



MAKING RME FUN!

Active and Play based Learning

AN INTRODUCTION

- Active learning is an approach to instruction that involves **actively engaging students** with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of **responsibility on the learner** than passive approaches such as lectures, but **instructor guidance is still crucial** in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Queens University

- Play-based learning is, essentially, **to learn while at play**. Although the exact definition of play continues to be an area of debate in research, including what activities can be counted as play, play-based learning is distinct from the broader concept of play. Learning is not necessary for an activity to be perceived as play but remains fundamental to the definition of play-based learning. Within studies that have examined the benefits of play-based learning, two different types of play have been the primary focus: **free play**, which is directed by the children themselves, and **guided play**, which is play that has some level of teacher guidance or involvement.

University of Toronto



CONSIDERATIONS

What do we need to consider when planning for active learning opportunities?

RESOURCES

TIME

BREADTH AND DEPTH

ENGAGEMENT

PERCEPTIONS





**EXAMPLES
OF ACTIVITIES**



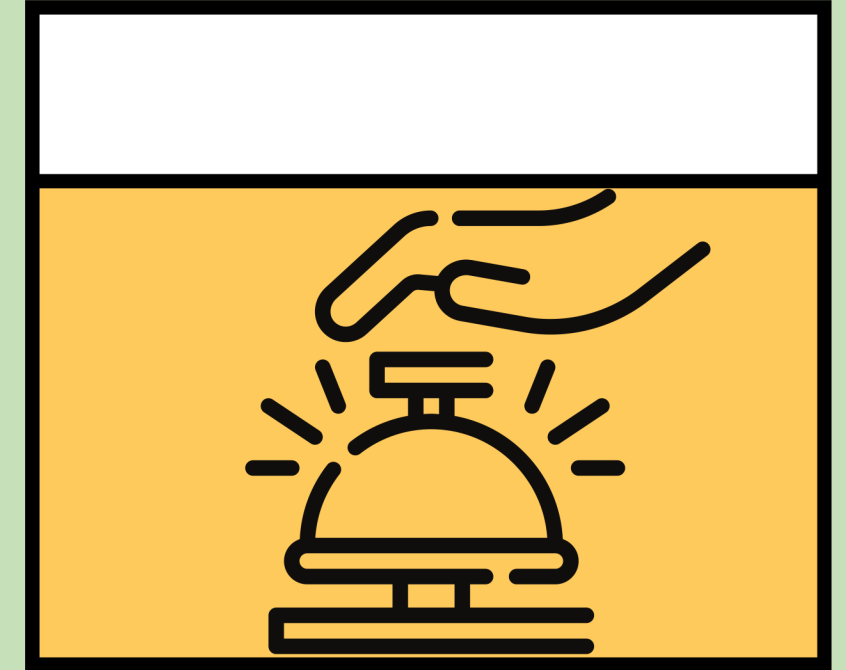
**EASY WAYS TO CHANNEL
YOUR
INNER MARY POPPINS**



EXAM PREPARATION

When writing essays or past paper questions, turn it into a game. Some games I play are

- Team Essay planning against the clock.
- Random Name Generator for next point.
- When marking as a class use a bell to press when they think there should be a mark.



