

Religious Education

Ethics & Philosophy 2101

Interim Edition



Curriculum Guide
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Section I: Program Overview and Rationale

Vision Statement

The Newfoundland and Labrador religious education curriculum is shaped by a vision of enabling and encouraging students to grow religiously, spiritually and morally into informed, caring and contributing members of society, who appreciate their own beliefs and values, and the beliefs and values of others, and who understand the contribution that Christianity and other religions make to human life.

Rationale for Religious Education

Because religion plays significant roles in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Failure to understand even the basic symbols, practices, and concepts of the various religions makes much of history, literature, art, and contemporary life unintelligible. (Nord and Haynes, 1998, p. 36.)

Throughout history people have had a quest for the spiritual side of existence and the purpose of life. From early humanity up to the present age the religious realm has continued to occupy people's thoughts and influence their behaviour. In the western world our society and culture have been greatly influenced and shaped by the Judaeo-Christian tradition. Beliefs have evolved and traditions have varied but the religious component of humanity has continued to survive. It has been instrumental in determining attitudes toward God¹ and attitudes and approaches toward the world in which we live. Now, in the twenty-first century the majority of the world's population continues to believe in a spiritual side of humanity.

Fundamental questions about life continue to be asked. From a young age, children set out on a quest for answers, not always simple answers but answers relating to the profound questions of life and life beyond. This quest is lifelong and includes a search for answers related to questions about the purpose of life, where we fit into the scheme of things, what is the ultimate mystery which embraces our entire existence, what makes us different from other living things, what the source of suffering is, how happiness can be found, what happens after death, and other fundamental questions. These are questions addressed by all major religions² and, because of their importance, should be given attention in a K-12 curriculum. While a religious education program should provide a forum to address such questions, it must be noted that central to the faith development of the young person is the family and faith community. The religious education program should support the role of each, where appropriate. Students should be given structured and unstructured opportunities to search in their own religious heritage for the answers to these questions, and to compare these with the answers or frameworks provided in other religious traditions.

¹ Throughout the curriculum guide, the words God, Ultimate Reality and Creator are used to describe a supreme power responsible for creation, as described by various living belief systems around the world.

² Throughout the curriculum guide, the words religion, living belief systems and faith communities are used interchangeably to reflect the diverse nature of religious and spiritual groups; not all groups consider themselves to be religions by definition.

In their search for meaning students should develop an awareness of what it means to be human and the inherent responsibilities which come with this. Out of this realization should come a sense of value for humanity and all of creation. In their personal search for meaning it is important that students acquire the knowledge, understanding and skills needed to interpret religious ideas. They need to see themselves as an integral part of creation. When this conclusion is reached, behaviour and attitudes toward all creation will be caring and affirming. The religious education curriculum should help students explore and reflect on their own worldview.

In a world that is truly multi-cultural and multi-faith it is important that each person can value and celebrate his/her own faith (religious heritage or commitment). However, with accurate information about other religions the individual should recognize that others have religious beliefs that they value and celebrate as well. Religious and denominational intolerance will be eliminated only when people are more understanding of the intrinsic worth of religious views and traditions that are not their own. An effective religious education program should give accurate information and demonstrate respect for all world faiths.

M. Stackhouse in *Creeds, Society and Human Rights* writes:

Persons demand beliefs; societies need convictions; and civilizations require a basic social ethical vision by which to guide behavior. (Stackhouse, 1984, p. 4.)

Many of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

There are other considerations for the importance of religious education being included in the curriculum.

- Religion has been a determining factor in history and in our cultural heritage. Major decisions have been made in light of religious teachings. While it is true that at times religions have been responsible for conflicts in the world it is also true that they have served to bring about resolutions, peace, and social justice. Our students need to be aware of the role religion has played historically. An effective religious education program will enable the student to understand and appreciate the relationship between religion and history.
- Religion is also a large contributing factor in current national and international events. By coming to a realization of the importance of religion in these events the student will better understand some of the underlying causes and complexities.
- Consideration and recognition should be given to the impact and contributions made by religion in the areas of literature, architec-

According to John M. Hull:

Religion is too important a part of history, culture, and current experience of [humankind] to be left to believers alone. There is a role for the school in preparing pupils to take an informed and thoughtful part in a pluralistic society. When the society contains not one but several religions, the need for a thoughtful study of religion becomes greater, not less. (1984, p. 48.)

ture, art, music, film, and theatre.

- Young people develop intellectually, physically, emotionally, socially, and spiritually. It is important to have a religious education component in the school because the school addresses the development and education of the whole child.

The Atlantic Canada Framework for Essential Graduation Learnings in Schools states that the mission of Public Education is “to enable and encourage every individual to acquire, through lifelong learning, the knowledge, skills and values necessary for personal growth and the development of society.” In addition to the six Essential Graduation Learnings outlined elsewhere in the Framework, a specific Seventh Learning for Newfoundland and Labrador references: “*Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*” An effective religious education program will be a contributing factor to that mission. Also, there are aspects of the religious education curriculum that support each of the Essential Graduation Learnings.

Key Principles Underlying the Religious Education Curriculum

Students should be aware that religion influences local and global events. It is imperative that they be educated regarding other religions and belief systems. They should acquire knowledge of the founders, beliefs, main practices, symbols and festivals of various religions. They should also understand the similarities and unique qualities among the religions studied.

Throughout the ages, religion has had an influence on, and has been expressed through the arts, including music, art, drama, literature, and architecture. As students study religious education, they also study history, music, literature, and vice versa.

This religious education curriculum acknowledges and supports the notion that young people have a spiritual dimension and grow spiritually as well as physically, emotionally, psychologically and intellectually.

This religious education curriculum acknowledges that the essence of all inter-faith dialogue is the awareness that human beings share essential truths and experiences that are much more important than those which divide them.

This religious education curriculum respects the place and role of family and faith communities as primary influences on the faith lives of young people. At the same time it acknowledges the complementary and supplementary role of partnership that the school can play in the spiritual, moral, and faith development of young people.

(For information and theories on spiritual and moral development the following authors are recommended: Fritz Oser, James Fowler, Lawrence Kolberg and Carol Gilligan.)

Through their study, students should come to appreciate the intrinsic worth of each religion for its adherents.

If teachers are aware of students in their class whose family is an adherent of a living belief system not included in the program, they are encouraged to include these as part of the program.

Teachers are encouraged to be inclusive of faiths, to help students appreciate the unique perspectives of religious beliefs, and to ensure that any information given about all faiths is accurate. Needless to say, any methodology used must be pedagogically sound and developmentally appropriate.

In this regard, teachers are strongly encouraged to avail of community resources for materials to support these goals. Adherents of the various faith communities, if available, can be sources of information, stories and symbols. Suitable materials may be available in school resource centres, public libraries or on the Internet.

The religious education senior high program offers students the opportunity to examine a variety of issues from several religious perspectives: Ethics & Philosophy 2101, Ethics & Social Justice 2106 and Word Religions 3101/06.

Meeting the Needs of all Learners

The Religious Education Learning Environment: A Multi-Faith Approach

Our pedagogy is to actively engage people's whole "being" in place and time – their physical, mental and volitional capacities, their head, heart and action, their intellect, desire, and will, their reasons, memory, and imagination, and enable them to reclaim their past, embrace their present, and take responsibility for their own and other's future. (Groome, 1991, p. 430.)

An effective learning environment will be one where sensitivity and respect is shown for all religious traditions. The learning environment should be such that it fosters in students a positive attitude towards other people and their right to hold different beliefs. It should prepare students for living in a society of diverse religions. Recognizing students' varying backgrounds and experiences, the religious education instructional environment must incorporate principles and strategies which support diversity while recognizing the varied learning styles, multiple intelligences, and abilities of the individual.

It is not enough, however, that students learn about other faiths. In addition to attending to the cognitive domain, the learning environment must be conducive to, and supportive of, the affective domain. (See Effective Assessment and Evaluation Practices)

Also, the learning environment has to be appropriate to the age and developmental needs of the student, with activities being student centered. It may include experiences through celebrations, festivals, food, drama and field trips. An opportunity for reflection is important. The learning environment, however, should be sensitive to aspects of any living belief system that can only be experienced and fully appreciated by adherents of that particular belief system. It should never be the intent to turn any of these celebrations or observances into "pretend" sessions. In many instances the teacher will have

One view on the inquiry-based classroom: *“My students and I didn’t know the answers to all these questions ... we planned to keep searching and asking. On the way to finding answers, we knew we would find more questions.”* (Cowhey, 2006, p.12)

to decide to what degree practices or celebrations can be facilitated in the school with the sincerity, dignity, and reverence they deserve. Therefore, an effective religious education environment must be:

- student centered
- engaging and relevant
- respectful of diversity
- inviting and inclusive
- participatory, interactive and collaborative
- reflective and celebratory
- integrative
- challenging
- inquiry based

The Adolescent Learner

Adolescent learners at the high school level are complex and sophisticated. These young adults approach their world of diversity and complexity with both enthusiasm and trepidation. They encounter clashes of values, personal conflicts and social pressures in developing their sense of social justice, fairness and recognition of diversity. The adolescent learner has built a framework which includes tolerance and respect; in senior high, students will seek out questions and answers which incorporate more sophisticated ethical and moral reflection.

“While values such as respect, tolerance, and treating people with kindness are clearly important and always have been, young people today also need to understand the causes of, and possible solutions to, complex and global issues. Ethical reflection contributes to that understanding by helping young people see that tolerance of others is not enough; that a global, interconnected world calls for solidarity with others whose fates and futures are intertwined, and that they need to be willing to act, not just personally, but also collectively and politically.” (Freiler, 2009, p.15)

Middle adolescence, ages 15-17, is a time of increasing autonomy and self-discovery leading to clear identity formation. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and the more senior high school adolescent or young adult. Teachers will need to consider their students’ prior learning and experiences in their efforts to meet their needs and interests. Adolescent learners seek relevance and connection between life outside school and the curriculum, assert their own ideas about their learning, and value sincere relationships with adults.

Adolescent learners enjoy questioning and are less likely to accept the status quo in attempting to attain their objectives. This opens opportunities for learning through activities such as investigation, research, debate, discussion and community involvement, locally and globally.

A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking.

Adolescent learners need to know their opinions are welcomed and can be expressed without fear of ridicule. Furthermore, they need to know their beliefs and practices are respected. By providing students with a safe, inquiry-based learning environment, teachers can foster the skills of critical analysis, group interaction and decision making.

Diverse Learners

Religious Education should give access to the great spiritual traditions – the vocabulary and the kind of symbolism used. In so doing, any hint of attempted indoctrination, conditioning, manipulation, even influencing and persuading, is misplaced because this dimension can only be grasped in freedom, or it is not grasped at all. (Watson, 1993, p.83)

Each student is unique. Within any group of students a range of differences in rates and ways of learning, in experiences and interests are expected and respected. Unique qualities should be celebrated and built upon. A viable goal for each individual is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others.

In recognizing the needs and strengths of their students and supporting learning for all students, teachers will:

- identify and address areas of bias in the classroom, in the curriculum, and within themselves
- respond to the needs of students
- understand that all students' experiences in the classroom occur within the framework of their own contexts
- differentiate instruction
- work to build and foster a positive learning community.

The needs of diverse learners are best met in a student-centered learning environment. Teachers are not expected to be all-knowing dispensers of knowledge. The student-centered learning environment challenges students in their areas of interest and supports their needs intellectually, emotionally and socially.

The Role of the Teacher

It is the role of the teacher to create a supportive environment. The teacher of religious education:

- is a facilitator
- is not “all-knowing” about different religions
- uses representatives from the faith communities as resource people
- is sensitive to diverse religious beliefs
- fosters a sense of acceptance, trust and comfort in the classroom
- demonstrates a valuing of all learners
- helps each student form individual beliefs and attitudes

- allows time for reflection
- challenges students to act upon their learning
- provides time for students to ask questions

While it is understood that each teacher brings his or her own beliefs to the classroom, it should also be understood that a teacher should not make any attempt to promote or denigrate any student's beliefs. The teacher must not attempt to indoctrinate or proselytize.

Learning Environments and Instructional Strategies

On Constructivism: "... *meaning is intimately connected with experience. Students come into a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.*" (Hanley, 1994)

There is no one best way to teach. Effective instruction encompasses a variety and combination of approaches – within a program, within a course, within a unit, within a lesson.

