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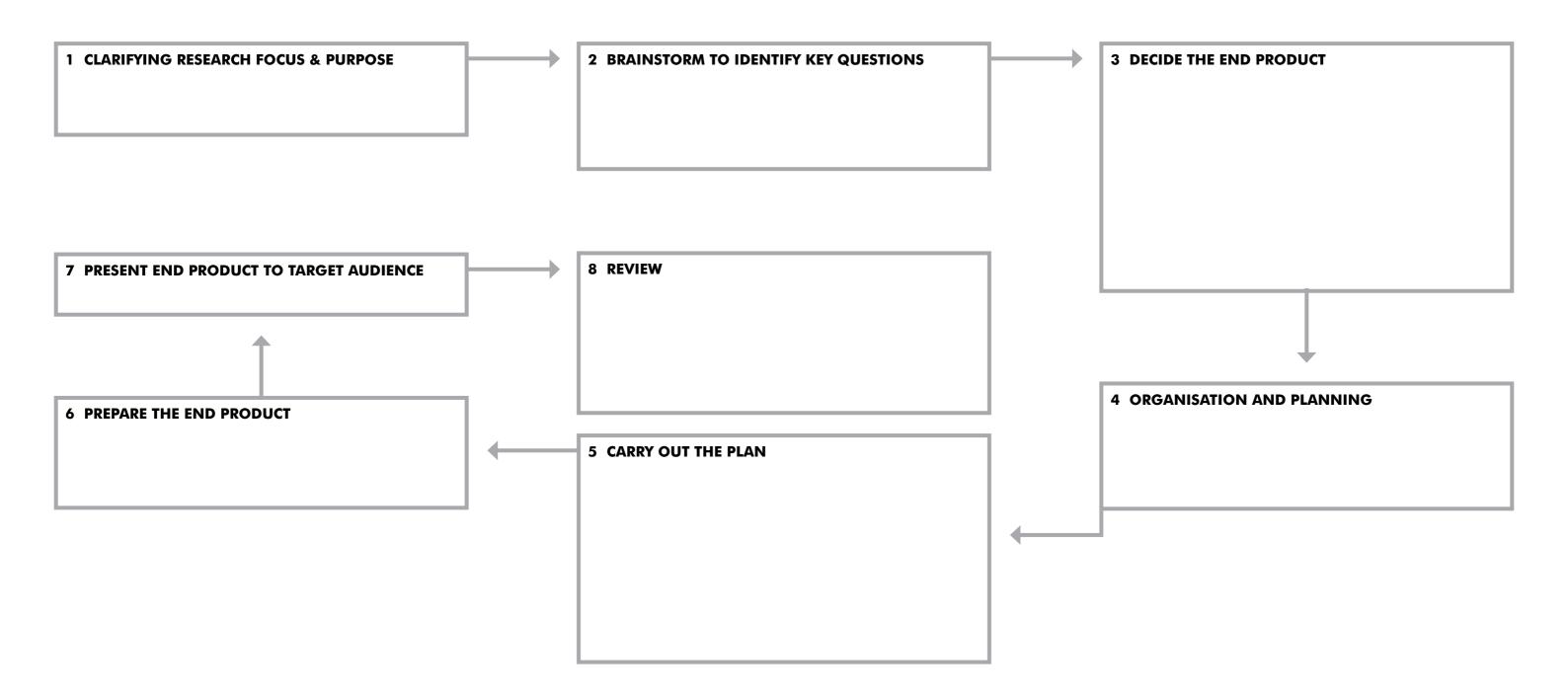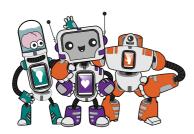
ENQUIRY BASED LEARNING - PUPILS UNDERTAKING INDEPENDENT RESEARCH B
SUGGESTED STRUCTURE TO GUIDE PUPIL'S RESEARCH - DISPLAY

| 1 CLARIFYING RESEARCH FOCUS & PURPOSE | 2 BRAINSTORM TO IDENTIFY KEY QUESTIONS | 3 DECIDE THE END PRODUCT |

| 7 PRESENT END PRODUCT TO TARGET AUDIENCE | 8 REVIEW | |

| 6 PREPARE THE END PRODUCT | 5 CARRY OUT THE PLAN | 4 ORGANISATION AND PLANNING |

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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.