IMPACT

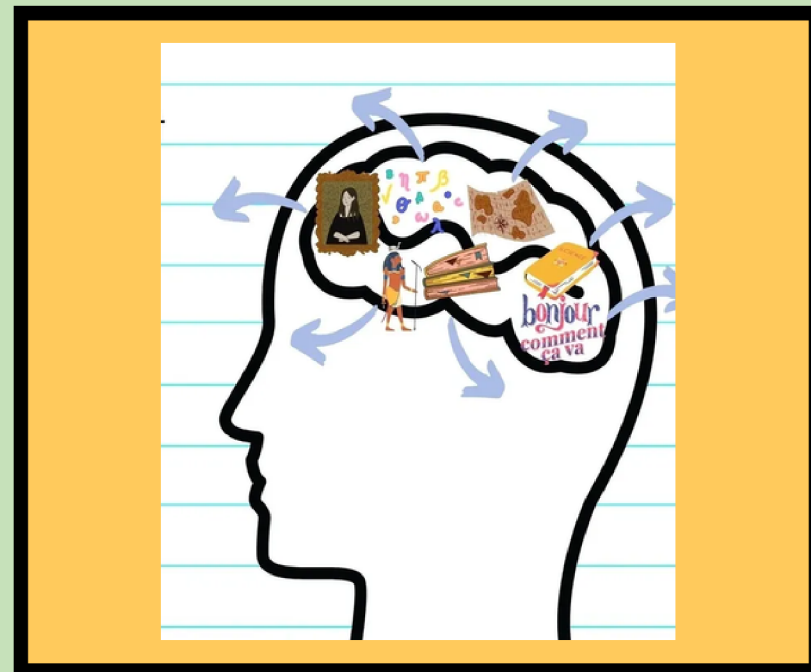
Pupils are engaged in the lesson - the end goal is the same (write an essay, complete a past paper question, understand the SQA standards)
However, pupils are more likely to get involved with the task and it can also save valuable classtime.





BLOOKET

Kahoot/ Blooket, is an online quiz game. There are lots of premade Blooket quizzes or you can use an AI generator (Question Well) to easily create multiple-choice quizzes.



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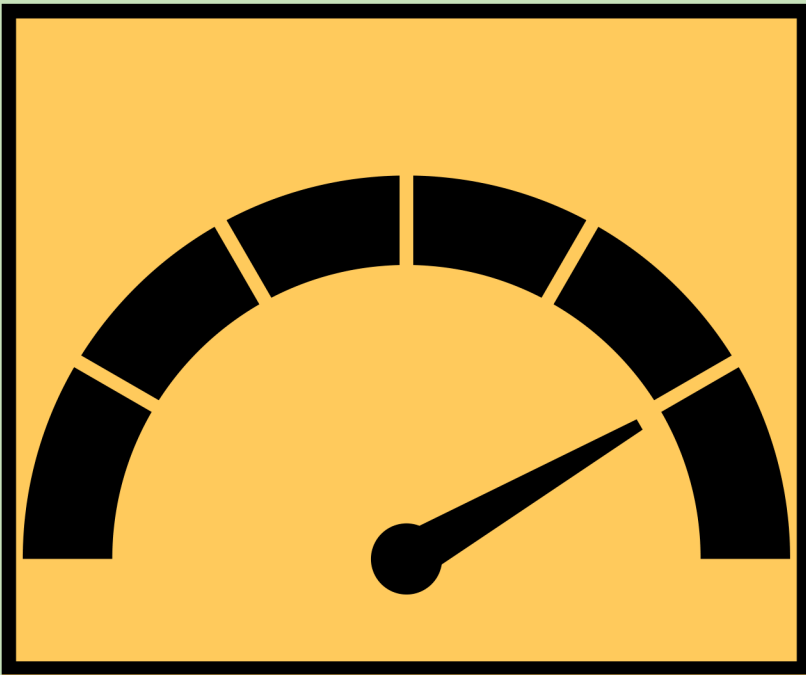
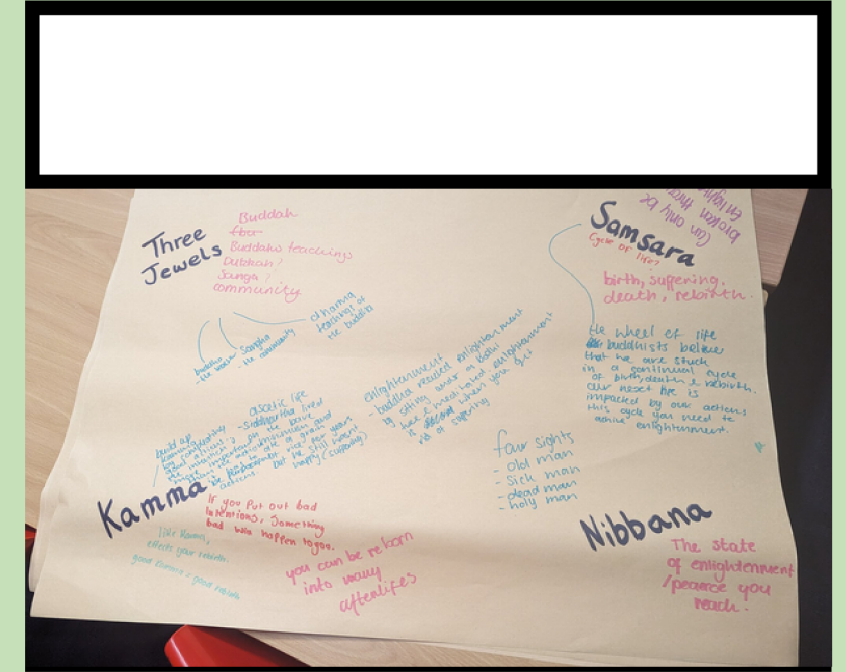
What is game-based learning can be used to track progress. They can be used for **retrieval practice**. You can add hundreds of questions and the pupils can be asked the same question over and over. Doesn't require teacher input when quiz is live which allows you to see and support pupils who are struggling. You can also set Blookets for homework.