Effective instruction facilitates, promotes and results in student learning. Effective teachers know how to adapt their strategies to meet a wide variety of student needs. Effective teachers make decisions about curriculum selection, organization and implementation based on sound research and a wide range of practical and theoretical knowledge. They engage the student in the learning process. Effective instruction begins with the assessment of student learning needs, interests and abilities, continues with planning and delivering instruction in an appropriate manner. It includes monitoring student growth and understanding, and concludes with evaluating student progress and achievement in preparation for the next learning experience.

Instructional strategies should vary so that there is opportunity for direct instruction, reflection, assessment, cooperative small group work, and learning beyond a prescribed text. No matter what the instructional strategy, evaluation, especially formative evaluation, should be ongoing. The learning activities and instructional strategies occurring in classrooms should promote a school climate where teachers and learners collaborate about learning. The climate teachers create in any class should foster a sense of acceptance by teachers and peers, as well as a sense of comfort and order. Such a climate is enhanced when teachers provide time for students to ask and answer questions; when teachers restate/rephrase questions for a student; when teachers guide a student in finding solutions to problems assigned; when teachers acknowledge the worth and dignity of a particular response.

It is important that general and specific curriculum outcomes be used as reference points for planning learning experiences. There are many options for instructional strategies that teachers may select and combine in planning learning experiences for whole class, small group and independent learning. These activities should create learning communities that foster complex, creative, critical and ethical thought.

Evaluation instruments should complement instructional strategies by encouraging critical thinking as well as the acquisition of information.

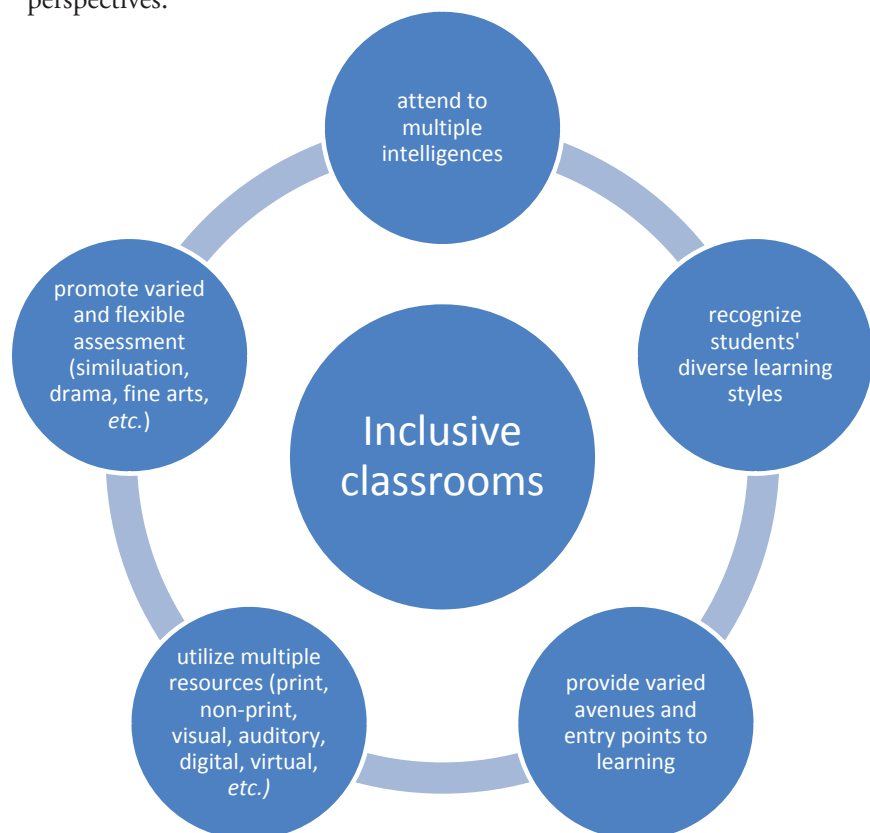
The religious education curriculum can support teaching and learning in an inclusive classroom. By fostering and celebrating the contributions of individuals, teachers can provide a variety of opportunities for students to engage in discussions about assumptions, stereotypes, labels and perceptions.

The Inclusive Classroom

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)

An inclusive classroom values the social and ethno-cultural backgrounds of all students while creating opportunities for community building. Diverse family customs, history, traditions, values, beliefs and unique ways of seeing and making sense of the world are important contexts for enriched learning through religious education.

Religious education activities can provide opportunities in a safe and caring environment for students to express feelings, to think critically about problem solving, or to simply reflect on current issues. All students need to see their lives and experiences reflected in their school community. All students need opportunities to share in their own and others' cultures by examining local, regional, and global belief systems. The promotion of these attitudes builds respect for one another, creates positive interdependence and allows for varied perspectives.



Whole Class Learning

Whole class learning often focuses on an individual (teacher or student) or on a specific group. It may be used effectively to present strategies, provide information, or communicate directions. This approach is often used to introduce and support other methods of instruction. For example, instructions and explanations can be given to the whole class before they begin to work in smaller groups. Whole-class learning can also be used when the entire class is involved in a common process, for example, in sharing group or individual experiences, or in planning and making decisions about a class project or other shared learning experience.

Whole-class learning activities include the following:

- questioning and discussion
- demonstrations and presentations
- modelling
- mini-lessons
- overviews and outlines
- planning, reflecting on, and evaluating learning

Whole class learning often involves direct communication between a speaker or speakers and an audience by making statements, giving information and directions, or explaining procedures. The information and directions presented in a whole class setting can provide students with necessary support as they become self-directed learners. Demonstrations, for example, provide students with both verbal and non-verbal information.

Although large amounts of information transmitted through direct instruction may not always be retained, mini-lessons (short periods of whole class instruction) provided as the need or opportunity arises, can challenge the imagination, stimulate reflection, and develop a sense of inquiry. They can provide a forum for critical thinking and challenge students to revise and extend their own knowledge base as they encounter the practices and beliefs of others. Teachers should match their level of questioning (*i.e.*, Q Matrix, Bloom) to the needs and interests of their students.

Small Group Learning

Small group experiences should be planned to help students learn how to interact effectively and productively as members of a group or team. Group work will decrease students' dependence on the teacher and increase positive interdependence. As groups take on various learning tasks, students will develop and consolidate the skills, abilities, and attitudes involved in group processes. Group processes require students to:

- participate, collaborate, co-operate, and negotiate

- consider different ways of going about a task
- discuss, brainstorm, react, and respond
- build on their own ideas and extend the ideas of others
- share their own expertise and employ the expertise of others
- establish group goals
- identify and manage tasks
- identify and solve problems
- make decisions
- pace projects, and establish and meet deadlines
- respect varying leadership and learning styles
- be sensitive to non-verbal communication — their own and others
- recognize the responsibilities and dynamics of working in groups and make use of their understanding
- assess their own contributions and use feedback from the group to improve their performance

Small group learning experiences demonstrate to students how their patterns of learning, experience, and expertise are different from and similar to those of others. As students become more aware of their individual strengths as learners, they will become better equipped to deal with the demands placed on them by independent learning tasks.

Independent Learning

Learning is both personal and social. Religious education recognizes the diverse interests, learning styles, prior knowledge, experiences and beliefs students bring to the classroom. Independent learning is one of many strategies teachers can use to help students learn. Through the study of various religious beliefs and practices, students will be in a better position to make informed decisions and choices.

Classroom time must be given to allow students to conduct research, confer with peers and with the teacher, prepare reports and presentations, present the results, and evaluate their progress and achievement in independent learning. Such learning experiences will help students to reflect on their own learning strategies, promote their progress in becoming independent learners and allow them to make connections to their everyday lives and see the relevance of what they are learning.

Independent learning includes:

- journal reflection
- projects
- investigation and research
- assigned questions
- learning centres
- learning contracts
- computer assisted instruction

Experiential Learning

Experiential learning is inductive, student centred, activity rich and multi-sensory. Experiential learning may require the application and consolidation of previous knowledge, skills and values to a new situation and/or may emphasize the acquisition of new knowledge, skills and ideas. Experiential learning can occur both inside and outside the regular classroom setting. It can involve first hand experiences, such as going whale watching, hands-on experiences, reproducing religious symbols with clay or vicarious experiences such as exploring art through the Internet. Current technology permits numerous simulations to be shared through various media such as DVDs, videos, cassettes, computer programs and online collaborations. School visitations by outside resource people can also provide excellent opportunities for learners to connect learned information to real life situations. Students are more motivated to learn when they actively participate. Experiential learning increases student understanding and retention.

Experiential learning includes:

- role playing
- simulation
- experimenting
- field trips
- learning centres

Multiple Levels in the Learning Environment

Multiage classrooms are based on a student-centered, subject-integrated approach to learning. (Independent Together: Supporting the Multilevel Learning Community, 2009)

Teachers with multiple levels in their classroom are challenged to create learning opportunities that span a variety of outcomes in a variety of subject areas. The classroom setting can be an opportunity for unique collaborative curriculum planning, perhaps through team teaching. Integration can be achieved by reviewing learning resources and outcomes, taking advantage of emergent themes and fostering a student-centered learning environment. The religious education curriculum can support community building among students as they explore their unique contributions to their classroom.

Indirect Instruction

Indirect instruction is generally student-centered and involves inquiry, discovery and induction. It seeks a high level of student involvement in observing, investigating, forming hypotheses and drawing inferences from data. Indirect instruction encourages students to generate alternatives and/or solve problems. It frees students to explore diverse possibilities and reduces the fear associated with giving incorrect answers. Indirect instruction fosters creativity, and develops research skills. Learners, because of their explicit contact with subject matter, are better able to understand the material, concepts and ideas under study, and to apply previous learning to new situations. The teacher facilitates the activities, acts as a resource person, arranges the learn-

ing environment, provides opportunities for student involvement, and gives feedback to students during the course of their inquiries. Indirect instruction relies on a variety of resources. In order to get optimum results from the indirect method, direct instruction may need to be used to teach requisite skills/processes/procedures.

Indirect instruction includes:

- problem solving
- guided inquiry
- case study
- reflective discussion and questions

Direct Instruction

Direct instruction is teacher centred and is commonly used to describe a process, present strategies, provide information and to communicate directions. Direct instruction is deductive. It presents the rule or generalization first and then illustrates with examples. Direct instruction can be used to introduce and support other methods and strategies of instruction.

Direct instruction includes:

- mini-lessons or lectures
- questioning
- explicit teaching
- guided practice

Interactive Instruction

Interactive instruction relies on discussion and sharing among participants, and allows students to react to the views, ideas and experiences of others. It permits the generation of alternate ideas and insights, and provides opportunities for students to develop social and interpersonal skills with peers, teachers and others. Interactive instruction encourages the organization of thoughts and the development of rational arguments. It allows students to learn to refine their observation, listening, interpersonal and intervention skills. The success of interactive learning depends on the skills of the teacher in structuring and facilitating the activity and responding appropriately to the characteristics and dynamics of the group(s). Interactive learning permits a range of groupings.

