cards with numbers written on - "One to however many pupils there are in the class". Give pupils their numbers orally. Shuffle cards. First pupil picks one. That number pupil asks question. Number card at bottom of pack answers.

All

RELIGIOUS EDUCATION

Lesson Focus: Key words	Religion: All	Year Group: Any
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Learning Objectives

- To develop an understanding of key words in a topic/religion

Starter/Plenary

Collect scrabble games to use in class.

I teach with 6 pupils in a group so they can be split into three 2's or two 3's. For this 6 pupils are ideal. Each group of 6 has a set of scrabble letters. They are given a set time to produce as many key words as they can. Group with highest number explains what each one is in order to win. If they cannot do this it passes to next highest group.

OR

Alternative - Play 15-1

Divide class into teams or play as individuals. Each has 3 lives. 3 papers 1,2,3. If can't answer lose a life = turn over paper. If the answer is correct the person who has answered nominates who is to answer the next question.

All

RELIGIOUS EDUCATION

Entering the room.....Starter

Lesson Focus: Holy Books	Religion: ALL	Year Group: Any
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Learning Objectives

- to create a relaxed working environment

Starter:

Anagrams of the names of Holy Books - or other RE vocabulary - put on the board.

EBBIL
ROHTA etc.

All

RELIGIOUS EDUCATION

Lesson Focus:

Special People.

Religion:

Any but could be
Faith into Action etc.

Year Group:

KS3

Learning Objectives

- What makes someone special?
- Who are the people who stand out as special?
- What qualities do they have?
- What can we learn from them?

Starter

Pupils bring in pictures of 20th Century examples of people who might be considered special. Stick pictures up and discuss why they are special. Vote on top one. Then pupils write about the person who is most special to them.

RELIGIOUS EDUCATION

Lesson Focus:

Pilgrimage

Religion:

All

Year Group:

8

Learning Objectives

- Why are places special?
- What do people gain from pilgrimage.

Starter

What places are special to you and why?

Like a mystery bag - put together bags of pilgrimage from different religions or from within Christianity

e.g. Hajj

Taize, Lourdes, Walsingham, Rome

Pupils research from material what the place is and why people would visit it and what they'd gain from visiting it.

All

RELIGIOUS EDUCATION

Lesson Focus:	Religion:	Year Group:
Revise arguments on moral issues	All	9 upwards

Learning Objectives

- To develop pupils' abilities to express opinions for or against a moral issue.

Starter/Plenary

Cards produced with issues on. e.g. Capital Punishment, Abortion, Euthanasia, Nuclear War. Pupils draw out of bag. Then pick out of 2 cards **for** or **against**. They are given 5 mins. to prepare argument to support their position.

RELIGIOUS EDUCATION

Lesson Focus:	Religion:	Year Group:
Learning about Artefacts	All	Any - lower school KS3

Learning Objectives

- To be able to identify Artefact - religion and description of what it is.

Starter/Plenary

Pupils are given about 3 artefacts to draw on card and descriptions of artefact on separate cards - these are given to teacher to check before the appropriate lesson. Pupils then have to match the artefact with the correct description and say which religion it belongs to.

RELIGIOUS EDUCATION

Lesson Focus: Characteristics of religion	Religion: All	Year Group: 8
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Learning Objectives

- to consider similarities and differences between religions

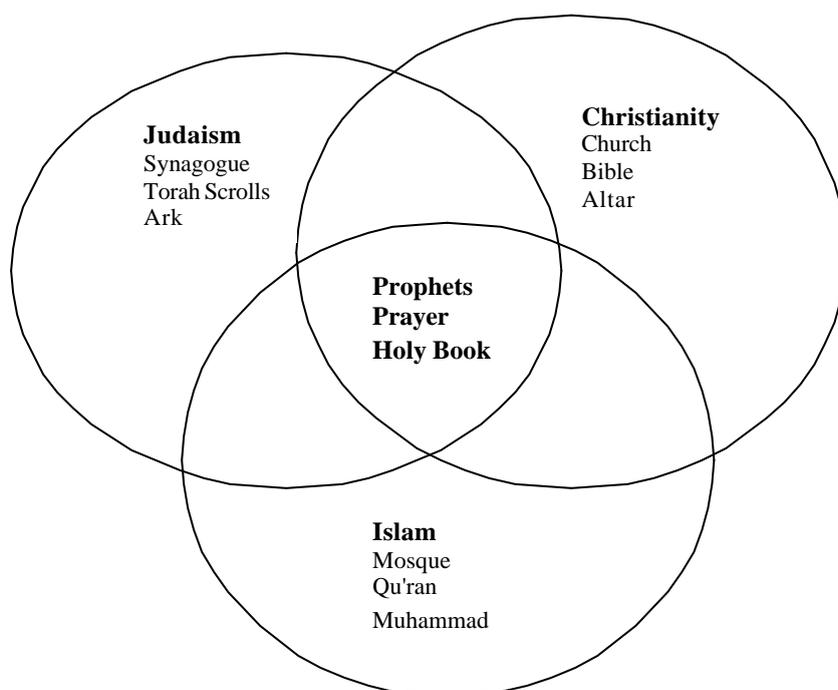
Note! A plenary will involve more verbal justification than a starter

