



LEARNING STRATEGIES

A	
Alphabet	Make a list of objects / themes, where each one begins with the next letter of the alphabet.
Actitude Analysis	This strategy is a combination of <i>Act</i> and <i>Attitude</i> . It helps students make connections between the attitudes and actions of people and groups. The stages of Attitude Analysis are: <ol style="list-style-type: none"> 1. What is the idea? 2. Summarise the meaning. 3. Identify the attitude and values from the idea. 4. Create actions and practices that match the attitudes and values.
Action Plan	Students think about a possible solution to a problem by working through three steps: <ol style="list-style-type: none"> 1. Think and discuss the issues 2. Create a plan (which needs to be able to put into action by the students) 3. Put the plan into action.
Action Reflection Cycle	Analyse a passage / scene by applying it to each of the steps in the flowchart. <ol style="list-style-type: none"> a. ACTION - identify key actions which caused harm or hurt b. CONSEQUENCE- identify the consequences of each action c. REFLECTION - reflect on the actions and their consequences d. ACTION - suggest an action which would have brought about a better consequence. e. CONSEQUENCE - suggest what the consequences of this action would have been. f. REFLECTION - reflect on the outcome of the changed action.

B	
B.A.R	B - bigger A - add R - replace Take any object or situation and make something bigger, add something then replace something.
Before and After	Using a situation or image, students imagine what might have happened before the event, then after the event.
Beyond the Gospel	Students think about what might have happened after a particular event in the gospel.

	<ol style="list-style-type: none"> 1. In teams, discuss the meaning or message of the passage. 2. How might the main character retell the story to another character (real or invented). 3. If appropriate, students can develop a script for the conversation.
Buzz Groups	<p>Use the <i>Buzz Groups strategy</i> to record your ideas about the given questions.</p> <ol style="list-style-type: none"> 1. Prepare a question to give to each group. 2. Organise groups of four to six students. 3. Each group chooses a leader to record important ideas. 4. Each group chooses a presenter. 5. Allow time for groups to pair up and share their ideas.
Blog	<p>Students create their own blog (Web Log). A Blog records opinions, thoughts and information on a regular basis. It is like a public journal. In this strategy, students must create at least three blog entries.</p>
Bloom's Grid	<p>Using a blooms grid encourages higher order thinking to take place. It is based on six levels of thinking;</p> <ol style="list-style-type: none"> 1. Knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation.
Bingo	<p>Students write or draw objects from the set theme onto a bingo board. The teacher calls out the names of the objects and the first student to have all of the objects marked off, calls 'bingo!'</p>

C	
Card Cluster	<p>A card cluster is a great way to organise ideas. Individually or on groups, students write their idea or answer on the card. The cards can then be grouped or organised in a display.</p>
Cause & Effect	<p>Students are asked to think about an action or choice and what might result from that action or choice. A concept web can be useful to organise ideas.</p>
Celebrity Heads	<ol style="list-style-type: none"> 1. Three students are the celebrity heads. 2. They become three characters – these characters are chosen for them by someone else. 3. They do not know who they are, but must ask a series of questions requiring a yes or no answer to determine who they are. <p>The first student to guess correctly wins.</p>
Chinese Whispers	<ol style="list-style-type: none"> 1. Students line up in a long line or in a circle. 2. The first student reads a message or sentence then repeats what they have read to the student next to them. 3. Each student repeats the message they have heard to from the previous student to the next student.

	<p>4. The final student repeats the message aloud.</p> <p>The beginning and ending messages are then compared.</p>
Character Emotions	<p>Students can judge a character's emotion at a certain point in the story.</p> <ol style="list-style-type: none"> 1. Choose the part of the story to be analysed 2. Record the emotion on the thermometer <p>Students predict the action that this emotion might create.</p>
Character Map	<p>This strategy helps students to describe a character and give reasons for their descriptions. This strategy can also be used to compare two characters.</p> <p>The student chooses a character they wish to describe under three headings:</p> <ol style="list-style-type: none"> 1. Feelings 2. Actions 3. Thoughts
Circular Discussion	<ol style="list-style-type: none"> 1. Prepare 4 – 5 discussion questions. 2. Each student is given a sheet to record their ideas. 3. Students are divided into two groups – an inner and an outer circle. 4. The first question is posed, and students are given time to note down some ideas on their record sheet. 5. The students in the inner circle then share their thoughts. 6. Their 'pair' in the outer circle responds. 7. The discussion is stopped after 1 – 2 minutes and the inner and outer circles swap positions. 8. The second question is then posed and the steps are repeated. <p>Follow on with all subsequent questions.</p>
Code Breaker	<p>The Code Breaker strategy allows students to respond to a text, song or image and interpret its meaning.</p> <ol style="list-style-type: none"> 1. Choose a word / phrase / sentence from a text or song, or a symbol from an image. 2. Record it on the chart. 3. Create a personal interpretation of the chosen piece. 4. Create a symbol to go with the interpretation
Collage Strategy	<p>Collect a group of images (from a magazine, internet or drawn) on a specific topic. Cut and paste the images to create a poster.</p>
Comic Strip	<p>Using a comic strip to tell a scripture story or the events of a situation in sequence. Think about the parts of the story, such as characters, setting and dialogue.</p>
Compare / Contrast	<p>The Compare / Contrast Strategy makes use of a chart to describe the similarities and differences between two concepts. The chart pictured here may be used for the comparison. First students look at the similarities. Then they identify the differences, indicating the criteria they use to draw them out.</p>
Concept Spiral	<p>Explores an idea or topic with guided questions.</p>

