ENQUIRY BASED LEARNING - PUPILS UNDERTAKING INDEPENDENT RESEARCH C
SUGGESTED STRUCTURE TO GUIDE PUPILS’ RESEARCH
EXAMPLE SESSION – PRAYER AND THE ABRAHAMIC FAITHS (JUDAISM, CHRISTIANITY, ISLAM)

1 CLARIFYING RESEARCH FOCUS & PURPOSE
- Finding out about prayer in the Abrahamic Faiths
- To find similarities and differences
- Audience is the class

Suggested time 5 minutes

2 BRAINSTORM
- What do we know?
- What do we want to find out?
- Where will we find it? Video clips – pupils could also use books and ask people

Suggested time 10 minutes

3 DECIDE THE END PRODUCT
- Draft Information leaflet, poster (in this instance something simple)

Suggested time 5 minutes

4 ORGANISATION AND PLANNING
- Allocate tasks – who is going to find out what and from where
- Decide how to record findings e.g. on sticky notes

Pupils will need to be told how much research time they will be given to view allocated video clips

Suggested time 5 minutes

5 CARRY OUT THE PLAN
- Carry out research
- Keep to plan
- Keep to time given

Suggested time 20 minutes

6 PREPARE THE END PRODUCT
- Decide on structure of draft information leaflet/poster
- Keep the audience in mind
- Ensure clear, visible, well presented
- Ensure content is relevant, informative and interesting

Suggested time 20 minutes

7 PRESENT END PRODUCT
- To target audience

Suggested time - Teachers to decide

8 REVIEW
- How did we do?
- How do we know?
- What have we learned?
- What have we achieved?
- What helped us to be successful?
- What made us less successful?
- What will we do better next time?

Suggested time 10 minutes

© Copyright 2012 The Maimonides Foundation. All Rights Reserved. Interfaith Explorers™ is a trademark of The Maimonides Foundation and produced in partnership with EdisonLearning Ltd
ENQUIRY BASED LEARNING – PUPILS UNDERTAKING INDEPENDENT RESEARCH
SUGGESTED STRUCTURE TO GUIDE PUPILS’ RESEARCH – AN EXAMPLE SESSION

It is suggested that teachers guide pupils as a class through the process of finding out about ‘Prayer’. Teachers can follow the flow diagram Pupil Independent Research Structure C Example Session above to supplement the simplified Pupil Independent Research Structure B Display. Teachers should ensure that they make it clear to pupils what the time allocation is for each section on the flow diagram in order to keep the sessions ‘pacey’ and to strict deadlines. The tasks are best carried out in small groups.

INTRODUCTION TO SESSION

Learning Objectives:
• To follow a research process with support
• To extract key information

Success Criteria:
• Each person to demonstrate a level of independence in the research process
• Groups to present their findings about prayer to the class

This is because:
We need to learn how to manage our own learning and to share it with others

“In this lesson, we are learning to follow a research process with support. We need to be able to learn how to manage our own learning and share and compare it with others. You will be given challenges, time limits and instructions to follow. This activity requires you to make use of all these ways to help you organise yourself with some adult support. What I am looking for is for each person to demonstrate that they can work as independently as possible and show responsibility within their team. The completion of the task is the whole group’s responsibility”. (This needs to be constantly reinforced throughout).

“Your challenge in your teams is to find out about prayer and present your findings to the rest of the class in an informative way, so that they learn something new. Here is a simple structure which you can follow to help you keep yourself organised and on track”.

Talk the pupils briefly through the Pupil Independent Research Structure B Display. A copy displayed on the wall will be useful for pupils to refer to. Teachers may wish to use the suggested ‘Organisations and Timings’ on the Pupil Independent Research Structure C Example Session flow diagram to support pupils in their initial use of the research guide and process, then scaffold in further support as necessary.

MAIN ACTIVITY

• Put the pupils into mixed gender/ability groups of three or four.
• Allocate to each group several video clips on Prayer, as appropriate, to research.

Give them a short time to remind each other how a good team member supports their team.

Follow the flow diagram to Section 7.
To present their end product groups of pupils could:

• Display their draft leaflets/posters for the other groups to view simultaneously. The aim is to identify similarities and differences in prayer between the faiths in order to inform a class discussion to compare their findings.

OR

• Each group explains their key findings to the class using their draft leaflet/poster as support in order to inform a class discussion to compare their findings.

REVIEW OF LEARNING

In Section 8 review both content of learning about prayer and the research process.