Interactive instruction includes:

- whole group discussion
- small group discussion
- conferencing
- mentoring
- dialogue
- brainstorming
- interviewing

Selected Instructional Strategies

Teachers may employ a variety of instructional strategies to help students meet the specific curriculum outcomes. Students should be provided with opportunities to explore connections among curriculum areas. Specific links can be found in Column 4 of the *two-page spreads* of this curriculum guide. The following selected strategies are addressed more fully in Appendix F:

Assigned Questions	<ul style="list-style-type: none"> students are provided with <i>a set of questions</i> related to new or previously learned material; usually employed in conjunction with other strategies
Authentic Experience	<ul style="list-style-type: none"> are <i>real life learning experiences</i> that require careful planning
Brainstorming	<ul style="list-style-type: none"> a process of <i>rapidly generating</i> ideas or responses
Computer-Assisted Instruction	<ul style="list-style-type: none"> an instructional mode which <i>incorporates the computer</i> into the lesson plan; can include word processing, tutorial, problem solving, critical thinking, creativity and simulation
Concept Attainment	<ul style="list-style-type: none"> students are provided with data about a particular <i>concept</i> generated by themselves or their teacher and are encouraged to classify or group the information and to give descriptive labels to their groupings.
Conferencing	<ul style="list-style-type: none"> occurs when teachers meet with individual or small groups of students to <i>discuss learning tasks or concerns</i>
Cooperative Small Group Learning	<ul style="list-style-type: none"> an approach to organizing classroom activity so that <i>students can work collaboratively</i> and build on one another's strengths and ideas
Demonstrations	<ul style="list-style-type: none"> allow students to receive verbal and non-verbal information through <i>tactile and visual</i> means; may illustrate a model or end product of a process
Explicit Teaching	<ul style="list-style-type: none"> a <i>teacher-centered</i> strategy that may involve giving information or directions and explaining procedures
Field Trips	<ul style="list-style-type: none"> involve teaching/learning activities at <i>a site</i> other than the classroom
Guided Practice	<ul style="list-style-type: none"> can be individual, student centred and needs based to monitor <i>student performance and practices</i> (e.g., signs of respect, appropriate behaviour)
Inquiry	<ul style="list-style-type: none"> <i>elements of inquiry</i> include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations; allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources
Interviewing	<ul style="list-style-type: none"> involves individuals, pairs or small groups <i>collecting information</i> from peers, younger students, older students or adults

Learning Contracts	<ul style="list-style-type: none">the teacher may initially provide terms and conditions, identify resources and set basic timelines as <i>a method of individualizing instruction</i>
Personal or Self-reflection Journaling	<ul style="list-style-type: none">allows individuals to <i>think about and reflect on</i> their level of knowledge, their beliefs and values
Problem Solving	<ul style="list-style-type: none">application of knowledge, skills, ideas, resources and processes to generate one or many <i>solutions to a problem</i> using strategies such as trial and error, brainstorming, What if/I suppose, attribute listing, forced relationships, idea check list and imaging
Projects	<ul style="list-style-type: none">usually involves learners, alone or in small groups, <i>working on a task for an extended time period</i> (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation
Questioning	<ul style="list-style-type: none">various <i>levels of questioning</i> can be used to diagnose recall and comprehension skills, determine the extent to which lesson outcomes are being achieved and aid in the retention of information or processes
Role Play	<ul style="list-style-type: none">is the spontaneous or practiced response to a given situation or theme where the learner attempts to speak, feel, behave like the <i>character they portray</i>
Simulation	<ul style="list-style-type: none">an <i>artificial problem situation or event</i> is presented which represents some aspect of reality; allows for types of experiments/activities that cannot take place in the real environment

Effective Assessment and Evaluation Practices

Defining Assessment and Evaluation

Although assessment and evaluation are terms often used interchangeably, they are not the same. *Assessment* refers to the broader activity of gathering information on the full range of student learning in a variety of ways, so that a clear and valid picture emerges of what students know and are able to do in religious education. This assessment process should provide a rich collection of information that reflects students' progress in working toward achievement of learning outcomes and guides future instruction, where data from a variety of sources is collected. *Evaluation* involves reflecting on what students have learned for the purpose of sharing this information with them and with parents, caregivers, and school administration.

Student evaluation is a process basic to teaching. Evaluation is not an add-on feature of instruction but an integral part of it, since the information it provides allows teachers to make adjustments to instruction and teaching methodologies.

Evaluation must be student-centered where the process and subsequent decisions reflect a genuine concern for each student.

Teachers have a responsibility to provide accurate, reliable and justifiable evaluations which do not undermine the integrity, self-confidence, or enthusiasm of students. Comprehensive evaluation involves the use of a variety of sources, is referenced to specific learning outcomes and ensures that the total growth of every student is recognized. (Adapted from *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*)

Guiding Principles for Assessment and Evaluation:

- Assessment and evaluation processes and techniques should:
 - determine whether the outcomes have been achieved.
 - reflect the stated outcomes for the course.
 - be an integral part of the teaching and learning process and of each component of the course.
 - give all students the opportunity to demonstrate the achievement of outcomes.
 - provide positive, instructive, and supportive feedback to students.
 - invite and encourage student self-assessment and active participation.
 - allow for a range of options to accommodate students' abilities to demonstrate the achievement of outcomes.

Understanding Process and Product

Evaluation deals with both process and product. Religious education places emphasis on the affective domain and the process is as important as the product.

Product can be thought of as the *what* of learning. *What* is it students should know? *What* is it they should be able to do? These whats are typically spelled out in outcomes, whether they are based on a program, a course, a unit or a lesson. In a teaching episode which is focused on product, the ends may be evaluated without reference to the means.

Process refers to the procedure which students go through as they come to know, to value, and to be able to do. The emphasis in teaching shifts from a passing on of "*the what*" to the methods by which it is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

In the *two-page spreads* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used

either as learning activities or assessment activities or both.

Identifying the Activity

In planning for assessment the key question is: “What is the student expected to accomplish?” The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate this. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied: presentations, art work, dramatizing, charting or graphing information, locating and displaying information, demonstrating a skill, designing a product or a plan, drawing or representing a concept a process, or an idea. The choice of means will depend on available resources including time and the type of learners and their strengths.

Assessment Strategies

Teachers are encouraged to use assessment and evaluation practices that are consistent with student-centered instructional practices:

- negotiating and making explicit the criteria by which performance will be evaluated
- designing assessment tasks that help students make judgements about their own learning and performance
- designing assessment tasks that incorporate varying learning styles
- individualizing assessment tasks as appropriate to accommodate students’ particular learning needs
- providing feedback on student learning and performance on a regular basis.

There may be times when, through summative testing, teachers will want to provide students the opportunity to demonstrate growth in knowledge and understanding. Summative testing, however, must reflect the intention of the SCOs and must not be the only means of evaluation.

Assessment activities, tasks, and strategies include, but are not limited to, the following:

- anecdotal records
- audiotapes
- checklists
- conferences
- demonstrations
- exhibitions
- interviews (structured and informal)
- inventories
- investigations
- learning logs/journals
- media products
- observation (formal and informal)
- peer assessments
- performance tasks
- portfolios

- projects
- questioning
- questionnaires
- self-assessments
- seminar presentations
- surveys
- tests
- work samples
- written assignments

Evaluation in religious education is concerned with the development of the whole person in the cognitive, psychomotor, and affective domains. The affective domain deals with feelings and emotions and is exemplified through students' attitudes, interests, value systems and appreciations.

One of the most effective sources of data for use in evaluating outcomes in the affective domain is observation. Teachers can focus upon and record achievement in the affective domain using rating scales, checklists and anecdotal records. Other sources of evaluation data for the affective domain include self-reporting devices such as an attitude scale, where students respond on a continuum ranging from favourable to unfavourable, and individual inventories where students check their preference for, or attitude toward, an idea or activity.

In recognizing and valuing the diversity of students, teachers might consider ways to:

- **provide** a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- **redress** educational disadvantage – for example, as it relates to students living in poverty
- **model** the use of inclusive language, attitudes, and actions supportive of all learners
- **adapt** classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
- **provide** opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
- **identify** and **respond** to diversity in students' learning styles
- **build on** students' individual levels of knowledge, skills, and attitudes
- **design** learning and assessment tasks that draw on learners' strengths

- **ensure** that learners use strengths as a means of tackling areas of difficulty
- **use** students' strengths and abilities to motivate and support learning in multiple and varied tasks
- **celebrate** the accomplishment of learning tasks that learners believed were too challenging for them

Section 2: Curriculum Design and Components

Introduction

This section provides

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for Level II religious education
- suggestions for teaching approaches, learning tasks, and experiences, and assessment strategies and activities

Curriculum Outcomes Framework

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. They are

- cross-curricular
- the foundation for all curriculum development
- found on pages 20-22

General Curriculum Outcomes

General Curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in religious education. These statements

- contribute to the attainment of the essential graduation learnings
- are connected to the key-stage curriculum outcomes for religious education
- are found on page 23

Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in religious education.

The key-stage outcomes

- contribute to the achievement of the general curriculum outcomes
- are found on pages 23-26

Specific Curriculum Outcomes

Specific Curriculum Outcomes are statements identifying what students are expected to know and be able to do at a particular grade level in religious education. These outcomes

- contribute to the achievement of the key-stage outcomes
- are found on pages 27-43

Meeting the Essential Graduation Learnings Through Religious Education

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today, and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

For graduates of the religious education program, the following connections to the Essential Graduation Learnings apply:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. Religious education will provide the opportunity for students to develop a growing appreciation for some of the great works of art, architecture, artifacts, literature, and music. In religious education classes students will be encouraged to express their views on religious and social topics through various avenues which would be classified as aesthetic expression. The religious education program will provide opportunities for students to experience and appreciate artistic works from various ages and cultures. Opportunity will be given for reflection, critical responses and expressions of appreciation.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context. Graduates will be able to show an awareness of the importance and contributions of various religions to the global community. In the religious education program, it will be recognized that there is often a relationship between people's actions and lifestyles and their religious beliefs.

Human rights, social justice, freedom of religion, and value systems will figure prominently in the religious education program. By considering various views on these topics, students will better understand what it means to live in a pluralistic multi-faith society.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively. Religious education requires students to consider many perspectives and beliefs on a wide range of topics. It also requires them to think critically about many current issues. Because of the very nature of the religious education program and the objectives for the courses in which students will be involved, various methods of communicating will be used, such as oral discussion, written responses, art work and the application of technology.

Some levels of discussion will be at an informal level while other discussions will be more formal in design. There will also be creative writing as well as response papers and research papers at particular grade levels. Many of the courses will encourage the use of media and other forms of modern technology as means of communicating.

The very nature of some of the topics discussed will require students to be precise and clear in their writing and in their oral presentation. Developing the skill of appropriate expression of thoughts and opinions and responding appropriately to others' thoughts and opinions will be an integral part of the religious education program.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle. Personal development is an area of great importance for the religious education program. Students will be in a position to be given information and be required to reflect on, and discuss, moral and ethical issues. Recognition will be given to the fact that students are collaborative as well as independent learners. However, this program will challenge them to see what it means to live in community with others while developing a personal system of beliefs by which to live.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts. An important component in the religious education program is the interpretation of information in a critical manner in order that students will be in a position to make informed decisions. The nature of many of the topics covered will require students to acquire knowledge on a given topic or issue and take a position. The problem solving process will take many

forms in religious education, including reading, discussion, debate, reflection, research, observation and media viewing.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. There will be many opportunities for students to use a range of technologies in the religious education program and to reflect on and discuss the ethical issues around the use of much modern technology. Opportunities will be given for students to use computer and media technology in various areas of the program.

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct. A vital component of the religious education program will be the spiritual and moral development of the individual. Development of values, morals, and ethics will be fostered in this program. Being able to express one's beliefs and values while having the ability to listen to and understand other people's beliefs and values contributes to an improved society. The art of expressing and defending appropriately one's own beliefs without degrading or negating those of others is an important part of personal development.

The program will help students understand the belief that they are an important part of an unfolding creation and to examine the influence of spirituality on human development. It will support the idea that each person must take responsibility for his/her actions and that a person's actions have direct and indirect effects on both the individual and the community as a whole. Key to the total program will be the recognition of the belief that the human being is a spiritual being whose life can encompass religious principles.

General Curriculum Outcomes for Religious Education

General Curriculum Outcomes are statements which describe the contribution (K–XII) of a curriculum area to the Essential Graduation Learnings by defining what students are expected to know, value and be able to do as a result of completing the program in that curriculum area.

The General Curriculum Outcomes for religious education follow:

- GCO 1** Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.
- GCO 2** Students will be expected to develop an understanding of the beliefs, principles and practices of Christianity and other living belief systems.
- GCO 3** Students will be expected to examine the meaning and relevance of sacred texts.
- GCO 4** Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.
- GCO 5** Students will be expected to examine moral and ethical issues and teachings.
- GCO 6** Students will be expected to develop an appreciation for the connectedness of all creation.
- GCO 7** Students will be expected to demonstrate an understanding of the relationship between religion and science.
- GCO 8** Students will be expected to examine the influence of religion on contemporary issues and events.

Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the grade levels, teachers will recognize the increase in expectations for students according to

- students' understanding of the processes of language learning
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students should know and be able to do in religious education by the end of grade 12. It should be noted that students work toward achieving these key-stage curriculum outcomes in grades K–9.

Students will be expected to examine the historical impact of religion on beliefs, cultures and traditions.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- demonstrate an understanding of the historical development of living belief systems (e.g., Christianity, Islam, Hinduism).
- demonstrate an understanding of the lives and key teachings of religious founders (e.g., Jesus, Muhammad, Buddha).
- develop an understanding of the influence of living belief systems on family, community and society.
- examine, from an ethical perspective, social, political and economic forces that have shaped the past and present.
- demonstrate an understanding for, and an appreciation of, the ways in which various living belief systems have influenced the individual's world view.

Students will be expected to develop an understanding of beliefs, principles and practices of Christianity and other living belief systems.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- critically examine the fundamental tenets of various religions.
- examine the diversity among Christian sub-traditions.
- assess the nature of relationships among various religions and interfaith dialogue.
- explore the nature of the relationship between the individual and God for various religions.
- critique the responses of various religions to stewardship and issues of social justice (e.g., Islam, Hinduism).