<p>Concept web</p>	<ol style="list-style-type: none"> 1. A concept web is a way of organising ideas and showing their relationships. 2. It is usually organised as a diagram, with the main idea in the middle and contributing ideas attached to show the connection. 												
<p>Concept Pyramid</p>	<p>The Concept Pyramid is divided into levels of any number. Students brainstorm elements or components and record each on separate sheets of paper. They jointly construct the concept pyramid by negotiating on the hierarchical order in which the separate pieces of paper will be placed on the concept pyramid</p>												
<p>Context Pizza</p>	<p>The concept pizza strategy allows students to complete a simple biblical exegesis on a parable or other scriptural text using contextual clues.</p> <p>A suggested process for using this strategy is provided below:</p> <ol style="list-style-type: none"> 1. Students read the text 2. Students form learning teams of a specified number depending on how many contextual clues are being investigated. Students take a slice of pizza (see resources below) and write the name of the contextual clue they will be investigation. This might, for example, be a character's name, or a geographic feature. The contextual clues provided below are based on teams of six with each student in the team investigating a different clue: <table data-bbox="587 1016 1374 1742"> <tr> <td data-bbox="587 1016 798 1084">Social Context</td> <td data-bbox="842 1016 1374 1084">What social codes are evidenced in this text?</td> </tr> <tr> <td data-bbox="587 1128 798 1196">Political Context</td> <td data-bbox="842 1128 1374 1196">What is the implied political agenda in and behind this text?</td> </tr> <tr> <td data-bbox="587 1240 798 1308">Cultural Context</td> <td data-bbox="842 1240 1374 1308">What evidence is there is this text that is specific to the culture of the time and place?</td> </tr> <tr> <td data-bbox="587 1375 798 1442">Symbolic Context</td> <td data-bbox="842 1375 1374 1442">How and where is symbolism used to enhance the meaning of this text?</td> </tr> <tr> <td data-bbox="587 1487 798 1554">Historical Context</td> <td data-bbox="842 1487 1374 1554">When are where was this text set? How does that inform the meaning of the text?</td> </tr> <tr> <td data-bbox="587 1599 798 1742">Literary Context</td> <td data-bbox="842 1599 1374 1742">What literary techniques and textual features have been used in this text? How does knowledge of them help you understand the text?</td> </tr> </table> <ol style="list-style-type: none"> 3. Students now re-read their text paying attention to the contextual clue they are investigating. Students write context clues on the back of their pizza slice. 	Social Context	What social codes are evidenced in this text?	Political Context	What is the implied political agenda in and behind this text?	Cultural Context	What evidence is there is this text that is specific to the culture of the time and place?	Symbolic Context	How and where is symbolism used to enhance the meaning of this text?	Historical Context	When are where was this text set? How does that inform the meaning of the text?	Literary Context	What literary techniques and textual features have been used in this text? How does knowledge of them help you understand the text?
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<p>Contingency Diagram</p>	<ol style="list-style-type: none"> 1. Do not reveal the point of the strategy to the students. 2. Devise a question which is the opposite of the real issue for investigation. 3. Students discuss responses in small groups. 4. Record answers in a chart on the left hand side column. 5. After a few minutes, pose the second question (the real focus of the discussion) 6. Record answers in the right hand side column. <p><i>Example</i></p> <table border="1" data-bbox="539 421 1385 600"> <tr> <td data-bbox="539 421 960 510"> <p>Question 1 What are the best ways to ruin your relationship with God?</p> </td> <td data-bbox="967 421 1385 510"> <p>Question 2 What are the best ways you can build your relationship with God?</p> </td> </tr> <tr> <td data-bbox="539 510 960 600"> <ul style="list-style-type: none"> • Never go to Mass • Forget to say sorry </td> <td data-bbox="967 510 1385 600"> <ul style="list-style-type: none"> • Go to Mass regularly • Say sorry through the Sacrament of Penance </td> </tr> </table>	<p>Question 1 What are the best ways to ruin your relationship with God?</p>	<p>Question 2 What are the best ways you can build your relationship with God?</p>	<ul style="list-style-type: none"> • Never go to Mass • Forget to say sorry 	<ul style="list-style-type: none"> • Go to Mass regularly • Say sorry through the Sacrament of Penance
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<p>Creative Brainstorm</p>	<ol style="list-style-type: none"> 1. Tell the students to question of problem. 2. All ideas are recorded. 3. Discuss each idea and give it a tic, cross or question mark. 4. Ask each student to choose the three best ideas. 5. Review the ideas again and highlight those receiving the most votes. 				
<p>Cube Strategy</p>	<p>Cut out the cube from the cube net and list the answers / ideas on each side of the cube. Cut out the cube and glue it together following the instructions.</p>				
<p>Curtains up / Curtains down</p>	<ol style="list-style-type: none"> 1. The activity is designed to present a sequence of events in a visual form 2. Groups of students plan a series of frozen statues for a scriptural story, life of a saint, a poem, or a timeline. 3. Those in the audience close their eyes [Curtains down]. 4. The group moves into position for the first scene as quiet music is played and the first part of the story is read. 5. The reader pauses, then the direction, curtains up, is given to allow the audience to view the scene. 6. The process continues for each scene. The audience should not see any movement. 				

D	
<p>Dictagloss</p>	<ol style="list-style-type: none"> 1. The teacher reads the passage aloud. 2. Students write down key words or phrases 3. Teacher re-reads the passage 4. In groups of three to four, students reconstruct the passage according to their own understanding. 5. Each group records their passage. 6. Share each recorded passage with the class. 7. Discuss each groups' response to the passage.
<p>De Bono's Hats</p>	<p>De Bono's thinker's hats require students to think about an issue or situation using six areas of thought;</p> <ol style="list-style-type: none"> 1. Process – Thinking about thinking. 2. Facts – What are the facts? 3. Creativity – What is a new or different approach?