REVISION GAMES


There are lots of variations of Revision Games - Twitter is a good space for inspiration. You can keep it simple with basic carousel tasks or you can add into it with props and prizes. Some I use - Bingo, Coloured Carousel, Paper Chain Race. I have explained some of these on learningrmps.com



IMPACT

A good indication to see where content may be need to be retaught/ who is completing revision at home. For pupils it is evidence how their revision is going as well.





**A LITTLE INITIAL
PREPARATION WILL HELP
WITH RESULTS**

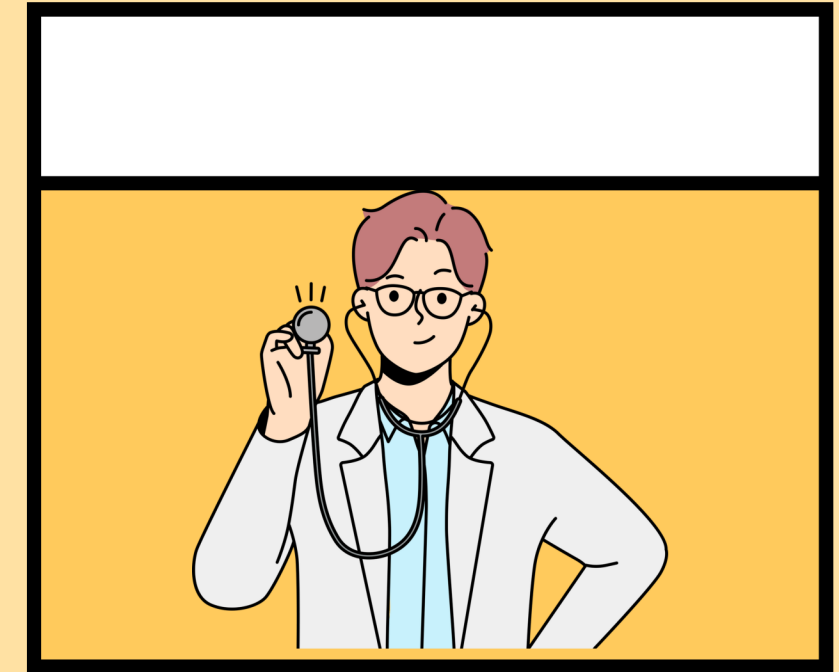


ROLE PLAY

Once you have taught about a religion or viewpoint, give pupils the opportunity to act out as if they are representative of that person.

S1 - The Island (Pupils make up a character)

S4 - Medical Ethics (Pupils take on role of Doctors)



IMPACT

Helps build upon empathy skills - pupils are putting themselves in other people's shoes. They are building upon their creativity and higher order thinking skills.