Students will be expected to examine the meaning and relevance of sacred texts.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- evaluate the significance of sacred texts, both oral and written (e.g., Bible, Qur'an, Tipitaka).
- demonstrate an understanding of the meanings and relevance of sacred texts for adherents.
- examine the origins, organization and development of sacred texts (e.g., Biblical Canon, Qur'an).
- develop an appreciation for various interpretations of sacred texts (e.g., King James Version of the Bible, New Revised Standard Version of the Bible).
- develop a knowledge of key figures, events and themes from sacred writings.

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning in life.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- demonstrate an appreciation of how adherents of living belief systems seek religious meaning and expression.
- examine the concept of commitment and its meaning in living belief systems.
- recognize that conflicts can arise between one's personal beliefs and the teachings of one's religion.
- understand the importance of spiritual growth.

Students will be expected to examine moral and ethical issues and teachings.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- evaluate moral and ethical teachings from various belief systems (e.g., Christianity, Judaism, Buddhism).
- explore the implications of the acceptance of responsibility for their decisions and actions.
- evaluate society's influences on the moral and ethical decisions of individuals.
- develop an understanding of an approach to life based on religious principles and moral convictions.

Students will be expected to develop an appreciation for the connectedness of all creation.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- deepen their appreciation for the mystery and beauty of creation and the interrelationship within it.
- demonstrate a commitment to, and respect for, the sacredness and dignity of human life and all creation.
- demonstrate an understanding that humanity must take a responsible stance through stewardship.
- critique the ways in which selected religions have viewed humanity's responsibility in creation (e.g., Judaeo/Christian concept of stewardship).

Students will be expected to demonstrate an understanding of the relationship between religion and science.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- understand that religion and science address some of the fundamental questions of life and creation.
- examine the stance of selected world religions towards scientific interpretation (e.g., Christianity, Islam).
- develop an understanding of ethical issues related to scientific development and technological advances (e.g., Christianity and genetic engineering).

Students will be expected to examine the influence of religion on contemporary issues and events.

By the end of grade 12, students will have achieved the outcomes for entry – grade 9 and will also be expected to

- critique the relevance of organized religion for personal living as it relates to contemporary issues and events.
- demonstrate an understanding of the impact of various world religions on peace, social justice and respect for the sacredness and dignity of human life in relation to contemporary issues and events (e.g., peace issues, aboriginal rights, sexuality).

Specific Curriculum Outcomes

Ethics and Philosophy

2101

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to:</i></p> <ol style="list-style-type: none"> 1.1 explore how various living belief systems explain basic principles of reality 1.2 investigate sources of influence on moral and ethical decision making 1.3 assess their own understanding of ethical decision-making, morality, and ethics 	<p>Provide an opportunity for students to explore how principles of reality are presented by various faith communities. Many belief systems guide their adherents by offering explanations for human existence and the role of humans in the world. These explanations are often rooted in their understanding of what is real and what is not. Students can also begin to examine philosophical theories about what is real to compare views.</p> <p>Using selected case studies, discuss the process of decision making that occurs in a variety of situations. Expand the discussion to include how living belief systems may influence decision making.</p> <p>Develop personal working definitions of morality and ethics.</p> <p>Hold a class debate* on a resolution about reality assumptions, such as trusting one's sensory perception to determine what is real and what is not. View excerpts from <i>The Truman Show</i> (1998) to discuss the idea of accepting reality as it is presented.</p> <p>Create a fictitious class mascot to face sensitive ethical and moral dilemmas.</p> <p>View and discuss excerpts from a film, such as <i>Dead Poet's Society</i> (1989), <i>Schindler's List</i> (1993), <i>WALL-E</i> (2008) or <i>My Sister's Keeper</i> (2009). Discuss the ethical decisions which arise.</p> <p>Create a list of factors that affect decision making (e.g., lying). Challenge students to choose the most interesting factor and create a media presentation (e.g., video, slideshow or poster) for the class.</p>

Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment (e.g., check-lists, rubrics, interview, etc.)

Work Samples/Portfolio

- KWL chart of definitions
- Factor lists
- Representing or creative writing (class mascot)

Performance

- Student generated definitions of reality
- Class debates
- Media presentation

Questioning & Reflection

- When debriefing from viewing a film, teachers may question students on their understanding and awareness of ethical issues.

Resources and Notes

**There is a significant emphasis in the EP 211 curriculum on presentations, individually and as a team. While students should be supported, challenged and encouraged to participate in class-based presentations, teachers should provide students with an environment responsive to their needs (i.e., their fears and anxieties about presenting to the class).*

The following suggestions could be considered

- *present to smaller group,*
- *taped/video presentation (vs. live),*
- *alternative format (slideshow instead of live speech).*

Authorized Resources:

Philosophy Questions & Theories: chapters 6, 12

The Dream Weaver: chapters 1, 13

What if... Thought Experiments

Suggested Resources:

Memorial University of Newfoundland and Labrador offers an online database for world religions which may offer students opportunities to explore theme-based topics for specific living belief systems. The resource is available, at time of printing, at <http://www.arts.mun.ca/worldreligions>.

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Outcomes

Students will be expected to:

- 2.1 identify the views of various philosophical theories regarding religious thought
- 2.2 examine the relationship between the development of religious thought and philosophical views

Suggestions for Teaching and Learning

Examine the basic philosophical theories of widely accepted philosophers, such as Aristotle, Plato, Confucius, St. Thomas Aquinas, Kant, Hume, St. Augustine of Hippo, John Calvin, Kierkegaard, Nietzsche and John Locke.*

Read selected case studies which examine issues from religious and philosophical views.

Hold a “Philosophy Talk Show”. Students can role play particular philosophical views in response to a hot topic (such as same-sex marriages/unions or ethical practices in business) on a reality TV talk show.

Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment

Work Samples/Portfolio

- Open response journal reflections
- Research presentation on a particular philosophical theory (such as an essay paper, speech, info sheet, foldable, slideshow, *etc.*)

Performance

- Role play

Questioning & Reflection

- When sharing information teachers may question students on their developing understanding of basic philosophical theories.

Resources and Notes

While the foundations of philosophy should be explored, the focus of the course is on **how to think (i.e., metacognition) rather than on **what to know** (i.e., memorization). Students should be encouraged to examine a variety of philosophical theories without being expected to recount factual details about each theory.*

Authorized Resources:

Philosophy Questions & Theories: chapters 2, 12
The Dream Weaver: chapter 2

Students will be expected to examine the meaning and relevance of sacred texts.

Outcomes

Students will be expected to:

- 3.1 develop an understanding that interpretations of sacred text vary
- 3.2 examine the influence of interpretations of sacred texts for daily living and decision making

Suggestions for Teaching and Learning

Provide an opportunity for students to consider alternative perspectives using short narratives or videos. Challenge them to rewrite or reproduce a selection from an alternative perspective, such as a secondary, unseen or inanimate character.

Examine opposing interpretations of sacred texts, such as stories about same-sex relationships in the *Bible* or instructions regarding appropriate dress in the *Qur'an*. Other suggestions may include stories/lessons about murder, discipline, loving one's neighbour, creation of the world, *etc.*

Facilitate a class discussion on the mutability of language, examining how our understanding of language changes over time and in different contexts.

Students can write a letter to selected faith community leaders asking for a response on an issue (*e.g.*, As a faith leader, how would you respond to a faith community member who needed advice on ...). Appendix B provides brief descriptions from selected belief systems of basic tenets for daily living.

Students will be expected to examine the meaning and relevance of sacred texts.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment

Work Samples/Portfolio

- Journal response on the importance of point of view
- Creative writing using an alternative perspective
- Formal letter writing

Conference

- Reflection discussion on journal response

Performance

- Dramatic presentation using an alternative perspective
- Opposing rants (*e.g.*, “Rant like Rick”) to demonstrate alternate points of view

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of the importance of perspective.

Resources and Notes

Authorized Resources:

The Dream Weaver: chapters 6, 7

Suggested Resources:

Politically Correct Bedtime Stories by James Finn Garner (1994) and *Humpty Dumpty Was Pushed and Other Cracked Tales* by Bruce Lord and Elizabeth Richards (2008) may offer some examples of alternative perspectives.

A good video on the use of the word “gay” can be viewed (at time of printing) on YouTube at <http://www.youtube.com/watch?v=nD16K-fr7bg>

A Year of Living Biblically by A.J. Jacobs (2008) provides an interesting look at one man’s attempt to follow rules and laws of the Bible literally. ISBN: 9780743291477

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Outcomes

Students will be expected to

- 4.1 assess responses to questions about existence
- 4.2 examine the relationship between personal worldviews and the teachings of various living belief systems
- 4.3 investigate influences and challenges that contribute to their worldviews

Suggestions for Teaching and Learning

Create class concept webs that identify influences on worldview. Provide time for students to respond in a free write or journal format.

Watch selected TV programs to discuss questions such as, What is the meaning and purpose of life? Who am I? How do I decide? How can I be happy? General TV programming provides a plethora of choices (e.g., Little Mosque on the Prairie, The Simpsons, Star Trek, “reality” shows). Students should be prepared to defend their choice of show with evidence to prove how it meets the criteria set in class.

Compare and contrast selected precepts from various belief systems about existence such as reincarnation, purgatory, nirvana, heaven, hell and original sin.

Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment

Work Samples/Portfolio

- Journal response to discussion questions
- TV viewing log
- Venn diagram or other graphic organizer to compare/contrast precepts

Conference

- Reflection discussion on journal response

Performance

- Defence presentation of TV show choice

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of questions about the nature of existence.

Resources and Notes

Authorized Resources:

Philosophy Questions & Theories: chapters 7, 8

What if...Thought Experiments

Students will be expected to examine moral and ethical issues and teachings.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <p>5.1 identify the views of various philosophical theories regarding the development of knowledge</p> <p>5.2 demonstrate an understanding of the relationship between knowledge and moral/ethical decision making</p> <p>5.3 develop further their understanding of what is meant by morality and ethics</p>	<p>Discuss personal working definitions of morality and ethics.</p> <p>Compare “Golden Rule” examples from a variety of sources, such as religious and philosophical thinkers, community leaders and members. Small groups could complete “Each one, teach one” presentations to present one view on the Golden Rule or role play Golden Rule opportunities in daily life.</p> <p>The philosophy of knowledge: how do we know what we know? Examine case studies and selected literature selections that provide explanations in response to this question.</p>

Students will be expected to examine moral and ethical issues and teachings.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal, informal and peer assessment

Work Samples/Portfolio

- Advanced Organizer by students that allows them to see different views of philosophical theories regarding the development of knowledge

Conference

- Revisit students' earlier understandings of morality and ethics

Performance

- "Each one, teach one" presentations
- Golden Rule role play

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of perceptions of knowledge and reality.

Resources and Notes

Authorized Resources:

The Dream Weaver: chapters 1, 13

What if... Thought Experiments

Suggested Resources:

Echoes 11 (Level II English, Oxford): "The Right Answer" could be used as a starting point to discuss how perceptions about reality and what students believe they know can be challenged. The purpose of this introductory discussion is to challenge students' understanding of having "the right answer". Many students are uncomfortable with not knowing the answer or questions that have more than one "right answer."

Peter's Projection vs. Mercator Projection of the world – multiple Internet sources:

<http://www.petersmap.com>

<http://www.diversophy.com>

My Place in the World (Grade 9 religious education, Nelson) provides an overview of the similarities between the different views of various living belief systems and the "Golden Rule".

The Golden Rule is presented by Scarboro Missions in poster and interactive flash video: http://www.scarboromissions.ca/Golden_rule/

Hooray for Diffendoofer Day by Dr. Seuss (1998) has universal appeal in its exploration of **how** we think instead of focusing on **what** we know and the accumulation of knowledge. ISBN 0679890084

Students will be expected to develop an appreciation for the connectedness of all creation.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <p>6.1 examine the different views that philosophy and various belief systems have towards the connection between themselves and the world</p> <p>6.2 identify the views of various philosophical and religious theories regarding the purpose of life</p>	<p>Discuss various world belief systems' views on an afterlife (<i>e.g.</i>, nirvana, purgatory, heaven, hell, reincarnation). Links to some visual examples are included in Appendix A. A variety of films offer examples of views of the afterlife as well, such as <i>What Dreams May Come</i> or <i>The Lovely Bones</i>. Invite students to represent the views creatively (<i>e.g.</i>, 3-D art, sketches, image or word collages).</p> <p>Examine the role of the elderly in a variety of communities, sacred and secular. List the perceived characteristics of older and elderly people.</p> <p>Create a continuum of community involvement, from non-involvement (<i>i.e.</i>, hermit) to fully-involved (<i>i.e.</i>, city councilor). Challenge students to place themselves on the continuum.</p> <p>Compare and contrast the advantages and disadvantages of being involved and connected to a larger group or community. Organize a class debate on the issue. A possible resolution: Be it resolved that all students will participate in at least one extra-curricular activity at school. <i>Sensitivity may be needed to facilitate this discussion as some students may not be connected to particular groups.</i></p>

Students will be expected to develop an appreciation for the connectedness of all creation.