Starter/Plenary

- Pupils draw a Venn diagram as below. Three religions studied are written in the outer shapes. Pupils decide on any concepts/vocabulary that is common to all three and write it in the centre.

Venn Diagram

This can be used to compare characteristics of different religions, e.g. places of worship



or Denominations: Baptist, Anglican, Roman Catholic

or Artefacts: Ganesh, Mary, Buddha rupa
or Festivals with a
religion: Passover, Sabbath, Purim

Buddhism

RELIGIOUS EDUCATION

Lesson Focus:	Religion:	Year Group:
Could be Buddhism or Jesus' teaching on wealth etc.	Buddhism	7/8

Learning Objectives

- What makes people happy? I've used this for Jesus' teaching e.g. Parable of the Rich Fool or Buddhism - journey to enlightenment.

Starter

Give out cards with examples of things you could have to make you happy.
Pupils in groups choose top 10 - 5 - 1.
e.g. Water, Home, Family, Lots of money, flash car.
Designer Clothes, Clean air etc. About 30 cards cut out are needed.

RELIGIOUS EDUCATION

Lesson Focus:	Religion:	Year Group:
Awareness in Buddhism	Buddhism	8

Learning Objectives

- To learn about awareness in Buddhism and concept of detachment

Starter

Entering the classroom activity

Put Buddhist chant on. Provide pupils with Mandala. 10 mins. given to colour it in. Then questions are provided

- How aware are they about what they've done and why they've done it? The best ones are chosen by class. Would the pupils who produced them be prepared if asked to tear them up. Why/why not?

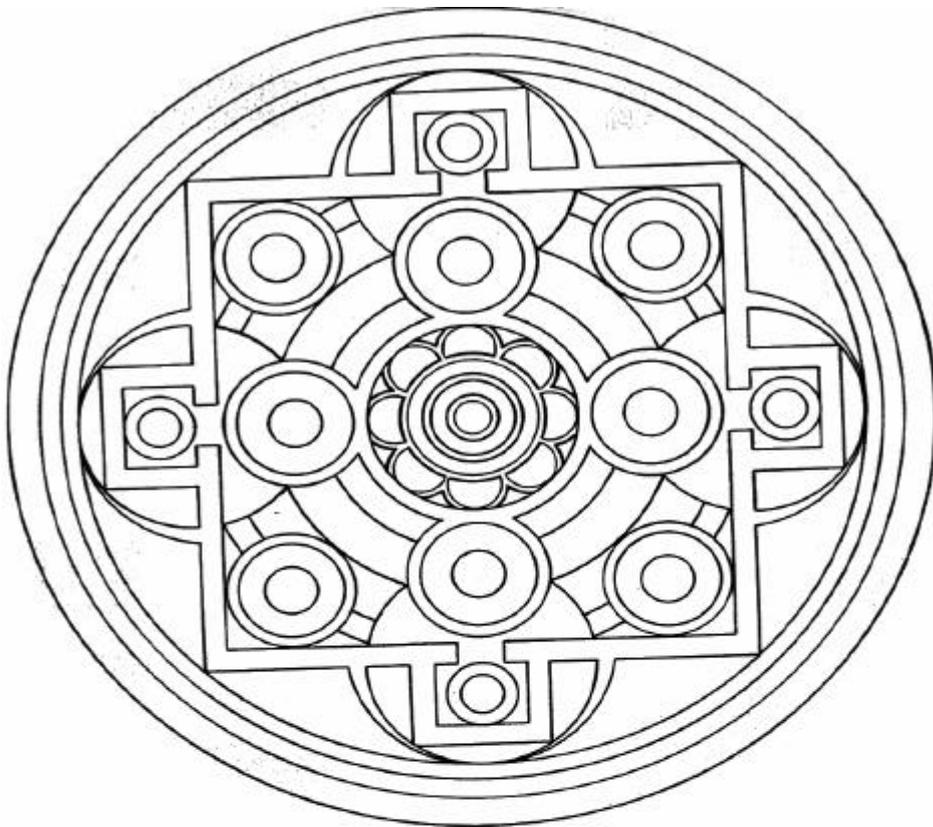
Move on to lesson where they look at concepts of awareness - and detachment.