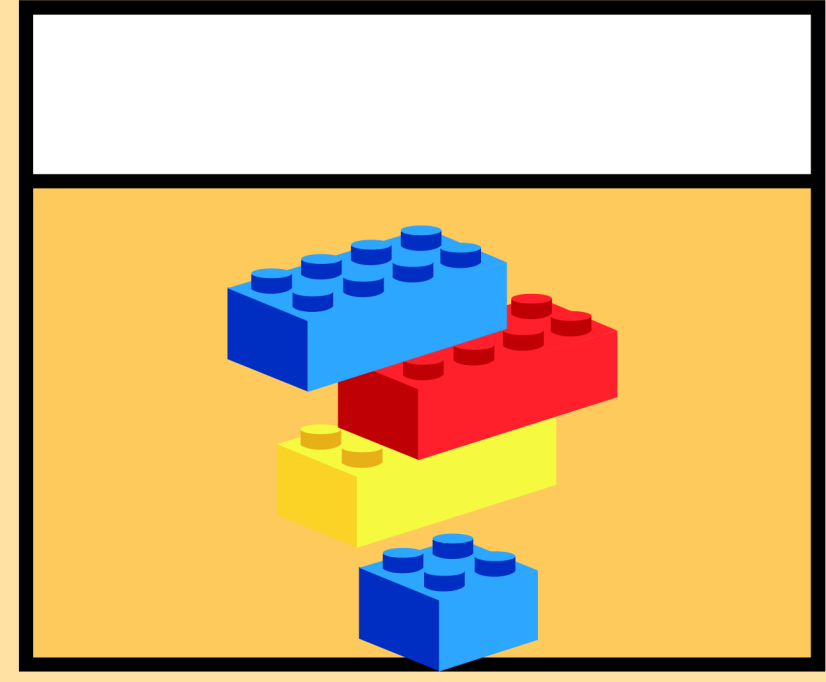
Helps with retention of knowledge, as well as analysis and evaluation.





MODEL BUILDING

Solidify your teaching about important religious places and buildings with model building.
E.g. Buddhist Shrines, Mosques, Churches, Wedding Ceremonies.



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It does take time but - by actively learning pupils are more likely to retain information.
They are putting their learning into practice, they are problem solving, teamwork, creative skills.
Less teacher led but can get messy!





STORYTELLING

Religion is full of stories. Pupils still love being told a story. You can incorporate story telling in a variety of ways.

- Pupils are given a prompt and a Big Question and need to work out a story to answer that story.
- Retell a story, build in questioning as you tell it. (what do you think will happen next, how do you think she is feeling?)