	<ol style="list-style-type: none"> 4. Benefits – What are the advantages? 5. Cautions – What are the problems? 6. Feeling – How does this make me feel?
De Bono's Actions Shoes	<p>The six action shoes allow students to think about an issue by exploring some of the key words, phrases and actions. The six action shoes are:</p> <ol style="list-style-type: none"> 1. Routines and Regulations 2. Emergency or Crisis 3. Caring and Helping 4. Practical or sensible 5. Investigate and collect information 6. Extraordinary.
Decision Tree	<p>A decision tree helps students to consider different decisions that can be made and the possible advantages and disadvantages to those decisions. The Decision Tree provides a definite structure to support the decision making process.</p>

E	
Expert Groups	<ol style="list-style-type: none"> 1. Students form groups and each student has a number. 2. All the 1s join together, all the 2s, and the 3s etc. to create new groups. 3. The new group researches a topic or completes an activity. 4. Each group has a different aspect of a topic in which to become an expert. 5. 1s, 2s and 3s then return to their original group and present their new knowledge
E.E.K.K	<ol style="list-style-type: none"> 1. Each partner has equal time (2 minutes is recommended) to present his/her opinion while the other partner listens. 2. When speaker A has finished, speaker B reflects on what they have just heard. 3. Then Speaker B presents his / her opinion while speaker A becomes the active listener. Speaker A then reflects on what they just heard. 4. After completion of the above steps, partners join with another pair. Each person then retells what their partner told them. <p>The ideas of each person / pair can be recorded using a Venn diagram.</p>
Emotion Map	<ol style="list-style-type: none"> 1. Students are exposed to the stimulus material (a video clip, audio or a story). 2. In small teams, students discuss the emotions that people in the stimulus material experienced. 3. Students create a visual response for the emotions in the oval shapes. 4. Students record reasons why the person experienced that emotion.

Extent Thermometer	Allows students to think about how involved or responsible a character or event is when answering a question. Examples of possible questions could be: How important was Eve's role in eating the apple? To what extent did bad behaviour contribute to God sending a flood?
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F	
Facebook Post	Students turn an event into a face book post. What would they say? Would they add any images?
F.A.L.L	This strategy is similar to the think-pair-share strategy. F – formulate (express) an idea about the story / event A – articulate (tell) your idea to others in the group L – listen to other responses L – lengthen your idea and add to it.
Film Strip	Use the frames of a film to retell a story visually.
Find your Match	Students are given a part of a passage / sentence / idea and are asked to group with the other student/s holding matching parts.
Find the Fib	<ol style="list-style-type: none"> Students form groups of five. Each student is either given a statement or creates their own statement about a given topic. If given a statement, the group must determine whose statement is a fib. If writing their own statements, they must write three – two of which are true and one of which is a fib. The group then identifies which statement is a fib. Team members can either: - <ol style="list-style-type: none"> Reach their own conclusions and justify them. <p>Come to an agreement with only one answer</p>
Fishbone	This is a strategy which can help students to connect how different events can contribute to an overall result
Flip Book	Students use this strategy to answer questions or to reveal more information about a topic. The flip book is divided into three sections. Each section will answer a different question or have a different focus. <ol style="list-style-type: none"> Divide an A4 page in half horizontally. Fold along the horizontal line. Divide the page into three vertically, only cutting the top half of the page so that it can be flipped open to reveal information inside. On the front cover write the question or name to topic. On the inside top page, record one or two sentences answering the question or recording information. On the bottom page, create an image or symbol.
Flow Chart	Information is organised into a linear flow chart. In this flow chart, the information follows a sequence. The arrows indicate the

	relationship between sequential pieces of information. Linear flow charts may be organised from top to bottom or left to right.
Four Corners	The four corners of the classroom represent strongly agree, agree, disagree, and strongly disagree. Students must make a decision and move to a particular corner.
Four Resources	Students use one of the resources to evaluate a visual or textual stimulus from that perspective. <ol style="list-style-type: none"> 1. Code Breaker 2. Text 3. Meaning Maker 4. Text Analysis
Frayer Concept Model	This is a concept map which asks students to explore a concept word under the following headings: <ol style="list-style-type: none"> 1. Definition 2. Characteristics 3. Examples 4. Non-Examples
Frozen Statues	<ol style="list-style-type: none"> 1. The activity is to depict a visual image of an event while portraying the feelings of the characters 2. A scripture story is read and the students brainstorm and list the feelings of the people involved. 3. As the story is read again, individual students become a frozen statue to show some of the feelings on the list. 4. Sections of the story can be allocated to groups who rehearse a frozen statue to depict their part of the story. 5. The groups form a semi-circle with their backs to the audience. 6. As the story is read slowly each group turns to take the form of the frozen statue illustrating that part of the story and holds the position until the end of the reading. 7. Simple costumes, such as a length of cloth, and background music can be used.
Futures Wheel	A futures wheel is a visual map created to help the student understand the consequences of a particular issue. The central issue is recorded in the middle of the page. Students consider the 'primary' effects of this issue then reflect upon secondary or tertiary effects.