(Another possibility is to get pupils as they enter to take out of their bag anything they believe to be essential to them. Pupils choose and leave bags at front. Take items to desk and explain what they've taken and why or why they didn't take anything).

Buddhism

MY MANDALA 1

Circles can say a lot about life, and about people. Some Buddhists use circles as objects of concentration.. Circles used in this way are called mandalas. Here is a simple mandala. Colour it in.



MY MANDALA 2

Think about the mandala you coloured in. Now answer the following questions.

1. How 'tidy' were you?
2. Did you get angry if you made a mistake?
3. Which direction did you take? From the centre out? centre? Around the edge first? How?
4. Did you hurry some sections? Which ones?
5. Which colours did you use? Why?
6. If your mandala were displayed with a hundred others, would you recognise it? How?

RELIGIOUS EDUCATION

Lesson Focus: Holy Week	Religion: Christianity	Year Group: KS3
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Learning Objectives - Empathy

Starter/Plenary Living Photographs/Picture 1. Picture of last supper e.g. Leonardo da Vinci - Make a Body sculpture showing this picture - What are the thoughts of the people in the photograph. 2. The Crucifixion? e.g. H. Bosch What are the thoughts of the people in the crowd? Roman, Priests, Mary (Mother) John the disciple. 3. Use OHT's of Jesus' life (and world wide Jesus). For each picture pupils answer the questions. When? Why? Where? Who? and What? As a plenary the Living Photograph can be the last activity.
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RELIGIOUS EDUCATION

Lesson Focus: Parables	Religion: Christianity	Year Group: 7
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Learning Objectives - to revisit the Good Samaritan before exploring another parable.

Starter: The Good Samaritan is cut into sentences and put on card. Pupils put the story into the right order (sequencing).
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RELIGIOUS EDUCATION

Lesson Focus: Holy Week (or Hajj)	Religion: Christianity (or Islam)	Year Group: 8
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Learning Objectives

- to revisit knowledge by word association in Christianity or Islam

Starter:**Count Down**

Provide groups with shopping bag of ingredients perhaps associated with Holy Week e.g. rope, nail, egg, palm leaf, cross, picture of donkey, bread etc. Pupils have 5 minutes to explain association of each ingredient.

OR

Provide groups with names of places associated with a topic e.g. Hajj and ask pupils to find the order in which these places are visited by pilgrims and describe what takes place at each stopping point. Pupils will be able to refer to a textbook for information.

The Hajj

Muzdalifah

Mount of Mercy

The Great Mosque

Plain of Arafat

Mina

The Ka'ba

(The Great Mosque, The Ka'ba, Muzdalifah, Plain of Arafat, Mount of Mercy)

RELIGIOUS EDUCATION

Lesson Focus: Palm Sunday	Religion: Christianity	Year Group: Year 8
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Learning Objectives

- to learn about Jesus' Entry into Jerusalem
- to learn about the relevance of this event in Jesus' life to Palm Sunday today.
- to produce a newspaper report about the first Palm Sunday.

Starter:

- Questionnaire about students' own reaction to a famous person coming to their town.
(See Questionnaire).

RELIGIOUS EDUCATION

Lesson Focus:

Palm Sunday

Religion:

Christianity

Year Group:

Year 7

Learning Objectives

To understand/know the events of Palm Sunday

Starter/Plenary

Give out an easy wordsearch and allow 3 minutes to "do" it. Pupil who has found the most words chooses another pupil and one word from the wordsearch. Second pupil must say what the relevance of the word is to Palm Sunday. That pupil then chooses another word and another pupil to explain the relevance of the word. Process is repeated until words are used up or lesson ends.