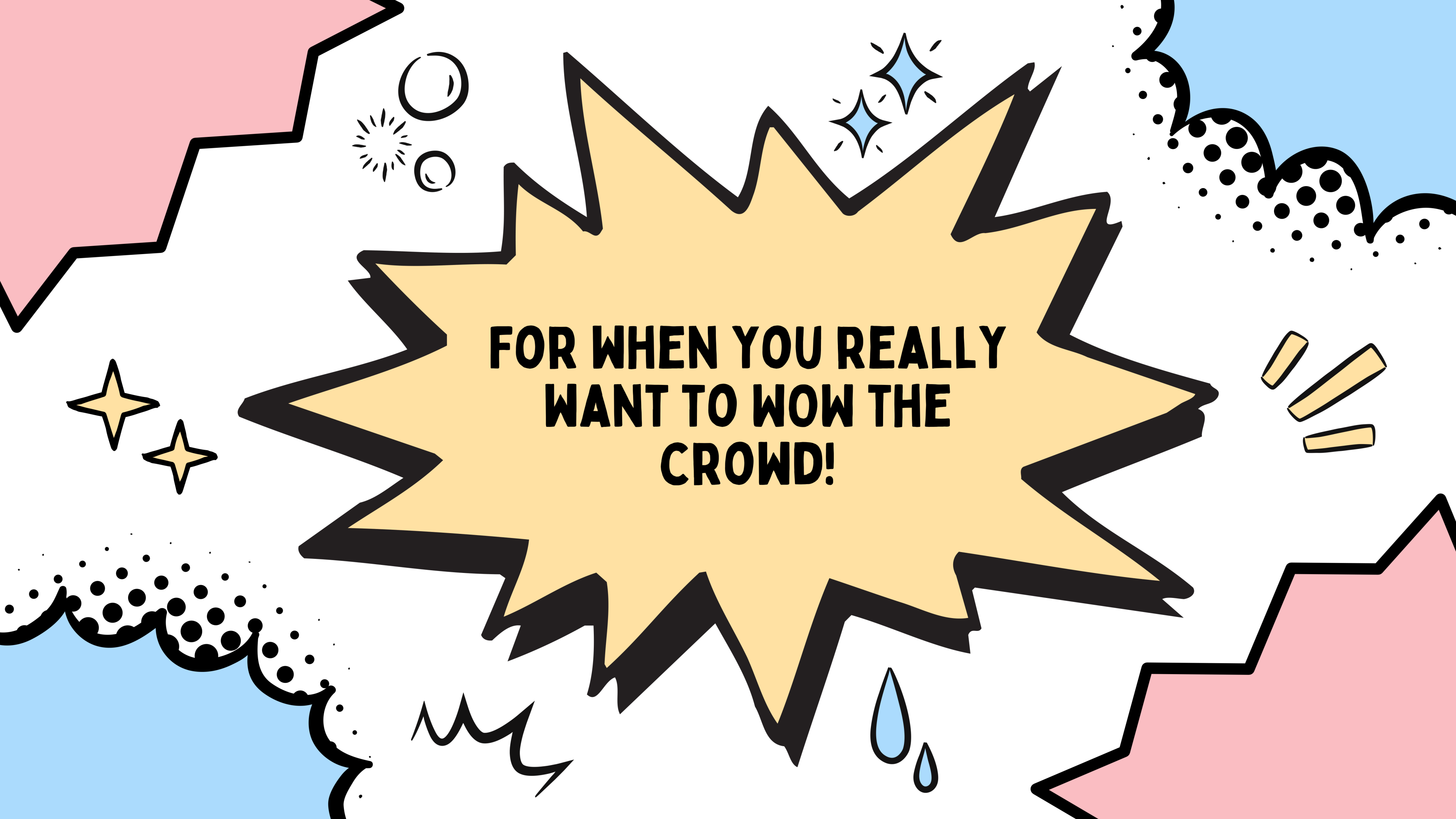


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Building upon higher order thinking skills by thinking about bigger questions and analysing stories from religions.

Building upon philosophical thinking.