G

Graffiti Wall	<ol style="list-style-type: none"> 1. Large sheets of paper are posted around the classroom on the walls. 2. Students use coloured markers to 'graffiti' their responses to the task on the sheets. 3. The ideas collected can then be discussed and evaluated.
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H

Half Class Debate	<ol style="list-style-type: none"> 1. The class is divided into two teams – affirmative and negative.
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	<ol style="list-style-type: none"> 2. Each team divides into three smaller groups. Each group is given the role of either first speaker, second speaker or last speaker. 3. The topic is given to the class. 4. Students are given 10 minutes to brainstorm ideas. 5. Each group chooses a member to speak on their behalf. 6. The normal rules of debating apply
Hamburger	<p>Students use a hamburger graphic to organise the different parts of a persuasive text / speech.</p> <p>Top of the Bun – Introduction First Layer – Main argument and supporting ideas Second Layer – Main argument and supporting ideas Third Layer – Main argument and supporting ideas Bottom of the bun – Conclusion / Summary</p>
Heads and Tails	<p>The teacher reads out true false questions and students indicate their answers using the 'Head or Tails' method.</p> <p>Heads – Place their hands on their heads</p> <p>Tails – Place their hands on their behinds.</p>
Hot Potato	<p>Hot Potato is a fast-paced group activity where each group is given a sheet of paper with a topic to brainstorm. On a given signal the papers are passed around to the next group who read what has been written and add extra ideas to the sheet. The process is repeated until the papers arrive back at their starting point.</p> <p>The advantages to this activity are:</p> <ul style="list-style-type: none"> • It pushes the students to keep digging deeper or more divergently to create ideas • It keeps the kinaesthetic learner involved • Change of pace which can be energising for the students • The involvement of the students as evidenced when their original sheets come back to them and they spontaneously read to see what has been added.
Hot Seat Interview	<ol style="list-style-type: none"> 1. A student is asked to play the role of a particular person or character. 2. The student sits in the hot seat. 3. The class is divided into three groups who prepare the interview questions. <ul style="list-style-type: none"> ○ Group 1 prepares factual questions ○ Group 2 prepares feeling questions ○ Group 3 prepares revealing questions [Review 'Fat and Skinny' questions]. 4. The interview could be in the form of a news conference. 5. Students are then asked to write up a news article from the interview.

I	
Inner / Outer Circles	<ol style="list-style-type: none"> 1. Students sit in two circles. The inside circle contains 4/5 students. The outside of the circle contains the rest of the class.

	<ol style="list-style-type: none"> Only the students in the inner circle can discuss their responses. If a student sitting in the outside of the circle wishes to contribute, they quietly tap one of the students sitting inside the circle and swap places with them.
Interpretation Strategy	<p>Describe a situation and come up with different explanations for the situation. Share your ideas.</p> <p>Guiding questions could include:</p> <ol style="list-style-type: none"> Why do you think this happened? Why did the main character make those choices? Why did the main character react that way? Who influenced the main character?
Imaginative Reconstruction	<ol style="list-style-type: none"> Students are given a scripture passage where extra characters can be included into the story. Or, students can imagine what happens next. In small groups, the students identify the extra scene and the characters or events. They discuss how the characters reacted to the Gospel event and to Jesus' words or actions. Write a dialogue for the main characters and the imagined ones. Bring Jesus into the scene and allow him to explain his message to the new characters. Students then act out the story for the class.
If & Then	<p>Student pose cause and effect type scenarios such as:</p> <p><i>'If I sleep in, THEN I will be late for school.'</i></p>
Ideas Wheel	<ol style="list-style-type: none"> Students start with a single idea. In the sections around this wheel, they record possible consequences or links to their original idea. This can be continued into a third layer if they want to consider the consequences further.

J

Journaling	<ol style="list-style-type: none"> Journals are used to record reflections, thoughts, opinions and questions about a particular topic, event or situation. They can also be used as a student imagines themselves to be a particular character or person living in a particular time. They may be used to record a response to a particular question. Journals foster independence and responsibility for learning.
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K

KWL	<p>Helps students to think about what they already know so they can use it to make sense of what they are learning about.</p> <p>K – What do I know?</p> <p>W – What do I want to find out about?</p> <p>L – (complete after the activity) What have I learned?</p>
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L

Lectio Devina	<ol style="list-style-type: none"> 1. The scripture passage is read the first time and students write some words or phrases that speak to them. 2. The scripture passage is read a second time and the students discuss in pairs why those words speak to them. 3. The scripture passage is read a third time and the students now tell the class (or smaller groups) what the scripture passage is telling them about how to live their lives.
Letter Writing	Students are asked to think about their ideas and opinions and write them into a letter format. Students should focus on who the letter is for (their audience).
Lightening Writing	Students record everything they know about a topic in a set amount of time (30 – 60 seconds). The teacher prompts the students by saying 'go' and 'stop'.
Line Up	Students sequence the events of a story by holding up cards along a line to show the order the events took place. A narrator retells the story – either from a script or in their own words.
Linear Flowchart	Information is shown in sequence, having a beginning and an end, with the events in the middle.
Linkages	<ol style="list-style-type: none"> 1. Choose a topic and organise the class in a circle 2. The first student steps into the middle of the circle and makes a comment on the topic. 3. The second student stands beside the first student and responds to the first comment then makes their own comment. 4. Other students link on in the same way until the whole class has contributed.
Liquid Pictures	<ol style="list-style-type: none"> 1. Students identify the key emotions of the scripture reading. 2. Each student is given a phrase and asked to develop a repetitive movement to represent that phrase. 3. The Liquid Picture is presented to the audience after the phrase is read. 4. The student starts with their back to the audience, then turns and repeats the phrase and the movement three times. 5. The next student then presents their phrase. 6. The initial students continue to whisper their phrases.
Lotus Blossom	This activity starts around a central theme or topic, where students might list between 4 and 9 ideas connected to that topic. Students then take one of the connecting ideas and list further or secondary ideas that connect with it. In this way, a central idea then leads to other ideas which then, themselves, become the central idea.

M

Mind Map	This activity is useful for organising information based on a particular topic. Students record the main idea in a circle in the centre of the page. Any connecting ideas are recorded around the central idea, with lines showing the connection between the main idea and supporting ideas.
Mandala	Students create a variety of symbols to support an idea or theme. These symbols are then arranged in a pattern around a segmented circle.

Mock Trial

A mock trial is a strategy used to focus on a story or event where a person or group have been charged with an offence or crime.