PALM SUNDAY

C	Z	E	C	H	A	R	I	A	H	S
R	J	M	A	N	N	A	S	O	H	A
D	E	E	S	P	D	E	A	T	H	N
O	R	S	N	A	D	R	O	J	S	H
N	U	S	L	L	J	I	H	E	U	E
K	S	I	B	M	L	B	C	R	R	D
E	A	A	L	S	L	I	I	U	A	R
Y	L	H	T	I	K	N	R	S	Z	I
I	E	T	N	A	S	A	E	P	A	N
O	M	D	C	I	R	E	J	C	L	B

peasant
 Jericho
 blind
 Jordan
 Jerusalem
 palms
 Zechariah
 Lazarus
 oil
 donkey
 Hosanna
 death
 Messiah
 Sanhedrin

Questionnaire

1. Who is your favourite pop star?
2. What is your favourite football team?
3. Do you support any other football team?
4. Do you watch your team play?
5. Do you buy your pop stars records?
6. Would you travel ten miles to see your team play?
7. Would you travel ten miles to see your favourite pop star?
8. How would you describe the behaviour of the crowd when your team won the FA Cup?
9. How would you describe the behaviour of the crowd when your favourite pop star came to open a supermarket?

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Christianity

RELIGIOUS EDUCATION

Sandbach School

Lesson Focus: Introducing Christianity/Prioritising Christianity	Religion: Christianity	Year Group: Yr. 10/Yr.
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Learning Objectives

- to be familiar with a range of Christian Concepts and vocabulary

Starter/Plenary

Memory Card Exercise.

1. Pupils given set of cards – Place face down on desk - see Memory Cards Christianity' or 'Memory Cards Islam'.
2. As per instruction sheet.

This was a fun activity. It worked well and pupils enjoyed it. They found a similar exercise on Islam challenging - but used last year with Yr. 11 group was an excellent revision tool. I used this as a starting activity and a diffusion activity.

I have used it as an ongoing exercise with pupils.

I would develop this by devising a unit specific starter/memory card exercise.

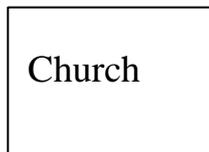
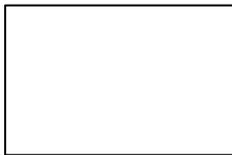
Memory Cards A Definition Game

Instructions

Place the cards on the desk.

Turn over a card.

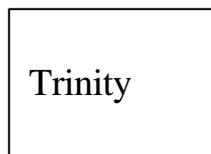
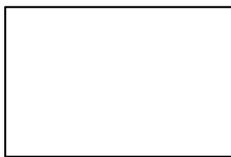
You then need to give 2 pieces of extra information to claim the card e.g.



The extra information could be....Christian place of Worship

The Font is where Baptism takes place

or



The extra information could be..... God in three parts
Father, Son and Holy Ghost

The pupil who has collected the most cards at the end wins.

Memory Cards

Christianity

Apostles Creed	Jesus
Parables	Easter
The Great Commandments	Resurrection
Baptism	Water
Light	Miracles
Bible	Sermon on the Mount
God	Virgin Birth
Lent	Self Denial
Parables	Sermon
Love	Believers baptism
Font	Prayer
Sin	Confirmation
Forgiveness	Charity
Church	Worship
Pulpit	Holy spirit

RELIGIOUS EDUCATION

Lesson Focus: Initiation Rites	Religion: Christianity	Year Group: GCSE
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Learning Objectives

- To understand the different rites of Baptism in Christianity - and the reasons for these differences.

Starter

Class were split into RC/Anglican
Orthodox
Baptist/Pentecostal - Believer's Baptism
Dedication

They researched and planned role plays and each group then did a role play to introduce the lesson concerned.

RELIGIOUS EDUCATION

Lesson Focus: Jesus	Religion: Christianity	Year Group: 8
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Learning Objectives

- Who was Jesus?!
- To think about the significance of Jesus.