Suggestions for Assessment

Observation/Anecdotal Records

- Student participation in continuum activity
- Formal, informal and peer assessment

Work Samples/Portfolio

- Representing views on the afterlife
- Job ad for an older or elderly person
- Journal response on the role of older persons (*e.g.*, Imagine a community without people over 50.)
- Creative writing (story, poem, song, graphic art, *etc.*)

Conference

- During reflection time, teachers may discuss journal responses with students.

Performance

- Role play or skit on advantages or disadvantages of being involved with a community
- Class debate

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of varying beliefs about an afterlife.

Resources and Notes

Authorized Resources:

Philosophy Questions & Theories: chapters 7, 8, 14

Suggested Resources:

Land, Sea and Time Vol. 1 (Level I English, Breakwater Books Ltd.): Al Pittman's, "West Moon" may provide a context for this outcome – conversation among the dead of a resettled Newfoundland outport.

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Outcomes

Students will be expected to

- 7.1 evaluate the similarities and differences between scientific and religious thought
- 7.2 demonstrate an understanding that both religion and science offer explanations of existence
- 7.3 examine various debates between scientific and religious explanations on ethical issues

Suggestions for Teaching and Learning

Provide students with a variety of explanations of creation. Are there any similarities? What unique qualities are evident?

Discuss the context of a debate such as Darwin's theory of evolution or Galileo's explanation of the positioning of the earth. Challenge students to examine the conflict that these explanations and theories created for the people of a particular time period. Consider the argument by some Jews and Christians that the 7 days of creation, as told in *Genesis*, do not literally mean 7, 24-hour days.

Facilitate a discussion of the development of differences in how science and religion understand the world (*e.g.*, stem cell research) and the purpose of existence.

Watch excerpts from the film, *Contact* (1997), starring Jodie Foster. Identify the concepts being explored through science and religion in the film.

Explore a variety of explanations, religious and scientific, for the human soul. Discuss definitions presented by different living

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal and peer assessment

Work Samples/Portfolio

- Representing views on perceptions of the soul (media or art activity)
- Journal responses to discussion questions

Performance

- Debate on views on existence and creation

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of debates about scientific and religious explanations.

Resources and Notes

Authorized Resources:

Philosophy Questions & Theories: chapters 8, 14

The Dream Weaver: chapters 2, 3

What if... Thought Experiments

Suggested Resources:

Bill Moyers' interview with NYU president with John Sexton (March 12, 2010) offers an opportunity to explore modern understandings of the relationship between science and religion. Available at time of printing at <http://www.pbs.org/moyers/journal/03122010/profile.html>.

Students will be expected to examine the influence of religion on contemporary issues and events.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <p>8.1 demonstrate an understanding that ethical decision making occurs within a context</p> <p>8.2 examine the historical influence of religious and philosophical thought on contemporary events</p> <p>8.3 examine how religious and philosophical thought may influence personal decision making on contemporary issues</p>	<p>belief systems.</p> <p>Facilitate a class discussion about the relativity of decision making, that the decision a person makes in one context may not be the same decision in another context (<i>i.e.</i>, lie to a best friend to spare his feelings, tell the truth to maintain one's integrity). Challenge students to create a Top Ten list of questions one would ask in order to make an ethical decision. Extension – invite students to create the list of scenarios to discuss.</p> <p>The Canadian Charter of Rights and Freedoms is a complex but important document that impacts all Canadian citizens. With a partner, ask students to prepare a presentation to explain one of the rights and freedoms under the guarantee of rights and freedoms, fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, official languages, minority language educational rights, multicultural rights and rights of native peoples.</p> <p>Read selections from “Towards a Just Society”, an educational reader originally published by the Newfoundland and Labrador Human Rights Association.</p> <p>Challenge students to create an awareness campaign (letter to the editor, petition, peaceful protest, poster, commercial, advertisement, <i>etc.</i>) to promote a right or freedom that they feel is important.</p> <p>Facilitate a discussion regarding the use of technology in everyday activities. Topics may include posting online journal entries or blogs, accessing personal information on social networks, using virtual technology in military training, using the Internet to cause harm, or playing first-person role play video games.</p>

Students will be expected to examine the influence of religion on contemporary issues and events.

Suggestions for Assessment

Observation/Anecdotal Records

- Formal and peer assessment
- Self-assessment on awareness campaign activity

Work Samples/Portfolio

- Investigative responses to NLHRA reading booklet
- Journal response to discussion questions
- Top Ten Questions

Conference

- Reflection on reading selections

Performance

- Presentation (representing, role play, slideshow, speech, debate, *etc.*)
- Awareness campaign activity

Questioning & Reflection

- When sharing information teachers may question students on their understanding and awareness of how context plays a role in ethical decision making.

Resources and Notes

Authorized Resources:

Philosophy Questions & Theories: chapters 13, 14

Suggested Resources:

“Towards A Just Society” is available, at time of printing, at <http://peacefulschoolsinternational.org/smf/index.php?action=dlattach%3Btopic=363.0%3Battach=182>

APPENDICES

Ethics and Philosophy

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Appendix A – Suggested Viewing Resources: The Afterlife

The following online resources (available at time of printing) may be helpful in discussions and activities related to SCO 6.1: *Students will be expected to examine the different views that philosophy and various belief systems have towards the connection between themselves and the world.*

1. Michelangelo's "Last Judgment" (<http://www.wga.hu/frames-e.html?/bio/m/michelan/biograph.html>) – click on Last Judgment
2. Heaven and Hell, Thai folk art (<http://www.brentdamon.com/Thaifolkart.html>)
3. Dan Koon's "Baroque Entrance to Heaven" (<http://fineartamerica.com/featured/-baroque-entrance-to-heaven-dan-koon.html>)
4. Veronica Jackson's "Melting Aura" (<http://fineartamerica.com/featured/melting-aura-veronica-jackson.html>)
5. Sebastiano Ricci's "Enoch being taken up into heaven" (<http://www.oneyearbibleblog.com/2008/11/november-12th-o.html>)
6. "The Soul's Journey to Paradise", an explanation of the Egyptian afterlife by Donald A. Mackenzie (http://www.kenseamedia.com/encyclopedia/aaa/afterlife/egyptian_afterlife_1.htm)
7. "The Way to Nirvana", according to Shamatha Meditation Practice (<http://www2.bremen.de/info/nepal/Gallery-3/Misc/12-31/nirvana-0.htm>)
8. Herrad of Landsberg's illustrations for her "Hortus deliciarum/Garden of Delights" (full colour plates at <http://pagesperso-orange.fr/murpaieu/Mt%20Od%20Hortus%20deliciarum.htm> and background information at http://en.wikipedia.org/wiki/Hortus_deliciarum)
9. 16th century Persian miniature depicting Mohammed ascending into Paradise (http://www.zombietime.com/mohammed_image_archive/islamic_mo_face_hidden/)
10. "Heaven and Hell", according to various religions (<http://integral-options.blogspot.com/2007/03/neatorama-heaven-and-hell-according-to.html>)
11. David Blackwood
 - a. "Spirit Departing – Once Told Tale" (<http://www.heritage.nf.ca/arts/agnl/prints/4b.html>)
 - b. "Vision of the Lost Party" (<http://www.heritage.nf.ca/arts/agnl/prints/5b.html>)
12. Gerald Squires "They Fled the Earth and Naked Climbed the Weather" (<http://www.heritage.nf.ca/arts/agnl/squires6.html#6a>)
13. Germaine Arnaktauyok's "Northern Lights" (<http://www.theglobalgame.com/blog/2007/11/first-among-soccer-nations-beckham-on-vancouver-swing-tries-football-by-canadian-rules/>)

Appendix B—How to Act in Daily Life

SCO 3.2 expects students *to examine the influence of sacred texts for daily living and decision making*. In discussions and activities related to this SCO, teachers may wish to refer to the basic tenets of selected living belief systems which guide adherents in their daily lives.

Love

Jesus' explanation of the Torah commandments is presented in *Matthew 22:34-40*. This explanation teaches Christians two basic tenets to guide daily living: love God and love your neighbour

Karma

The tenet of karma guides many Hindus, Sikhs and Buddhists in daily living. The basic understanding is that every action has a consequence, either positive or negative, depending on the initial action.

Seva

The word “seva” means “selfless service”. All Sikhs are encourage to perform seva in all aspects of life as a means to build community and improve the moral quality of the adherent.

The Ten Commandments

For many Jews and Christians, the Ten Commandments recounted in *Exodus 20:1-20* guide daily living and decision making. Several of the commandments are foundations for identifying criminal behaviour.

1. do not worship any god except God
2. do not make any idols or images to worship
3. do not take the name of God in vain
4. do not work on the Sabbath day
5. do not dishonour or disrespect your parents
6. do not murder
7. do not commit adultery
8. do not steal
9. do not lie
10. do not covet the belongings of other people

Noble Eightfold Path

Devout Buddhists cite the Noble Eightfold Path when describing the expectations for daily living. The path is intended to provide guidance in ways of thinking, speaking and behaving that will help the adherent reach Nirvana.

1. right understanding - know truth
2. right intention - resist evil
3. right speech - say nothing that might be harmful
4. right action - respect life
5. right livelihood - free the mind from evil
6. right effort - work in the service of others
7. right mindfulness - control evil thoughts
8. right concentration - practice meditation

Theravadan and Mahayanan Buddhists practice six elements in daily life which include following the Eightfold Path; Mahanyanan Buddhists also focus on proclaiming the life of the Buddha as one to follow.

The Five Pillars

Muslims following the teachings of the prophet Muhammed (PBUH) adhere to five tenets to guide daily living and life as a Muslim overall:

1. shahadah - there is no god but Allah
2. salah - pray five times a day
3. zakat - giving up of yourself to care for others
4. hajj - pilgrimage to Mecca once in a lifetime
5. saum - observing Ramadan (fasting)

The Four Goals

Hinduism provides many paths to follow for daily living. However, the basic tenets of dharma, artha, kama and moksha are consistent for adherents.

1. Dharma – practice of social duty
2. Artha – achieving success
3. Kama – enjoying life
4. Moksha – liberation and salvation

The Three Pillars

Adherents of Zoroastrianism follow three pillars of conduct for daily life:

1. good works
2. good thoughts
3. good deeds

Appendix C—The Inquiry-based Environment

To effectively foster critical thinking in an inquiry-based environment, Mary Cowhey (*Black Ants and Buddhists*, 2006) believes that questioning strategies are key. “My students and I didn’t know the answers to all these questions ... we planned to keep searching and asking. On the way to finding answers, we knew we would find more questions.” (12) She also uses questioning strategies to challenge assumptions and stereotypes. “Teaching critically listens to and affirms a minority voice that challenges the status quo. Instead of forcing assimilation and acceptance of dominant culture, it reexamines cultural assumptions and values and considers their larger ramifications.” (13)

Taking time at the beginning of the year (semester) to establish routines and structures will all but eliminate frustration later in the semester when students are challenged by new situations and problems. Structure and routine will allow those “teachable moments” to have much more impact and will allow students to direct their own learning more independently. The collaborative establishment of expectations for discussion and activities will provide students and teachers with the confidence to address sensitive issues and challenge opinions in a positive and engaging manner.

The following guidelines for creating a safe, inquiry-based discussion environment are provided as suggestions to be used at the beginning of the year (semester). Teachers should be comfortable with the approach they choose and be prepared to adapt and modify their choices based on the needs and strengths of their students.

Suggested approaches:

- Students generate a list of 5 guidelines that they are prepared to adhere to during open discussions.
- Engage students in a constructivist activity to build a consensus for guidelines.
- Use a pre-prepared lesson plan on community or team building attitude in the classroom.
- Provide students with a sample case study/scenario that will elicit emotional responses to a potentially sensitive or controversial issue.