The topic for trial is clarified.

1. Teams are formed. Each member of the team is allocated a different role;
 - Barrister: the main person who defends the charge, cross examines witnesses and summarises the case.
 - Solicitor: helps the barrister by writing questions and thinking about issues to be raised for cross examination and the final address.
 - Witnesses: Each witness must have a specific element to address.
2. Each team is either the Prosecution or the Defence.
3. Each team prepares a written 'brief' in point form where evidence is developed – the evidence may be imaginary but must be based on information discovered during research.
4. The actual case is conducted in the following stages:
 - i. Opening address from both sides
 - ii. Presentation of evidence from both sides
 - iii. Closing address from both sides
 - iv. Summation by the judge
 - v. Discussion by the jury
 - vi. Verdict

N

Nominal Group

1. Arrange the students in a semi-circle facing a wall / board on which to record ideas.
2. Say the question clearly, writing it at the top of the board.
3. Invite individual members of the group to record 2 – 3 ideas privately in a notebook or on a piece of paper.
4. Explain that the ideas are to be gathered and recorded on the board.
5. Students do not double up on ideas.
6. During the recording phase, questions are acceptable, but comments on others ideas are not.
7. Ideas are then gathered in a round robin fashion. A student may pass if all of their ideas have already been recorded.
8. Ideas are numbered during the recording.
9. It is now time to discuss the ideas, and identify those most favoured.
10. Students are then asked to organise the ideas into two groups equally:
 - Best answer the question
 - Doesn't answer the question
11. On the board, student's responses are then recorded, by placing a tick or cross against an idea.
12. The favourite responses are highlighted.

	13. A discussion may follow.
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O	
Opinion Continuum	<ol style="list-style-type: none"> 1. Three or four questions are composed to relate to a moral issue. 2. Students are asked to respond to each question by standing near signs indicating: <i>Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.</i> 3. After a brief discussion time, a spokesperson explains the choice and students can change positions if they wish. 4. The process is repeated for the remaining questions. 5. The teacher summarises the major issues and observes if peer pressure influenced the decision making. 6. A written response may conclude the activity.
One Minute Madness	Students write as much as they can about a given topic in one minute.

P	
Pass the Parcel	<ol style="list-style-type: none"> 1. Small groups sit in a circular pattern around the classroom. 2. A different question is given to each group and time is set for the discussion. 3. The group members brainstorm responses and record them on the question paper. 4. The paper is passed to the next group to read the responses, tick if they agree, cross if they disagree and record a question mark if unsure. 5. This group records additional responses to the new question. 6. The process can continue one more time or the group can present the question and a summary of the answers to the class.
People Chain	Students cut out linked people in a paper chain. This might be to identify characters in a story or to show how characters are connected to each other.
Peoplescape	Using cardboard (if creating life size) or a person outline, students decorate with symbols and images which represent a particular person. Students could conclude with the <i>E.E.K.K strategy</i> to explain their choices.
PMI Chart	A graphic organiser which helps to organise thoughts under the headings of; Positive Minus Interesting
Point of View	Imagine you are one of the characters in a story. How would you recount the story from your point of view?

Post It	So that a presentation / lesson can continue uninterrupted, students are encouraged to record questions / ideas/ response on post it notes and stick them to the board for discussion as the end of the presentation.
Potter & Clay	<ol style="list-style-type: none"> 1. Students work in pairs, with one student as the 'potter' and one student as the 'clay'. 2. The 'clay' assumes a relaxed position. 3. The 'clay' must first be softened by massaging shoulders and neck. 4. The potter is given a few moments to mentally visualise an image to match the idea. 5. Reflective music is played while the potter gently moulds the 'clay' into the required form. 6. The 'clay' needs to cooperate by not moving unless the potter moulds them. 7. Conclude the activity by asking students to explain their creations.
Prediction Circles	Students record the possible thoughts of characters involved in a story. They consider the social and cultural situation in which the event occurs to identify thoughts, feelings and things the characters might say.
Picture Making	After listening to the music, break the music up into parts (verses / chorus or timed parts) and divide class into groups. Each group is allocated a part of the music and individuals are asked to illustrate their part. They then explain what the picture shows. This can be followed by a discussion.
Picture Story Map	<p>Students can analyse an image by identifying the following parts and organising information into a graphic.</p> <ol style="list-style-type: none"> 1. Objects, shapes and figures. E.g. A roman soldier's hat is different to a Pharisee's hat. 2. Size and position of objects 3. Setting 4. Body language. E.g Facial expression 5. Colours. E.g red might indicate anger 6. Medium. E.g. pen, water colour, ink, pencil 7. Perspective or camera angle. 8. Framing. E.g Close up and long distance/ 9. Lighting. E.g. darkness to indicate gloom. 10. Sequence of images.
Piecing it Together	<p>Students put together the ideas of a story or message.</p> <ol style="list-style-type: none"> 1. Students are given a large puzzle piece 2. On the puzzle pieces, they write / draw about their ideas. 3. Students glue the puzzle pieces together on a poster.
Popcorn Brainstorm	A way of brainstorming where a question or problem is given. Students are asked to respond by saying the first thought that 'pops' into their head. Each response may be a reaction to one before.
Postage Stamp	Used to recreate a scene from a passage.

Postcard	<p>Students can use a postcard to create a recount. A recount should include:</p> <ol style="list-style-type: none"> 1. Details of characters 2. The setting 3. The order of events 4. Details of time and place 5. Thoughts or conclusions
Problem Reversal	<p>Students can use this strategy in several different ways:</p> <ol style="list-style-type: none"> 1. State the problem in reverse. 2. Try to define what something is not. 3. Figure out what most people are NOT doing. 4. Use the 'What If?' question. 5. Reverse the results and explain them. 6. Explain how a defeat can be a victory or vice versa.