Starter/Plenary

Place pictures of Jesus around the room. Maybe shut blinds/curtains and light some candles. Pupils each have a sheet of paper to write on. They go round the room and choose which picture is most like Jesus to them or which one they like the best. They then describe the picture and explain why they chose it.

RELIGIOUS EDUCATION

Lesson Focus: Introduction to Parables	Religion: Christianity	Year Group: 8
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Learning Objectives

- Working towards learning what is a Parable, why did Jesus use parables when teaching.

Starter

In groups of 6 pupils are given 10 mins. to list as many stories/tables etc. that have a moral or a meaning. Prize for table with highest number, - they must be able to state what the moral is.

Christianity

RELIGIOUS EDUCATION

Lesson Focus:

Christianity and Love

Religion:

Christianity

Year Group:

Year 10 and Year 11

Learning Objectives

- to become familiar with Christian beliefs about love
- to devise strategies for remembering

Starter/Plenary

Memory Map Exercise

Memory Map: This was used as both a starter and as a main activity in Yr. 10 and Yr. 11 GCSE RS. I wanted an active way to reinforce previous learning on Christianity and love for Yr. 11.

Pupils arranged into groups of three. Given No. 1,2,3.

Task explained. Pupils are to observe a diagram one at a time with words and pictures which relate to Christianity and love. Pupils task to reproduce diagram.

1st Activity

Given 2 mins. to discuss strategy.

2nd Activity

No. 1's invited to view diagrams. (3 in room at strategic places) Report back to group.

3rd Activity

Group writes up ideas.

4th Activity

No. 2's invited to view diagram.

5th Activity

Group writes up ideas

6th activity

No. 3's invited to view diagram.

As a starter this would end with a punchy question/answer session. What have we learnt? How have we learnt?

As part of a larger lesson - this process would be expanded by the sharing of information a debrief of learning.

The parable of the Good Samaritan shows Christian love in action



The Dove represents the love and peace of the Holy Spirit.



Love God

Love your neighbour

Christians believe in Peace



The cross represents God's love for humanity



The Great Commandments



The idea of family is important for Christians.

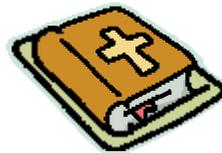
Christianity and Love

Jesus' example

The healing of the crippled man



Christians believe that God showed his love for humanity by giving us his only son Jesus



The Bible contains stories which Jesus told about Love

Jesus is the light of the world



Christians believe in love and marriage

RELIGIOUS EDUCATION

Lesson Focus: Shiva	Religion: Hinduism	Year Group: 8
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Learning Objectives - to stimulate interest in Shiva
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Starter and Plenary Mystery Object Show class Shiva (or photograph) and ask them to think of 5 questions who, what, when, where, why. These questions when answered might inform the pupils what the object is.

RELIGIOUS EDUCATION

Lesson Focus: Introduction to Islam or revisiting Islam	Religion: Islam	Year Group: 10
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Learning Objectives

- To gather facts about Islam

Starter/Plenary

Facts about Islam exercise.

Pupils are given a number and a related numbered fact about Islam. (see 'Facts about Islam) Sheet 1.

1. On the OHP numbers are put into pairs e.g. 5-10
6-11
7-12 and so on.

The pupils find their partner. The fact about Islam held by their partner is noted down on 'Facts about Islam' sheet 2.

2. On the OHP, pupils are again put into pairs or pupils are placed in groups of 4.
The pupils find their partner and note down facts about Islam.

I have also done this with facts about Christianity.

Facts about Islam - Sheet 1

1. The Muslim name for God is Allah.	16. Muslims face the city of Mecca when praying.
2. Muslims have 5 duties these are the Five Pillars.	17. A Muslim should pray five times a day.
3. The Qu'ran is the holy book of Islam.	18. The Qu'ran is treated carefully.
4. Muslims believe Muhammad was a messenger of Allah.	19. The Muslim place of worship is a Mosque.
5. Muslims should go on a Pilgrimage to Mecca.	20. The Religious language of Islam is Arabic.
6. Muslims are members of Islam.	21. Muslims believe the Qu'ran is a book of guidance for life.
7. Friday is often a day of prayer.	22. Muslims believe in life after death.
8. Muslims believe Allah is a judge.	23. Muslims follow the example of Muhammad.
9. Muslims should only eat Halal food.	24. Muslims do not worship Muhammad.
10. Muslims should read the Qu'ran every day.	25. Muslims show obedience to Allah in every action.
11. Muslims should share with those in need.	26. Family life is important for Muslims.
12. The Muslim community is called The ummah.	27. The Qu'ran is made up of 114 chapters.
13. Muslim children attend a religion school.	28. Food which is forbidden to Muslims is called Haram.
14. Muslims believe they should look after the world.	29. Muslims believe Allah is perfect.
15. Allah has 99 names.	30. A Muslim uses a prayer mat when praying.