Expectations:

- Use of names – when referring to other people, students should be encouraged to use non-specific names or titles (*e.g.*, not saying “my sister Joan”) to respect privacy.
- Using class time for therapy – students should be encouraged to reflect personally, to demonstrate a connection with an idea, activity or issue, without divulging information that compromises privacy.
- Use of vernacular language – students should choose words which reflect an open dialogue and avoid using words that inflame emotions (*e.g.*, “That’s so gay!”).
- Recognizing emotional responses – when discussing issues which may elicit emotional responses, students should practice respectful discussion strategies: taking turns to speak, responding non-verbally, using a Nerf ball, using rephrasing techniques effectively, *etc.*

Appendix D—Models for Critical Reflection

One of the key aims of the Ethics & Philosophy curriculum is to engage students in thinking about their own learning (*i.e.*, metacognition). The following suggested models and strategies may be beneficial in helping students meet outcomes associated with critical thinking and reflection.

“Critical thinking refers not only to the assessment of arguments ... but also to the diligent and skillful use of reason on matters of moral/social importance – on personal decision making, conduct and belief. By including its application to personal belief and decision making, we extend critical thinking to every domain of human interest.” (Noddings, 2006, p. 4)

Anticipation/Reaction Guide

This strategy is used before the instruction on new information begins. Given a list of statements, students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. The purpose of this strategy is twofold:

- activate and evaluate prior knowledge;
- create a state of curiosity/anticipation or to set the stage for the learning to come.

Procedure:

1. Generate a list of 4-8 statements related to your topic of study. Place these on an Anticipation/Reaction Guide. This can be in list or table format.
2. Provide each student with a copy of your guide.
3. Prior to introducing new information, engage students by having them write whether or not they AGREE or DISAGREE with the statements listed on the guide.
4. Teach your lesson content or facilitate classroom activity.
5. After the new content has been taught, ask students to react to the new information by responding again to the statements on the Anticipation/Reaction Guide.
6. Discuss students' before and after answers. Have they changed? What have students learned or realized that affects their answers. This can be done in pairs, groups, or as a whole class activity. Students could use their thoughts on this as journal-writing material.

Journal Responses

Journals are often thought of as someone's personal thoughts written in an elegant, leather-bound book. While academic or classroom journals do contain the students' personal thoughts and feelings and as such, must be treated as confidential, these journals provide students with the opportunity to reflect and process new information or to share their understanding (or lack of) with the teacher. Journal entries can also be used to cause students to relate personally to a topic before instruction begins.

The greatest benefit to the teacher is the ability to gain insight on the students' thinking process as well as their understanding about the topics/concepts being addressed in the classroom. As such it provides an excellent opportunity to engage in Assessment FOR Learning. Through reviewing the students' journals, the teacher is able to ascertain what is causing problems for students, what they find exciting and interesting, any misconceptions they have, *etc.*

For the student, journaling provides many benefits. Students may use a journal response to process new information. *Processing* occurs when students reflect on specific questions that are posed to them and by them; reflection helps students to clarify their thinking about what they have learned as well as to connect it to what they already know (all in a positive learning environment that is free of fear of criticism). In addition, journaling provides students with the opportunity *to reflect* on their personal values and goals, to engage in metacognition, and to chronicle their academic growth by revisiting past entries.

Journal responses can take a variety of forms: free writing (including lists of questions), creative writing (songs, poetry, drama, stories, *etc.*), transactional or explanatory writing, drawing or collecting relevant material (photos, drawings, poetry, stories, signs, objects, *etc.*). For more detail on the benefits of journaling, refer to the work of Kathy Yorks (<http://www.accessexcellence.org/MTC/96PT/Share/yorks.html>).

Considerations for Implementation:

- ✓ *Use of Instructional Time.* Limit journaling activity to 5 to 10 minutes per class or incorporate into other activities such as “write-pair-share”. Engage in shorter blocks of journaling throughout the lesson (*e.g.*, think about the question/prompt for 30 – 45 seconds and respond for 2 minutes and repeat several times during the lesson).
- ✓ *Confidentiality.* Students’ thoughts and opinions, when expressed in a journal, must be kept confidential. Students should be provided with the option to fold over and staple any entry they feel is too personal to share (even with the teacher).
- ✓ *Assessment.* Journals should NOT be assessed towards the student’s mark in the course. Teachers may opt to include “completion of journal activities” as an assessment item but not grade individual entries. Student journals provide teachers with an excellent Assessment *for* Learning tool. As the teacher reads the entry, it is important to provide positive feedback, to nudge students’ thinking a bit further, to question, to teach or to re-teach. Where journal entries indicate a lack of understanding, the teacher should indicate that they are “off track” and that this will be addressed in class.

Implementing Journals:

- Ensure students understand why journaling is important to their learning process and how journal assessment will be included in their evaluation.
- Clarify that the journals and the entries are confidential. Students may fold over and staple any entry that they do not want the teacher to

read. Students can opt to include journal entries in their portfolio.

- Refrain from simply asking students to make an entry in their journals. Assign specific activities or prompts to ensure students’ journals are the most effective. Examples:
 1. Summarize the main points of the lesson. This can be done in writing, in a graphic organizer, in a drawing or concept map or other representation.
 2. Before a lesson starts, ask students to write what they already know or believe about the topic. After the lesson(s) is taught, ask students to revisit what they originally wrote and make any changes they feel necessary to reflect their current understanding, beliefs, *etc.*
 3. Restate a concept or definition in their own words.
 4. Write a question about what they have learned so far.
 5. How do you feel about the topic? How do you think your best friend/parent/*etc.* would feel about the topic?
 6. Explain how the new topic relates to a topic already discussed in class.

For more ideas of how to use journals at the beginning, middle, and end of a lesson check out the suggestions at <http://712educators.about.com/cs/writingresources/l/bljrnacademic.htm>.

The “What? So What? Now What?” Model

This is a three-phase model to promote reflection in learners and can be used as a journaling activity. As with any journaling activity, reflection is an essential component of new learning; some learning theorists believe that we do not learn from doing – rather we learn from thinking about what we do (*i.e.*, making connections with what we already know).

The “What” phase:

- o This relates to the substance of the activity, presentation, or event.
- o While it leads naturally to interpretation, in this phase the learner should objectively report on what happened, what was presented, what was observed, *etc.* (*i.e.*, just the facts, no interpretation; describing in detail what they experienced or observed).
- o Questions that can be used to guide learners include: What happened? What did we do? What problem did we address/solve? What did you observe? What were the results of the event? What were the speaker’s main points?

The “So What” phase:

- o In this phase, the learner analyzes the event/presentation/activity to assess what it means to them, why it is important to them, or how they feel about what has been presented/observed.
- o This is the true reflective part of the activity and may be difficult for some learners as it requires that they discuss their feelings as related to the event/information they have experienced.
- o Questions that can be used to assist learners with this phase are: What did you learn? How did what you learned affect you personally? What “lesson” can you take away from the activity/presentation/information? How was what you learned (or experienced) different from what you expected? Can you relate this information to events/experiences in your “real life”? Are there any contradictions to what you previously believed about the issue?

The “Now What” phase:

- o This is the process of taking lessons learned (or insights gained) and looking at how your attitude/view/understanding/*etc.* has changed as a result of the new information and how you might want to change as a result.
- o During this phase, the learner is encouraged to

consider the broader implications of what they have learned, to consider the future, *etc.* Depending on the activity/presentation/event, learners could be encouraged to identify goals or changes they might want to make in their lives to align with what they have learned.

- o Questions that can be used to guide this phase include: How can we use what we learned to make a difference in the future? How are you contributing to the problem? What can you do to help address the problem? What factors will support/hinder you from reaching your goals or to incorporate changes in your life? What can I do to be part of the solution? What appears to be the root cause of the problem/issue? Are there community actions/activities in which I can become involved? What would you like to learn more about, related to this topic/issue? What information can you share with your community or peers that might make a difference?

While this can be used solely as a journaling activity, it can also be incorporated into small group or whole class discussions. For example, after a presentation or significant piece of information has been discussed in class, individuals could engage in the “What?–So What?–Now What?” activity.

- After they have completed the “What?” section, teachers could ask students to share their main points with a partner (see “Two Minute Review” below).
- After the “So What?” phase, students could be asked to share their insights with a partner (see “Think-Pair-Share” below).
- After the “Now What?” phase, students could be invited to share their thoughts/insights/*etc.* with the class. (Note: students should not be required to share at this stage, as this portion of the activity will be deeply personal.) Alternatively, students could be asked to share something their partner said that they found interesting or which they had not thought of before.

Writing Frames

Writing Frames can provide a structured format in which students can reflect on a reading selection, a viewing activity or a presentation. There are a wide variety of writing frames; six suggestions are provided below.

A: Frames to help students summarize a story or retell an event

Students sometimes need assistance with organizing a summary of something they have read or providing a logical sequence to the recounting of an event. The following sample frames may be helpful:

Example 1:

- Although I already knew that ...
 - I have learned some new facts (from our trip/ from watching this video) ...
 - I also learned that ...
 - Another fact I learned ...
 - However, the most important/interesting thing I learned was ...
 - Or, finally, I learned that ...

Example 2:

- I found _____ interesting for several reasons ...
 - I discovered that ...
 - I also learned that ...
 - It was interesting that ...
 - Finally ...
 - As you can see ...

Example 3:

- To begin with ...
 - Next ...
 - Then ...
 - After that ...
 - Finally ...
 - Now ...

B: Explanation Frames

Explanations are written to explain the process or to explain how something works. They are often used in social studies and science. An explanation usually consists of a general statement to introduce the topic and a series of logical steps explaining how or why something occurs.

Example 1: Problem/Solution

- I want to explain why ...
 - There are several reasons for this. The chief is ...
 - Another reason is ...
 - A further reason is ...
 - So now you can see why ...

Example 2: Cause/Effect

- There are differing explanations as to why (how, what, when) ...
 - One explanation is that ...
 - The evidence for this is ...
 - An alternative explanation is ...
 - The explanation is based on ...
 - Of the alternative explanations, I think the most likely is...

C: Procedure/Sequence Frame

Procedures or instructions are written to describe how something is done through a series of sequenced steps. A procedural text usually consists of a statement of what is to be achieved, a list of materials/equipment needed to achieve the goal, a series of sequenced steps to achieve the goal, and often a diagram or illustration.

Example 1:

- I want to explain how ...
 - To begin with/It starts by ...
 - and this makes/means/changes ...
 - After that ...

- and as a result ...
- Next ...
 - Then ...
 - The final result is that the ...

D: Report Frame

Reports are written to describe the way things are. A report usually consists of an opening or general classification, an optional, more technical classification (optional), and a description of the phenomena (qualities, parts and their functions, and habits/behaviors or uses).

Example 1: Compare/Contrast (a more complex version of the Report Frame)

Write the names of the objects being compared/contrasted in columns A and B. List the characteristics being studied in the left hand column. Use a grid to record information prior to writing.

CHARACTERISTICS	A	B
	SOCCER	FOOTBALL
players		
rules		
ball		
gear		

Example 2: Comparison Frame

- Although ... and ... are different ... they are alike in some interesting ways.
 - For example they both ...
 - They are also similar in ...
 - The ... is the same as ...
 - The ... resembles ...
 - Finally they both ...

Example 3: Contrast Frame

- Although ... and ... are both ... they are different in many ways. The ... has ...
 - Another way in which they differ is ...
 - Finally ...

(Using a Venn Diagram can be helpful in this exercise.)

E: Opinion Frames

Essays and paragraphs are sometimes written to present arguments and information from differing viewpoints. Such a piece of writing usually consists of

- ✓ a statement of the issue and a preview of the main arguments (*e.g.*, Our school is trying to decide whether to have uniforms. Some students think that uniforms would improve school spirit and help improve academic achievement, while other students argue the opposite ...)
- ✓ arguments for and supporting evidence (*e.g.*, Many private schools have uniforms and they have great school spirit ...)
- ✓ arguments against and supporting evidence (*e.g.*, Many students feel very strongly that uniforms deny them their individuality ...)
- ✓ recommendation given as a summary and conclusion (*e.g.*, One group wants ... While another group wants ... I think ...)

Note: This simple type of opinion paper leads naturally to the writing of argumentation, a form increasingly used as students go through high school. It is a form of writing that is also a natural extension of oral debate and discussion.

Example: 1

- There is a lot of discussion about whether ...
 - The people who agree with this idea, such as ... claim that ... They also agree that ...
 - A further point they make is ...
 - However, those who have strong arguments against this point of view believe that ...
 - They say that ...
 - Furthermore they claim that ...
 - After looking at the different points of view and the evidence for them, I think ... because ...

Students could make notes using the following format:

The issue we are discussing is whether

...

...

Arguments for	Arguments against
---------------	-------------------

...

...

...

...

My conclusion, based on the evidence ... [OR]

After looking at all the arguments, I think ...