Q	
QAPX	<p>Students take on different roles by rotating through the following:</p> <p>Q – Person one asks a question A – Person 2 supplies an answer P – Person 3 paraphrases the answer X – Person 4 expands the answer</p>
Questions	<p>Start with the answer and list five questions that could be linked to that answer only. E.g Answer: Jesus Possible questions: Who died on the cross to save our sins?</p>

R	
Reciprocal Questioning	<ol style="list-style-type: none"> 1. Students listen to a text being read. 2. In groups, students write a question that reflects the content of each section being read / listened to. 3. Each section must have a question for it. 4. Once all questions have been created, groups swap questions and answer each other's questions. 5. Once answers have been written, groups may share with the whole class.
RAKE	<p>The Rake strategy is designed to assist students in imagining what it would be like to be in a certain place or part of a certain situation. It can be used as a way to organise thoughts and ideas for a descriptive piece of writing. It consists of identifying the following elements;</p> <ol style="list-style-type: none"> 1. What I see 2. What I hear 3. What I smell 4. What I touch 5. What I feel (emotionally) 6. What I think

RAPS	<p>The purpose of the RAPS Strategy is to assist students to identify and record main points and meaning of a text or a song.</p> <p>Students –</p> <p>R – Read - read the paragraph or verses of the song.</p> <p>A – About – what is it about?</p> <p>P – Points - record two points to support the main idea</p> <p>S – Summary - summarise the paragraph or song in their own words, using no more than twenty words.</p>
Rally table	<ol style="list-style-type: none"> 1. The activity allows all students to contribute to a topic and to categorise ideas. 2. Students are in groups of four with partners facing each other across a table. 3. Working in pairs, the students take turns to write a response to the topic. The paper is passed back and forth to add an extra response each time. 4. After the allocated time, the partners review the list and clarify responses. 5. The four group members compare the two lists. 6. A master list is compiled, using a Venn diagram of two large overlapping circles or ovals. 7. Ideas common to both pairs are written in the central overlapping area, differing ideas from each pair are written in outer areas. 8. The diagrams are displayed and explained to the class.
Ranking Ladder	<p>A Ranking Ladder is a strategy which requires students to rank a series of responses or images in order of preference or importance.</p> <p>Ranking is often based on individual values and judgments about the relative importance of the criteria used in determining the rank of specific groups. Therefore, it is important for students to give reasons for the rank orders they have selected.</p>
Reaction Sheet	<p>Each student is to write as the teacher asks questions. Allow reasonable time between questions.</p>
Reflection Circles	<ol style="list-style-type: none"> 1. The whole class sits in a circle facing each other. 2. The teacher actively participates. 3. The reflection circle has a focus. 4. Students take it in turns to share their thoughts / learning or answer questions. 5. Students can also ask each other questions.
Response Shapes	<ol style="list-style-type: none"> 1. Responses shapes are a way to record your thoughts as you respond to a particular text / image / multimedia source. 2. Use the shapes to record your predictions about what a key character might say or think about a particular topic.
Retrieval Chart	<p>A retrieval chart is a graphic organiser used to organise and categorise data under given headings or topics.</p>

<p>Roundtable Discussion</p>	<ol style="list-style-type: none"> 1. Students sit in groups of four with a large piece of paper with the question on it. 2. The paper is passed around the table as each student has a turn at writing what they think with help from others if necessary. 3. When the chart has been around the table and all have had a turn students can move on to another group and repeat the process or they can share what they have done with the class.
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S

<p>S.C.A.M.P.E.R</p>	<p>This strategy helps students to think of new ideas. S.C.A.M.P.E.R stands for: S – substitute: a new character for an existing one. C – combine: and idea/event from the story with one of your own ideas. A – adapt: change one aspect of the story. M – modify: take a character or event from the story and make it slightly different. P – put to other uses E – eliminate: take a character or event out of the story. How would the story change? R – rearrange: two or more events from the story.</p>
<p>Scripture Graffiti</p>	<ol style="list-style-type: none"> 1. In groups, students discuss a possible message that may be interpreted from a scripture passage or presentation. 2. Each group creates a visual image that could represent that theme. 3. After developing the theme and image, they move to one of the <i>graffiti posters</i> which have been erected around the room, and graffiti their ideas in a graffiti style. 4. Once all posters have been completed, groups gather to reflect on the similarities and differences contained in the various interpretations.
<p>Scripture Jump</p>	<ol style="list-style-type: none"> 1. Decide on a theme for the activity. 2. Organise groups of five. Each group has a director and four actors. 3. The groups study a series of readings. 4. The group needs to interpret the main message of the passage through actions and comments. The focus is on mime, but limited speech is allowed. 5. The first actor takes the 'stage'. After the key message is established, the director calls 'scripture Jump' and the first actor freezes. 6. A second actor builds upon the scene by taking up a position related to the original action of the first actor then extending it into the second scene. 7. The process is repeated until all scenes have been presented.