RELIGIOUS EDUCATION

Ongoing 'starter' - used and revisited over a number of lessons

Lesson Focus: Introduction to Islam or revisiting Islam	Religion: Islam	Year Group: Yr. 10/Yr. 11
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Learning Objectives

- by the end of the lesson pupils will be familiar with a range of Islamic concepts and vocabulary.

Starter/Plenary

Odd one out exercise. Context. I have used this with Yr.10 pupils who have a limited knowledge of Islam having completed a Bridging course on Islam in Yr. 9.

Pupils given a Text book and related odd one out sheets.

Week 1 and 2 - First 10 mins. pupils worked on task 1.

Week 3 and 4 - First 10 mins. pupils worked on task 3.

This has been an ongoing piece of work with one group. It has been successful in giving the lesson a focus. I have also used this as a diffusion task between activities and have also used the activity as an end point.

The justification has been the important aspect of this. It has emphasised that pupils make their own connections.

Odd One Out

Instructions

Each of the numbers in the sets of four below represent a word to do with Islam.

Task 1

Can you work out which one is the odd one out and what connects the other three.

Set A	7	9	10	28
Set B	25	26	12	19
Set C	13	17	22	14
Set D	20	8	3	4
Set E	2	27	6	11
Set F	29	23	15	16

Task 2

Can you find one more word from the worksheet to add to each of the sets above so that all four items have something in common, but the odd one out remains the same? Think about why you have chosen each one.

Task 3

Choose 3 numbers that you think have something in common with each other and one that you think has nothing to do with the other three. Get a partner to try and find the odd one out and try theirs.

Task 4

Can you organise all the words into groups? You are allowed to create between 3 and 6 groups and each group must be given a descriptive heading that unites the words in the group. Try not to have any left over. Be prepared to re-think as you go along.

Odd One Out

Islam

1. Adhan	2. Ramadan
3. Al Fatihah	4. Salah
5. Allah	6. Sawm
7. Fard	8. Shahadah
9. Halal	10. Shariah
11. Haram	12. Sunnah
13. Hajj	14. Tawaf
15. Ibadah	16. Tauhid
17. Ihram	18. Ummah
19. Kaaba	20. Zakat
21. Makkah	22. Fajr
23. Muhammad	24. Hadith
25. Niyyah	26. Jihad
27. Qiblah	28. Minbar
29. Qu'ran	30. Mosque

ODD ONE OUT

Task 1

Set	Odd One Out	The Other Three	What connects the other three?
A			
B			
C			
D			
E			
F			

Task 2

Set	Odd One Out	The Other Three	Extra Word	What connects the four words?
A				
B				
C				
D				
E				
F				

Task 3

Set	No	No	No	No	Odd One Out
A					
B					
C					
D					
E					
F					

Task 4

Set	No	No	No	No	Title
A					
B					
C					
D					
E					
F					

RELIGIOUS EDUCATION

Sandbach School

Lesson Focus: Introducing Islam or revisiting Islam	Religion: Islam	Year Group: Yr. 10/Yr. 11
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<p>Learning Objectives</p> <p>To enable pupils to recap prior learning on Islam</p>
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<p>Starter/Plenary</p> <p>Connection Exercise.</p> <p>(I used this as a settling down starting exercise for Yr. 10/ Yr. 11. groups.) It can also be used as a plenary. Depending on pupils prior knowledge - text book with terms defined was given or pupils worked from prior knowledge.</p> <p>5 - 10 mins.</p> <p>Pupils read through list of words. Pupils had to connect the words as per instruction sheet (see 'Connections Islam') Questioning session volunteers/conscripts - justifying Connection then linked this in to</p> <p>Yr. 10 teaching about Allah Yr. 10 teaching about Sharah</p>
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Connections