F: Persuasion Frame

Persuasive writing takes many forms, from commercials and slogans to petitions and editorials. The primary purpose is to influence and change opinion or to promote a particular point of view or argument, unlike an opinion paper which considers alternative points of view. A piece of persuasive writing (essay) usually consists of an opening statement (the thesis), often in the form of a position, the arguments, often in the form of points and elaboration, and a summary and restatement of the opening position.

Example 2:

- I think that ... because ...
 - The reasons for my thinking this are, firstly ... so ...
 - Another reason is ...
 - Moreover ... because ...
 - These (facts/arguments/ideas) show that ...

Example 1:

- Although not everybody would agree, I want to argue that ...
 - I have several reasons for arguing this point of view.
 - My first reason is ...
 - A further reason is ...
 - Furthermore ...
 - Therefore, although some people might argue that ...
 - I think I have shown that ...

Appendix E— Sample Rubrics

Sample Rubric for Open Journal Responses

Option – ask students to choose a journal to have evaluated but teachers do record that ALL journals are complete but don't mark every single entry.

Open Journal responses can include:

- Free write
- Persuasive/opinion writing
- Collage or media collection (with an artist's statement)
- Drawing (sketch, cartoon, graffiti, *etc.*), with an artist's statement (less than 100 words)
- List of questions

Rubric level descriptors:

Absolutely, 5; For the most part, 4; Sometimes, 3; Not so much, 2; Hardly, if at all, 1

Journal Response:		
Student:		Level Achieved
Looking in	<ul style="list-style-type: none"> • Thoughtfully considers the topic and connects to self • Demonstrates some original thought; insightful • Reflects on implications of their own response; shows some realization 	
Looking out	<ul style="list-style-type: none"> • Extends on the ideas expressed • Connects to world or text (movie, book, music, art <i>etc.</i>) • Demonstrates clarity and explanation of argument • Uses relevant examples and evidence 	
Teacher Feedback:		

Sample Rubric for Small Group Presentation

- holistic: all students in the group receive the same feedback
- generic: teachers may want to add specific categories depending on the type of presentation

Rubric level descriptors:

Always, 5; Frequently, 4; Sometimes, 3; Infrequently, 2; Rarely, 1

Group:	Level Achieved
Date:	
CONTENT	
The presentation shows evidence of research and primary source material.	
Statistical data is accurate and relevant.	
Focus of the presentation is clear and thoughtful.	
Ideas/arguments are well-developed and organized.	
DELIVERY	
Presenters appear interested, motivated and confident.	
Presenters are able to respond to questions and observations from the audience.	
Presenters demonstrate a high level of preparedness.	
Presenters are easily heard and understood.	
TEAMWORK	
Members of the group collaborated to share and develop ideas.	
Members of the group divided tasks and managed problems to achieve their goal.	
Members of the group were self-directed and sought out resources (teacher, peers, experts, <i>etc.</i>) to aid in their presentation.	
IMPACT	
The presentation raised, affirmed or challenged the audience's level of awareness.	
The presentation elicited questions or responses from the audience.	
Members of the group demonstrated a high level of engagement with their topic/issue (<i>i.e.</i> , felt that they learned from the experience).	
Teacher Feedback:	

Sample Rubric for Small Group Collaboration

- teacher's observation of individual students working in a group
- could be modified to use for peer assessment
- could be modified into a class chart to complete whole class observation

Rubric level descriptors:

Always, 5; Frequently, 4; Sometimes, 3; Infrequently, 2; Rarely, 1

Group: Date:	Students			
	#1	#2	#3	#4
Recognizes need for contributions to facilitate discussion and contributes to sustaining the talk.				
Asks timely questions for elaboration and responds to requests for elaboration				
Expresses viewpoints clearly and with conviction to elaborate views				
Listens attentively; grasps essential information and details				
Teacher feedback:				

Sample Rubric for Self-Assessment

- participation and contributions to discussion activity

Rubric level descriptors:

Absolutely, 5; For the most part, 4; Sometimes, 3; Not so much, 2; Hardly, if at all, 1

Name:	Level
I contribute to keeping the discussion going. Explanation or example:	
I invite others to contribute to the discussion. Explanation or example:	
I ask questions for clarification and I offer further information to explain my views. Explanation or example:	
I willingly express my viewpoint and explain my thinking as required. Explanation or example:	
I listen carefully in order to get a full understanding of the views of others. Explanation or example:	
Describe some of the ways you think you contribute to your group/class discussion:	
Describe some areas you think you can improve on:	
Teacher Feedback:	

Appendix F — Cooperative Learning Strategies

The following brain-friendly teaching/learning strategies are drawn from Cooperative Learning structures. While simply using the following structures does not constitute a true “cooperative learning” approach, these structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter. For more information on the Cooperative Learning approach as well as on these and other cooperative learning activities refer to the following websites (available at time of printing): <http://www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php> or <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

Quiz-Quiz-Trade

This activity is often used after several lessons have been covered or at the **end of a topic** or unit to review what has been covered in class. Questions and answers, based on the information from the lessons, are written on index cards or pieces of paper.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that was covered. (Alternatively, students can create the cards). You need at least one of these cards per student. It’s good to have extras. Early on in a unit, you may need to make duplicate cards to ensure each student has a card.

Process: This is a partner activity and requires students move around the classroom. (See Think-Pair-Share for cues to help students decide who goes first).

To start the Quiz-Quiz-Trade, hand out one card to each student, so that each student has a question and the answer. Then ask all students to stand up and partner with another student. In each pair:

- QUIZ: Student #1 quizzes Student #2. If Student #2 answers correctly, Student #1 gives positive feedback. If Student #2 answers incorrectly, Student #1 says “It’s okay” and provides the correct answer.
- QUIZ: Then Student #2 quizzes Student #1.
- TRADE: After they both quiz each other with their questions, they switch/trade their questions and go on to pair up with someone else. This process is repeated at least 5 times and then students return to their places.

The Cocktail Party

This is a modification of the Quiz-Quiz-Trade activity. It is used as a **pre-instructional strategy** to familiarize students with the upcoming content.

Preparation: To set this up, the teacher has to create a set of question and answer cards on the material that will be covered.

Process: Students are provided with the question/answer cards before they have covered the material in class.

They pair up as in the Quiz-Quiz-Trade activity and each student takes a turn providing their partner with the information contained on the card (*i.e.*, the content on the card provides the “small talk” that takes place in a party setting).

After each partner has shared their information, they trade cards and partner with someone else. The “small talk” continues for a pre-set amount of time or until all students have heard and/or read most of the cards.

At this point the teacher can retrieve the cards or leave them with the students so they can use the information in the lesson. For example, as the teacher is teaching the lesson, using preplanned questions she can solicit the information from students that is contained on the cards. In this way, the students play a more active role in the process.

Think-Pair-Share

This is a very straightforward strategy that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. The result is that student answers are more detailed and accurate and participation is 100%.

The Think-Pair-Share strategy can be used:

- before the topic is introduced to assess how much students already know,
- to remind students of material already covered,
- or to get students thinking about the topic.

T-P-S can also be used at anytime to check for understanding, to break up long periods of sustained activity, or whenever it is helpful to share ideas.

Process:

1. The teacher poses a question to students and gives them some time to independently think of their answer (usually 30 to 60 seconds).
2. After students have had time to think of their answer, they partner with a nearby student and discuss their responses or ideas to the questions or problem that was posed.
3. During the discussion, students have chance to verbalize their understanding, confirm what they understand, or determine what they do not understand.
4. There are three variations to this procedure:
 - the teacher may set time limits for each student to talk while the partner listens;
 - the teacher may ask students write their thoughts down before they discuss with their partner (these can be collected);
 - the teacher can assign or vary partners to keep students from interacting with the same students or to ensure all students are included by their peers.
5. After students have discussed their thoughts/ideas with their partner, they can be asked to share with the whole class. Students could also be asked to share something interesting that their partner said that increased their understanding or appreciation of the topic/issue.

Tip: To ensure little time is lost as students decide who will begin the sharing, the teacher can use a variety of cues to help them decide. For example the teacher could say: “the tallest person will start”, “the person with the most/least jewelry on will start”, “the person with the longest/shortest hair will start”, “the youngest/oldest person will start”, etc.

For more information on how this strategy can be modified and implemented in a variety of subject areas, refer to <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>.

Two-minute Review

This is a variation of the Think-Pair-Share strategy and provides students with an opportunity to **process new information**.

Process: To use this approach, stop any time during a mini-lesson or discussion and allow teams or pairs two minutes to review what has been said with their group.

Partner approach: Teachers could set this up by saying “turn to the student next to you; each of you take 1 minute to review what we just discussed for the past 10 minutes; assume your partner was out of the room and missed what we talked about (or wrote notes on); summarize the information; your partner will listen to you and when it is their turn they will also summarize, including anything you left out; I’ll announce when 1 minute has passed and when to switch”. (See Think-Pair-Share for cues to help students decide who goes first).

Small group approach: Another way to use this method is to arrange students in groups of 3 or 4 and extend the time frame to three minutes. Group members can ask a clarifying question to the other members or answer questions of others. (e.g., After discussing a multiple step process, such as a case study about genetically modified food or stem-cell research, students can form teams and review the process or ask clarifying questions.)

Numbered Heads

Process:

- The teacher assigns student to a team of four.
- Each member of the team is given a number of 1 through 4. The team is given a question to answer.
- The team works together to answer the question ensuring that all members of the team know the answer and can verbally answer the question.
- The teacher calls out a number (*e.g.*, “number three”) and each student with #3 is challenged to respond. The teacher can vary which “number” answers from each group.

Inside-Outside Circle

In this activity students are divided into two groups. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). The strategy is used to encourage discussion between the students.

Process:

- The teacher poses a question, which the students are challenged to discuss, brainstorm about, *etc.*
- Students think about how they will respond to the question and then the person on the inside of the circle tells the person on the outside of the circle their response. Once they finish sharing they say “Pass”. Then the person on the outside shares their ideas, or extends on the inside person’s comments.
- Then (at the teacher’s direction) the outside circle rotates one position to the left or right. In this way the students will have a new person to discuss the same (or a different) question with.

K-W-L Chart

This method can be used to introduce a topic, ascertain what students already know about a topic, or to activate students’ prior knowledge, *etc.*

This can be used as a whole class activity (*i.e.*, with the teacher or student recording what the students volunteer in a chart on the board) or individually as students complete the chart themselves.

Process: Either draw the following chart on the board, ask students to create the chart in their notebooks, or print a copy for students to use:

K	W	L
WHAT I ALREADY KNOW ABOUT THE TOPIC	WHAT I WANT TO KNOW (OR WONDER ABOUT) THE TOPIC	WHAT I LEARNED ABOUT THE TOPIC

- To activate students’ prior knowledge, begin by asking them what they already **Know** about the topic and list it in the appropriate column. This can be followed by asking students to share what they know with the class or with a partner.
- To create interest or anticipation in the new topic, students should identify questions they have on the topic, items they would like clarified, *etc.* (*i.e.*, **Want** to know)
- After the topic has been discussed/completed, students return to the chart and record what they have **Learned** and compare this with the other two columns. Did they learn anything new? Were their questions answered?

This strategy works best for research projects and for activities where students will be reading on their own. It is also a good strategy to use to introduce a topic.

Jigsaw

This strategy promotes sharing and understanding of ideas and concepts found in texts.

Preparation: In this strategy the teacher divides a project, piece of reading (*e.g.*, an article), or other activity, into 3 to 5 parts.

Process: Arrange students in groups of 3 to 5 depending on the class size and the project they are undertaking. This is their **Home Group**. Some groups may have duplicate numbers if there is an uneven number of students in the class. Each student in each **Home group** is assigned a number: 1, 2, 3, 4, or 5.

Expert Group work: Reorganize the students with the same number into **Expert Groups**. The students gather in their **Expert Groups** to process or read selections specific to the assigned topic. Students are to read, recall, reread, take notes, construct graphic organizers for the main ideas and details, and create any visuals they could use to teach others about the topic. The members of the **Expert Group** work to become “experts” on that topic/issue.

- For example, if an article had four main sections, home groups of 4 would be created. Each member of the group would be assigned a section of the article corresponding to their number. Expert groups are formed in which all members will read the section, discuss it, ensure they all understand it, create notes, examples, *etc.* to ensure they are prepared to explain it. The time devoted to this will depend on the difficulty and complexity of the article.

Reporting to the Home Group: After the expert group members have read, summarized, and have a complete understanding of the information, they return to their **Home Group**. The #1 Experts teach the **Home Group** about the topic/section they were assigned; then #2, #3, #4 Experts teach the group about the topics they were assigned.