Scripture Think Pad	<p>This strategy allows students to express their understandings of a scripture passage in different ways. The think pad asks the students to demonstrate their understanding in four different ways:</p> <ol style="list-style-type: none"> 1. Through words 2. Through symbols 3. Using pictures 4. Connections to life
See – Think – Wonder	<p>Students think about a story and stimulus and answer the following questions:</p> <p><i>See:</i> What do you see in the image? What would you see if you were in the story?</p> <p><i>Think:</i> What do you think about the image? What would be thinking if you were in the story?</p> <p><i>Wonder:</i> Are there any questions you might have about the image or story?</p>
Seven Strip Question	<p>Seven Strip question asks one question from each of the seven categories;</p> <ol style="list-style-type: none"> 1. Quantity question 2. Chance question 3. Prediction Question 4. Point of View question 5. Personal Involvement question 6. Comparative association question 7. Valuing question
Sketch a Scripture	<p>Students use sketching / painting to illustrate a scripture passage or prayer. The illustration is a way for students to reflect upon a passage and interpret the passage.</p>
Shadow Puppets	<ol style="list-style-type: none"> 1. Choose a story or scripture passage to retell. 2. Select five main events in this story. 3. Design main characters that are simple. Develop an outline for each character. 4. Cut them out and attach to a pencil or a ruler. 5. Create a script for the story. 6. Perform the play.
Snowballing	<ol style="list-style-type: none"> 1. Each participant starts by writing their own response. 2. Students then pair up to combine and revise their response. 3. Two pairs then group together to combine and revise their responses. 4. Groups up to 8 get together and combine and revise their responses.
Song Review	<p>Students reflect on a song by considering certain aspects of the song including;</p> <ul style="list-style-type: none"> • the meaning of the song, • the artist’s intention • Listener’s impressions • Unique parts of the song • Overall opinion of the song.
Speech Bubbles	<p>Students consider how a character might feel or what they would be thinking and record it in the speech bubbles.</p>
Spider Map	<p>A spider map is a graphic organiser which helps students to describe a main topic or key idea.</p>

	The students add a main idea then support it with additional detail.
Spiral Chart	Students answer direct questions around the spiral that can help them to understand the main topic more thoroughly.
Star Chart	Helps students to rely on their sense to explore a story or situation. Students consider: <ol style="list-style-type: none"> 1. <i>Looks like</i>: What can you see happening? 2. <i>Sounds like</i>: What sounds or words might they hear? 3. <i>Feels like</i>: Include what they might feel with their hands as well as how their emotions might feel. 4. <i>Taste like</i>: What tastes might they experience? 5. <i>Smells like</i>: What smells might they experience?
Story Ladder	This activity is used to sequence the main features of a story, or sequence the key events on a diagram of a ladder. To sequence events, sketches of characters and actions with captions can be used on the ladder.
Story Probe	Story Probe is a strategy that provides students with a guided process to unravel the deeper meaning behind a text. When students examine a number of contextual clues to a text they often discover insights into the purpose and meaning of the text.
Story Wheel	Each section of the wheel is used to determine the components of the story; either to sequence the story, or to identify the what, when, why etc. of the story.
Sunshine Wheel	<ol style="list-style-type: none"> 1. Work in groups to brainstorm your ideas. 2. Use the chart to record the central idea in the middle. 3. Use the arms on the chart to record your feelings or responses. 4. Feelings and responses can be recorded as words, phrases or pictures.
S.W.O.T Analysis	Students are given four different cards and have to respond to each one. S - Strengths W - Weaknesses O - Opportunities T - Threats
Symbolic Actions	<ol style="list-style-type: none"> 1. Identify the emotions that will be symbolised. 2. Create a single action to represent that emotion. 3. Let each movement flow from the last.
Synonym Web	The student must find as many synonyms for a key word as they can. Helps to extend their understanding of a particular word.

T

Target	<ol style="list-style-type: none"> 1. Students write the desired aim in the bull's eye of the target 2. In the next circle, the record ways they have missed the bulls eye 3. On the outer circle, students record their feelings about the missed target 4. On the arrow pointing to the bull's eye, they record ways they can reach their target.
Ten Words	<ol style="list-style-type: none"> 1. Students listen while a passage is read aloud to them.

	<ol style="list-style-type: none"> 2. They have to use 10 words only to summarise the passage. 3. Each word should be chosen carefully so that all the words together represent the message or theme of the passage.
Text Message	Students imagine what might be written in a text message to respond to an idea or event. They should also imagine the response of the person receiving the message.
Talking Pictures	<ol style="list-style-type: none"> 1. The activity is to encourage students to express, visually and in words, the thoughts and feelings of people e.g. in the Gospel stories. 2. Each group reads the chosen story and devises one or a series of frozen scenes to depict the main theme. 3. The event is read slowly to the audience. 4. During the reading a character steps forward from the scene to describe his or her feelings and actions and then steps back into the framework.
Think Pad	<p>This is a way to think about what you already know and how what you know is connected.</p> <p>The Think Pad graphic organiser is a page ruled into four sections which are labelled:</p> <p>Words Symbols Pictures Connections to Life</p> <p>Working in small groups, students briefly describe the meaning of the text; draw symbols of the key themes; draw pictures of the events and wrote or illustrate how that text could relate to real life situations, e.g. family/school situations, movies, lyrics.</p>
Three Level Lighthouse	<p>This is a text interpretation strategy which requires the student to look beyond the literal interpretation to more fully understand the text as they consider the inferential and evaluative meaning.</p> <p>There are three levels of consideration:</p> <ol style="list-style-type: none"> 1. Literal Meaning 2. Inferential Meaning 3. Evaluative Meaning
Three Step Interview	<ol style="list-style-type: none"> 1. Students are organised into groups of two. Each group member is assigned a role as an interviewer, interviewee or as a reporter. 2. Each group conducts the interview, then after each interview, they can rotate the role. 3. Each student shares what they have learnt with class.
Thinkers Keys	<p>The Reverse Posing questions in the opposite way to how they are commonly posed. E.g. Name five ways we can show that we DON'T care about others.</p> <p>The 'What if?' Ask any 'what if?' question to get students thinking from another perspective. E.g. What if Jesus had never been born?</p> <p>The Disadvantages</p>