Islam

Allah	Saum
Hajj	Qu'ran
Hadith	Muhammad
Mosque	Salah
Prayer mat	Arabic
Makkah	99 names
Prostration	Halal
Zakat	Niyyah
Kaaba	Hiram
Jihad	Shahadah
Prophet	Fard
Hafiz	Surah
Taqwa	Ramadan
Night of Power	Fasting
Minaret	Wudu

Memory Cards Islam

Haram	Hajj
Shahadah	
Asr (salat-ul-Asr	Qiblah
Alchirah	Du'a
Sawm	Mumin
Sunni	Hijab
Laylat-ul-Qadr	Hafiz
Imam	Adham
Shari'ah	Jumu'ah
Tawaf	al-Fatihah
Ka'aba	Hadith
Niyyah	Ibadah
Sadaqah	Surah
Ramadan	Qu'ran
Muhammad	Fard
(pbuh)	Ihram

RELIGIOUS EDUCATION

Lesson Focus: Islam (any section)	Religion: Islam	Year Group: 9
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Learning Objectives

- to reinforce learning and understanding of a topic or themes
- to encourage thinking and socialisation.

Starter/Plenary

- Pupils work in pairs
- Partner 1 takes a card from the envelope (See Taboo Islam)
- Partner 1 describes the word at the top of the card **WITHOUT** using the other words written on the card.
- Partner 2 has to guess the word written on the top of the card.

This can be used in the reverse in answer i.e. partner 1 lists the words on the card below the title and Partner 2 guesses the title word.

See also 'Beatitudes - taboo'

Taboo Islam

<u>MOST MERCIFUL</u>	<u>SURAH</u>
<ul style="list-style-type: none"> • kind • nice • Allah • God 	<ul style="list-style-type: none"> • Qu'ran • Verse • Holy Book • Read
<u>SALAH</u>	<u>TAW HID</u>
<ul style="list-style-type: none"> • prayer • five • Allah • positions • worship 	<ul style="list-style-type: none"> • obey • duty • follow • Allah • Qu'ran
<u>MIHRAB</u>	<u>MAKKAH</u>
<ul style="list-style-type: none"> • mosque • niche • makkah • face 	<ul style="list-style-type: none"> • place • Muhammed (pbuh) • Holy place • East • City
<u>KAABA</u>	<u>99 NAMES OF ALLAH</u>
<ul style="list-style-type: none"> • box • Makkah • black • circle • 7 times • cube 	<ul style="list-style-type: none"> • number • called • God • prayer beads
<u>UMMAH</u>	<u>RAMADAN</u>
<ul style="list-style-type: none"> • community • together • meet • group 	<ul style="list-style-type: none"> • Eid-ul-fitr • Fast • Month • Moon • Time

Beatitudes - Taboo

Use it with Matthew Chapter 5

DIVORCE	ADULTERY
WIFE HUSBAND SEPARATE	WOMAN LOOKS EYE RIGHT HAND
ANGER	LAW
MURDER ALTAR FORGIVE	OBEYS HEAVEN KINGDOM
SALT	LIGHT
WORTHLESS LOSES THROWN OUT	HIDE BOWL SHINE
REVENGE	ENEMIES
EYE TOOTH CHEEK SHIRT	LOVE PRAY PERSECUTE
CHARITY	
HYPOCRITE PRIVATE SHOW GIVE	

RELIGIOUS EDUCATION

Lesson Focus: Revisit Islamic vocabulary	Religion: Islam	Year Group: 9
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Learning Objectives

- to explore Islam through the discussion of concepts using 'Odd One Out'

Starter/Plenary

Odd One Out

Provide topic/lesson vocabulary on separate numbered cards. Call out groups of numbers and ask pupils to suggest which card is the odd one out and why the reason they provide is the important part of the activity.

Five Pillars

11. Charity

1. Faith

7. Shahadah

10. Prayer

10. Shalat

3. Six

2. Zakah

4. Duty

13. Rich

14. Cake

9. Fasting

6. Sawn

5. Jerusalem

8. Makkah

12. Hajj

RELIGIOUS EDUCATION

Lesson Focus: Holy Books	Religion: Islam	Year Group: 8
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Learning Objectives

- to explore vocabulary through association

Starter/Plenary

Word Association

What do you associate with the following?