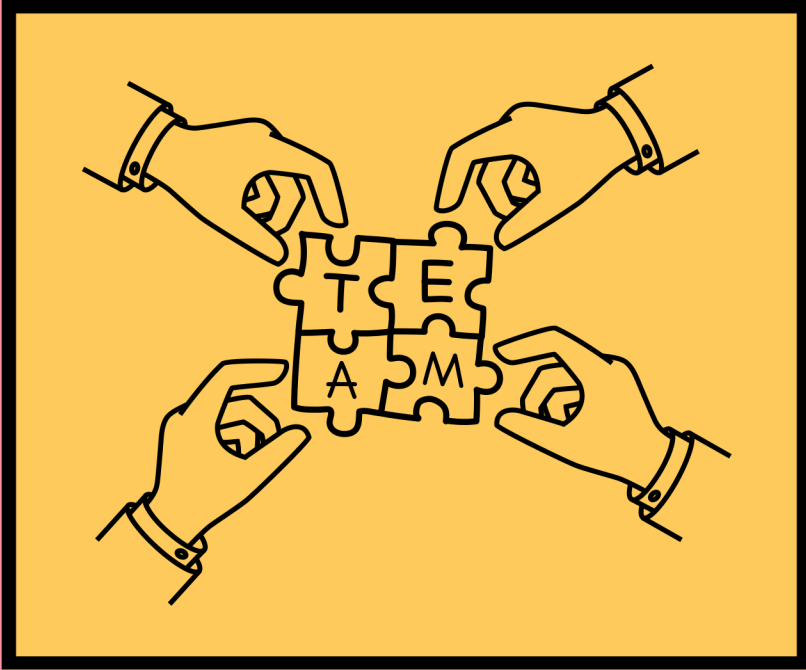


**FOR WHEN YOU REALLY
WANT TO WOW THE
CROWD!**



ESCAPE ROOM

Turn your class into an escape room. There are templates online for digital ones or physical ones. These are good for end of term/ end of units. There are templates on Twinkl. Once you have done one you can start to get ideas and patterns.



IMPACT

These build on team work skills, lateral thinking skills and can build in literacy and numeracy skills. These don't tend to focus on content but more on skills.





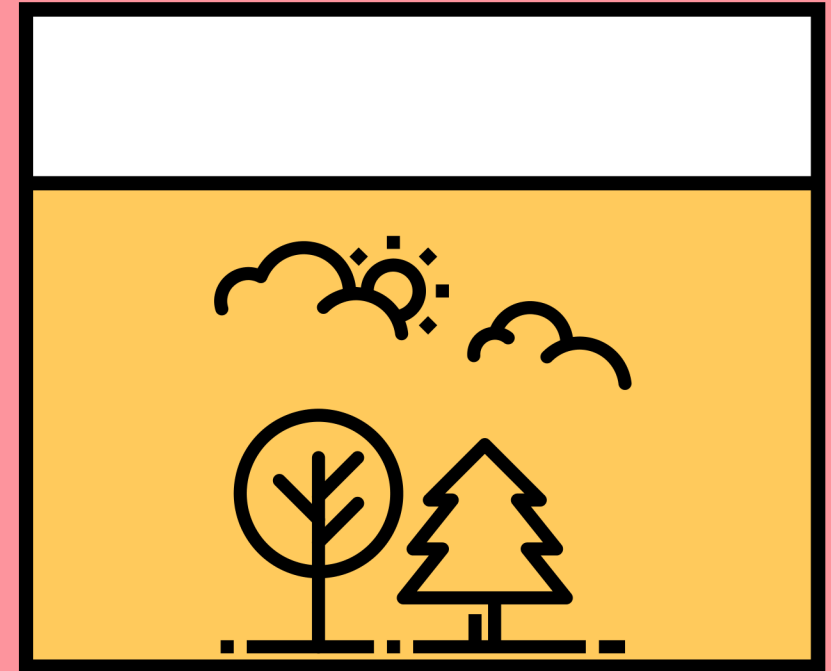
OUTDOOR LEARNING

This was one part of Covid learning that I think should stay.
Cosmological Argument - get pupils to go look for the beauty in the world.

Creation Stories - Incorporate storytelling.

Meditation - Try Zen Walking or meditation outside.

Stewardship - Do a Litter Pick (make it a competition)



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A change of environment can do wonders - what may seem like an adventure for the pupils is a way of helping them remember key information.

It can help engage their long term memory and something you can refer back to.





FREE PLAY

This is what play based learning is based on. Allowing pupils the chance to play with what they want in whatever way they want. This is harder with older pupils but works in ways such as - getting pupils to invent new games to explain a concept they have learned.

Have a box of resources.



IMPACT

This can increase engagement in the lesson but may not be beneficial to learning content or KU. Harder to get buy in from older CORE pupils but younger ones it is good to foster creativity.





TOP TIPS

How can you embed active learning into your RME lessons?

Think about what you are already doing and how you can turn it into a game. e.g. add a timer, random name generator.

Build up a stock of resources - charity shop, marketplace, building blocks, Lego, pipe cleaners.

A change of environment does wonders for engagement but set boundaries.

Plan your success criteria and make it clear with the pupils.

You are never too old for make-believe and play.