After all the “experts” have finished teaching the group, the home group will have all the detail and information on the topic as if they had completed the assignment individually.

Refer to <http://www.jigsaw.org/steps.htm> or <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/> for more information on how to make the most effective use of this strategy.

Three-Step Interview

Three-step interviews can be used as an **introductory activity** or as a strategy to **explore concepts in depth**. It is a strategy that is very effective when students are solving problems that have no specific right answers.

This strategy helps students personalize their learning and listen to and appreciate the ideas and thinking of others. The “interviewer” has to engage in active listening and then paraphrase the comments of the “interviewee”.

Process:

1. In step one the teacher presents an issue or topic about which varying opinions exist and poses several questions for the class to address.
2. Step two, one of the students assumes the role of the interviewer and the other becomes the interviewee. The interviewer asks questions of the interviewee to elicit their views or ideas on the issue/topic, within a specified time period. The interviewer paraphrases the key points and significant details that arise.
3. Step three, after the first interview has been completed, the students’ roles are switched.
 - Example: after viewing a video on an environmental issue, interviews can be conducted to elicit student understanding or views.
 - Example: after reading about or discussing a concept or issue, students could engage in the interview process to clarify their understanding.

Extension: Each pair of students can team up with another pair to discuss each other's ideas and to share interesting points that were raised.

After each student has had a turn, the pairs can be invited to share points that they found interesting with the class. After all interviews have been done, the class writes a summary report of the interview results. This could be done individually or as a whole group activity.

Roundtable

The Roundtable is a useful strategy for brainstorming, reviewing, or practicing a skill.

Process:

- Students are arranged in a group of 4 to 6. Each group is provided with a single sheet of paper and pen. The teacher poses a question or provides a starting point.
- Students take turns responding to the question or problem by stating their ideas aloud as they write them on the paper. It is important that the ideas be vocalized for several reasons:
 - ▶ silence in a setting like this is boring;
 - ▶ the other team members are able to reflect on the thoughts of the other students;
 - ▶ greater variety of responses will result because teammates learn immediately that someone has come up with an idea that they might have been thinking of; and
 - ▶ by hearing the responses said aloud students do not have to waste valuable brainstorming time by reading the previous ideas on the page.
- Students continue to pass around the paper until time expires or until a group runs out of answers. Team members are encouraged not to skip turns. However, if their thoughts are at a standstill, they are allowed to "Pass".

Sample roundtable activity: A political cartoon depicting a philosophical or satirical comment could be

displayed. One student draws or writes a reaction or explanation of what is being viewed and then passes the paper to other members of the team for them to react to what they see in the visual.

Roundtable is most effective when used in a carefully sequenced series of activities. The brainstorming can reinforce ideas from the readings or can be used to set the stage for upcoming discussions. The multiple answers encourage creativity and deeper thinking among the team members.

Round Robin Brainstorming

Process:

- The class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. The teacher poses a question with many possible answers and students are given time to think about answers.
- After the "think time", members of the team share responses with one another in round robin style. The recorder writes down all the responses or reactions of the group members.
- The person to the left of the recorder gives their response and the recorder writes it down. This is similar to Roundtable except that one person records the responses.
- Each person in the group in order gives a response until time expires.

Sample roundtable activity: A political cartoon depicting a philosophical or satirical comment could be displayed. One student records the reactions or explanations by each group member.

Sample roundtable activity: Students could be asked to list the pros and cons that a particular practice has on society.

Appendix G — Suggested Instructional Strategies (expanded)

Assigned Questions

- students are provided with a set of questions related to new or previously learned material
- may be a component of problem solving
- may be a component of critical thinking
- may be used for reflection and self-evaluation
- may be an element of programmed instruction
- may be used in guided inquiry
- may be used as the starting point for cooperative group learning
- may be used to guide/direct learning, exploration, experimentation, and/or observation

Authentic Experiences

- are real life learning experiences that require careful planning
- factors such as safety, liability, weather, transportation costs, time and availability have to be considered
- may include field trips, school visitations by outside resource people, surveys, and field observations

Brainstorming

- a process of rapidly generating ideas or responses
- all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes “you mean to say ...”, or “this is the same as ...”)
- a means of extending boundaries and encouraging creative ideas
- a means of quickly getting a wide range of ideas on a topic or issue

- can be used as a precursor to refining or categorizing ideas/responses
- is intended to capitalize on the varied experiences, knowledge, and ideas of the group
- can be playful with many ideas encouraged and accepted

Concept Attainment

- students are provided with data about a particular concept generated by themselves or their teacher and are encouraged to classify or group the information and to give descriptive labels to their groupings
- students link the examples to the labels through their own reasoning and form their own understanding of the concept
- students participate actively in their own learning
- students organize and manipulate information
- students create new and expanded meaning of their information

Conferencing

- occurs when teachers meet with individual or small groups of students to discuss learning tasks or concerns
- encourages students to talk about their work in a non-threatening low-risk environment where points of view are shared and respected
- allows for an open exchange of ideas between the teacher and the learner
- teachers can guide students and provide feedback
- encourages students to reflect on their learning, engage in self-assessment and make decisions on how to approach tasks

- is an appropriate setting for encouraging independence and promoting self-confidence

Computer-Assisted Instruction

- an instructional mode which incorporates the computer into the lesson plan
- can include word processing, drill and practice, tutorial, problem solving, critical thinking, creativity, simulation
- may be an independent or cooperative small group learning
- may be appropriate for individualizing instruction
- fosters active involvement
- allows for independent and collaborative decision-making
- appropriate for programmed instruction

Cooperative Small Group Learning

- an approach to organizing classroom activity so that students can work collaboratively and build on one another's strengths and ideas
- group members share clearly defined roles and are interdependent in achieving the main goal
- students learn the importance of respecting individual views and maintaining group harmony
- students must be working towards a common goal
- success at achieving the goal depends on the individual learning of all group members
- the teacher's role is primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practicing skills
- successful use of this method requires professional development and practice

Demonstrations

- can provide verbal and non-verbal information, techniques and procedures
- can illustrate the end product of a process
- can provide a model for reproducing a procedure or creating a product
- can involve the collection and organization of materials
- allow students to receive information through tactile and visual means

Explicit Teaching

- direct telling
- making statements
- giving information or directions
- explaining procedures
- is largely teacher-centred
- can be large group or small group
- can be used to motivate the learner
- may stimulate reflection
- can challenge the imagination
- may develop curiosity and a sense of inquiry
- may include teacher talk, lecture approach, mini-lessons, instruction giving

Field Trips

- involve teaching/learning activities at a site other than the classroom
- involve activities that are appropriate for learning outcomes
- require careful planning in order to make the link to learning outcomes
- should spark student interest, discussion, questioning
- may provide "hands on" experience

- may involve application of previous knowledge or acquisition of new knowledge
- should involve follow up such as reports, discussions, and/or evaluation
- reflect the real world and put learning in the context of the community
- broaden the student's view

Guided Practice

- can be individual, student centred and needs based
- may be small group
- used to monitor student performance and practices (e.g., signs of respect, appropriate behaviour)

Inquiry

- elements of inquiry include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations
- allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources.
- allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment
- allows students to act upon their curiosity and interests
- encourages students to formulate questions and analyse situations/problems/information
- calls upon prior learning
- encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)
- students make inferences and propose solutions

- students realize that there is often more than one answer to a question or more than one solution to a problem.

Interviewing

- involves individuals, pairs or small groups collecting information from peers, younger students, older students or adults
- involves focused thought and active thinking to develop questions and explore ideas
- requires interpersonal and listening skills; the student must listen respectfully, react to, and interpret the views and experiences of others
- uses language to articulate and clarify one's thoughts, feelings, and ideas
- allows exchange of ideas, increased understanding and new awareness of a previous knowledge
- involves follow up activities

Learning Contracts

- teacher may initially provide terms and conditions, identify resources and set basic timelines
- the student, parents and other professionals may be involved in designing the contract (such as expectations, conditions, evaluation criteria, time frame, consequences)
- provide a method of individualizing instruction
- can be designed so that students operate at the academic level and the pace most suited for them
- can help students make reasoned choices, become increasingly independent learners and take responsibility for their own learning
- must be age and situation appropriate

Personal or Self-reflection/Journaling

- allows individuals to think about their level of knowledge, their beliefs and values
- facilitates personal goal setting and planning
- supports privacy
- respects the personal quality and uniqueness of the individual
- allows students to reflect on what they have learned or are about to learn
- allows students to pose questions and react to learning experiences

Problem Solving

- application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem
- may follow the scientific method
- can be a practical skill
- may include strategies such as trial and error, brainstorming, What if/I suppose, attribute listing, forced relationships, idea check list and imaging

Projects

- teachers should provide examples of any projects required and clearly discuss all guidelines
- include assigned tasks that provide an opportunity for all learners to consolidate/synthesize learning from a number of disciplines or experiences
- usually involve learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation

- may be used to relate knowledge to their own experiences and/or to the broader community
- may involve research
- usually involves extending/enriching/reinforcing learning
- should be focused (*e.g.*, subject matter concept, interdisciplinary theme, action projects)
- should include clearly defined task descriptions such as: interview, compare opinions, make a model, find contrasting views on, create a dramatic presentation, *etc.*
- should include a criteria for planning and evaluation
- students should clearly understand the requirements of the project
- should include clear time lines, and ongoing progress reports

Questioning

- can be used to diagnose recall and comprehension skills
- can be convergent and/or factual
- may draw on prior learning experience
- can determine the extent to which lesson outcomes are being achieved
- provides practice
- aids retention of information or processes
- stimulates thinking
- encourages expression
- can be empirical
- can be conceptual

Role Play

- is the spontaneous or practiced response to a given situation or theme where the learner attempts to speak, feel, behave like the character they portray
- is designed to illustrate situations in which the behaviour of individuals is the critical factor
- can be part of a game or simulation activity
- is an approach to addressing interpersonal problems and practicing social and communication skills
- allows for high level of student engagement
- promotes independent and self-determined behaviour
- promotes increased understanding of the views, positions and feelings of others
- facilitates attitudinal and behavioral change
- encourages cooperation and sharing
- can be used to resolve decision-making dilemmas, resolve conflict, determine appropriate behavioral responses
- teachers must define the problem situation and problem clearly as well as give very clear instructions

Simulation

- allows for types of experiments/activities that cannot take place in the real environment
- presents an artificial problem situation or event which represents some aspect of reality
- removes risk and reduces safety considerations
- the level of complexity is purposefully reduced so that students may become directly involved with underlying concepts
- may involve the use of models, game formats, structured role play or an interactive video or computer program

Section 5 - Resources

Authorized Resources

- *Philosophy: Questions & Theories* (2003) McGraw-Hill Ryerson Ltd. (ISBN: 978-0-07-091386-8)
- *The Dream Weaver* (2008) Pearson Longman (ISBN: 978-0-205-52886-8)
- *What If... Collected Thought Experiments in Philosophy* (2005) Pearson Longman (ISBN: 0-321-20278-3)

Suggested Teacher Resources

Buller, Laura (2005) *A Faith Like Mine*. New York: DK Publishing

Breuilly, Elizabeth, O'Brien, Joanne and Palmer, Martin (1997) *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions and Festivals*. New York: Ferleigh Books

"Center for Faith and the Media" (2010) [online] <<http://www.faithandmedia.org/>>

"Exploring World Religions" (2010) [online] <<http://www.arts.mun.ca/worldreligions>>

Godinho, Sally and Wilson, Jeni (2007) *Out of the Question*. Markham, ON: Pembroke Publishers Ltd.

"Holy Post" (2010) [online] <<http://network.nationalpost.com/np/blogs/holy-post/default.aspx>>

Lipman, Matthew et.al. (1977) *Philosophy in the Classroom*. New Jersey: The Institute for the Advancement of Philosophy for Children

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Pritchard, Michael (2006) "Philosophy for Children" *Stanford Encyclopedia of Philosophy* [online] <<http://plato.stanford.edu/entries/children/>>

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- Independent Together: Supporting the Multilevel Learning Community* (2009) Department of Education, Manitoba
- Noddings, Nel (2006) *Critical Lessons: What Our Schools Should Teach*, New York: Cambridge University Press
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- Stackhouse, M. (1984) *Creeds, Society and Human Rights*, Grand Rapids, Michigan: W. B. Eerdmans Publishing Co.
- Watson, Barbara (1993) *The Effective Teaching of Religious Education*, New York: Longman Publishing