Planned in relation to introducing the Qu'ran and holy books of Islam. (Or it could be used to recap)

Arabic

Muhammad's sayings

Surah

Respect

Hafiz

Scriptures

Prophet

Gabriel

RELIGIOUS EDUCATION

Lesson Focus: Muslim Teenagers	Religion: Islam	Year Group: 8
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Learning Objectives

- to empathise with problems that some Muslims may experience living in Britain

Starter/Plenary

What is in it for me?

Make the start relevant to pupils' e.g. Why are people bullied in school? Or tell a story about bullying. This could be used as an introduction to a lesson on the problems experienced by Muslim teenagers living in Britain. A story could also be told showing the contribution a Muslim pupil made to school life as an introduction to the benefits of living in a multi-cultural society.

RELIGIOUS EDUCATION

Lesson Focus: Islam	Religion: Islam	Year Group: 8
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Learning Objectives

- to revisit and reinforce Islamic vocabulary

Starter/Plenary

Who or What Am I?

Words can be written on stickers on 'post it' notes. Then these words can be placed on pupils heads. Pupils have to ask a series of questions to work out what the word is on their head.

The Mosque

Mihrab	Makkah	Calligraphy	Minaret
Minbar	Imam	Dome	Shoe Rack

RELIGIOUS EDUCATION

Lesson Focus: Islam	Religion: Islam	Year Group: 8
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Learning Objectives

- to revisit the life of Muhammad (pbuh)

Starter/Plenary**Card Sequencing**

Give groups of pupils some cards with different types of emotions written on them. Then pupils work together to place the emotions in sequential order e.g. in relation to the life of Muhammad:

The Life of Muhammad (pbuh)

Place the following cards in sequential order in relation to how Muhammad (pbuh) would feel at different times in his life. (Order given is expected outcome).

Happy	Sad	Satisfactory/steady
Worried	Cross	Terrified
Angry	Sense of achievement	Sense of triumph

RELIGIOUS EDUCATION

Lesson Focus: Muslim Worship	Religion: Islam	Year Group: 8
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Learning Objectives

- to introduce vocabulary associated with Muslim worship

Starter/Plenary**Classification**

As for Odd One Out but pupils are asked to group cards in categories and devise a name or heading for each group (Refer to text book).

Muslim Worship

Bow

kneel

second pillar

Musulla

Prayer

Makkah

Washing

spiritual cleansing

gargle

5 times a day

wipe forehead

stand

wudu

rak'ah

cold water

Answer: Three Groups

Group 1: Wudu - washing, spiritual cleaning, gargle, cold water

Group 2: Rak'ah - stand, kneel, bow, wipe forehead

Group 3: Second Pillar - Makkah, prayer, 5 times a day, musulla

RELIGIOUS EDUCATION

Lesson Focus: Synagogue	Religion: Judaism	Year Group: 8
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Learning Objectives

- to understand terminology around the synagogue

Starter/Plenary

- Written on the board is: Synagogue, bimah, torah, ark, nertamid, yad
- Students write down/tick on the board words they are familiar with
- At the end of the lesson the list is revisited in the plenary to see if all words are now known.

RELIGIOUS EDUCATION

Lesson Focus: Orthodox Judaism	Religion: Judaism	Year Group: 9
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Learning Objectives

- to reflect on their own understanding of the diversity in Judaism

Starter/Plenary**Human Continuum**

Place the words which describe the extremes of a topic on the two opposing walls of the classroom e.g. ultra orthodox in relation to diversity within Judaism and reform/liberal Jews. Pupils are asked to form a line showing which they agree with most. or e.g. "There is no such thing as sin".

RELIGIOUS EDUCATION

Lesson Focus: Learning about Hannukah	Religion: Judaism	Year Group: 8
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Learning Objectives

- To understand the story and the way Hannukah is celebrated.
- To understand the reasons for the traditions.
What messages can we get from this festival e.g. about Freedom, Faith Power of good over evil etc.

Starter - for lower group and Plenary for a topset

My top set completed their learning and a project on this. In groups they then come up with their own presentations to teach others about the festival. As my lowest set were about to learn the story the best presentations from top set came into the lesson and taught the lowest set - it certainly got them thinking - a quiz, a puppet show, a Powerpoint presentation etc.