	<p>Choose and object or event and list as many disadvantages for it as possible. For each disadvantage, try to come up with an improvement.</p> <p>The Alphabet Choose an object or category of objects and try to compile a list of words from A to Z that are relevant to that category. E.g. List bible characters</p> <p>The Variation Start by asking, 'How many ways can you...'</p> <p>The Prediction Stop halfway through a story or series of events and ask students to predict what might happen.</p> <p>The Ridiculous Make a ridiculous statement that is virtually impossible to prove, then attempt to justify it.</p> <p>The Commonality List two objects that virtually have nothing in common and try to find some similarities in them.</p> <p>The Alternative List ways to complete a task without using the normal tools or procedures.</p> <p>The Interpretation Describe an unusual situation and then think of some different explanations to explain that situation.</p>
Thought Tracking	Students who are in roles in any drama strategy are asked to speak aloud their private thoughts and reactions to the events being dramatized.
Telephone Exercise	<ol style="list-style-type: none"> 1. Students form several teams. 2. One student from each team steps out of the room. 3. The teacher reads a short story or article to the class. 4. The students return to the classroom and join their team. 5. Teammates teach the student everything they can about the story or article. 6. That student answers questions about the story or article. 7. The team assesses themselves on how well they listened to, taught and learned the message of the story or article. 8. Students discuss anything they missed or could do better.
Timed Talking	<ol style="list-style-type: none"> 1. Establish your pairs and nominate 1s and 2s in each pair so they will know the order of speaking. 2. Give the pairs the topic or question. 3. Have partners recall the important points of the topic or question in turn on a signal from the teacher. 4. Say 'Go' and give the first speaker a fixed time, say 45 seconds. Then say, 'Change' and the second speaker is given a fixed time. Times and the number of turns can be

	<p>varied to suit the topic or question and the ability of the class.</p> <p>5. Pairs share their ideas with the whole group by telling one point they shared until the topic is complete. (Optional)</p>
T Chart	<ol style="list-style-type: none"> 1. Give the chart a heading as indicated in the lesson and draw a large T below it. 2. Below the bar of the T write LOOKS LIKE on the left and SOUNDS LIKE on the right. 3. Students give examples beneath each heading.
Think – Pair - Share	<ol style="list-style-type: none"> 1. Students listen to a question. 2. Students have time to think about what was said. 3. Students turn to a partner and pair their ideas, discuss, ask a question, give an opinion and challenge ideas. 4. Students share ideas with other pairs, then large group.
Think – Pair – Square	<ol style="list-style-type: none"> 1. Students listen to the question 2. Students have time to think about what was said. 3. Students turn to a partner and pair their ideas, discuss, ask a question, given an opinion and challenge ideas. 4. Students then share with one other pair, forming a square, each person has a chance to discuss their ideas and ask questions.
Twitter Feed	<p>Students use the twitter format to summarise an event or opinion in 140 characters or less. They may also include hash tags to highlight the meaning or idea behind the event.</p> <p>e.g. Jesus walks on water #sonofgod #miracleworker #heretosaveus</p>

U

V

Visual Mind Map	<ol style="list-style-type: none"> 1. Each student must have access to a variety of mediums such as paint, oil pastels, pencils, clay, plasticine, play dough etc. 2. As the music plays, allow each student to respond creatively to the music in any way they feel. 3. To conclude, ask each student to present and explain the inspiration for their creation and what they were feeling as they created it.
Venn Diagram	<p>A graphic organiser that enables students to find similarities and differences between two objects or ideas. In each circle, unique aspects are recorded for each topic, where the circles meet, the similarities are recorded. This organiser can be extended beyond two circles if required.</p>

W

W.A.G.S	This strategy assists students to respond to a text / story by identifying and recording; W ords A ctions G estures They complete the activity by making a generalisation or summary of the story.
Wallpaper Discussion	<ol style="list-style-type: none"> 1. The teacher reads the question. 2. Students jot down three ideas in response to the question. 3. Students then expand their ideas with an explanation. 4. Students transfer their ideas to an A4 piece of paper. 5. Students stick (or wallpaper) their ideas to the wall. 6. Once all ideas have been posted, read ideas aloud. 7. Identify ideas that are similar and group them together. 8. Identify appropriate subheadings for groups of ideas.' 9. Discuss favourite and least favourite responses.
What is in my Head?	Students reflect on the situation and how a character might feel.
Who Am I?	The teacher may make statements about a particular character in order to help the children to identify that character. Students may also write the clues for each other.
What if?	Students reflect on problems or situations to think of alternative ways they could exist.
Wonder Frame	Use a cut out picture frame to view objects through. The object should be larger than the frame, so that only parts of the object are viewed through the frame. As the student views the object, they should make an observation or comment on what they are viewing.
Word Stem	Students must create a sentence or story by continuing a given word stem. E.g. It was a beautiful, bright day when ...

X

Y

Y Chart	Y - Charts are used to help organise information. Although the topic headings for each section can be varied, traditionally they are; <ol style="list-style-type: none"> 1. Looks like 2. Sounds like 3. Feels like
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Z

1, 2, 3

1-2-4 Process	<ol style="list-style-type: none">1. Deliver the question2. Allow five minutes for students to privately contemplate the question.3. Students will form pairs.4. Each pair reads their points while the other listens.5. Duplicate ideas are an 'automatically agreed upon' and are to be recorded by one of the pairs.6. Other points are then discussed, with the aim being that only the ideas agreed upon are recorded.7. Two pairs then join together to form a foursome.8. Begin the process again.9. Each group chooses a reported who reports back to the class.
5 W's & H	Use the following W + H words to think about the issue / topic. <ol style="list-style-type: none">1. What2. Who3. Where4. Why5. When6. How
6 Facts	After listening or viewing, a student must record six facts about the topic.
3: 2: 1	Students can summarise or record their ideas about a topic in the pattern of three, two, one as they respond to questions. E.g. Write down: 3 events from Jesus' life 2 qualities of Jesus 1 aspect of Jesus proving his divinity.