



Key Question:

What types of question can I use?

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> Pupils encounter <i>discovery</i> and <i>interaction</i> as intercultural competences. Pupils learn how to ask different styles of questions. Pupils continue to show attitudes of respect, openness & curiosity. 	<ul style="list-style-type: none"> Practice asking closed questions. Practice asking open questions. Practice combining open and closed questions. Demonstrate respect, openness and curiosity during interactions. 	<ul style="list-style-type: none"> Recap pictures of three ICC attitudes of: respect, openness and curiosity. Add new picture of discovery and interact. Paired work support cards of question starters. Paired work support cards for funnel method.

Outline of Learning Episode

	<p>Setting up ICC skill for the day – Discovery – Asking good questions.</p> <ul style="list-style-type: none"> Describe a <i>closed</i> question as those which have one-word answers. Working in pairs – one thinks of a famous person, the other must discover who it is by asking up to 20 questions, the answer can only be yes or no.
	<ul style="list-style-type: none"> Describe an open question as one which has many different answers. Working in pairs again – one thinks of a famous person, the other must discover who it is by asking questions that start with who, what, when, where, why, or how questions, the name of the person may not be said.
	<ul style="list-style-type: none"> Describe the funnel method used by doctors to diagnose patients, they use open and then closed questions to refine their understanding. Working in pairs - one imagines they are feeling ill, the other must discover what is wrong by asking three open and one closed question. (Repeat)

Assessment for Learning

Reflect on a scale of 1 – 10 for each of the following ICC: how well have you discovered new information, how well have you demonstrated respect, openness and curiosity?

Can pupils identify and use questions to discover different types of information?

- All pupils can give an example of an open and closed question.
- Most can describe the difference between an open and closed question.
- Some can explain when to use an open and closed question for different types of information.



Key Question:

What can I discover by asking questions?

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> Pupils engage with one of the three sacred texts. Pupils show curiosity about what makes the story special. Pupils ask open and closed questions to find out why the story is important to the faith representative. 	<ul style="list-style-type: none"> Listen with respect. Show curiosity about the meaning of the story. Ask open and closed questions to discover new insights. Work collaboratively to create a dramatic reading. 	<ul style="list-style-type: none"> Gazebo. Guidelines for dialogue. Three sets of story texts to be used in group work. (Props to help support the dramatic reading)

Outline of Learning Episode

	<p>Introduction Set up the – Gazebo as the <i>Tent of Meeting</i>, an open place where people talk. Read through guidelines for dialogue – allow quiet for children to read alone. Brief introduction to each text given by a faith representative: why is it special?</p>
	<p>Class split into three groups to work on one of the texts.</p> <ul style="list-style-type: none"> Faith representative to read through the story with a group. Group to work ask questions and begin to plan drama. Group put together a short drama to communicate the story visually.
	<p>Recitation – Reading of the story with dramatic interpretation.</p> <ul style="list-style-type: none"> Each group take turns to perform the story under the tent whilst other groups sit around the outside looking in. Pupils reminded of the importance of respect, openness and curiosity.

Assessment for Learning

Reflect on a scale of 1 – 10 for each of the following ICC: how well have you discovered new information, how well have you demonstrated respect, openness and curiosity?

Can pupils apply their learning to discover new information?

- All pupils will be able to ask questions to find out about the story.
- Most pupils will be able to describe what they have discovered through their questions.
- Some pupils will be able to explain how they have used different types of questions.



Key Question:

What similarities and differences have I discovered?

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> Pupils explore the responses of others through honest dialogue Pupils experience dialogue where difference is central. Pupils identify key phrases and vocabulary and link them to faith traditions. 	<ul style="list-style-type: none"> Discuss respectfully children's experiences of the stories together. Discuss any differences found. Discuss any similarities found. Discuss why these might be significant to believers. 	<ul style="list-style-type: none"> Two chairs for discussion conversation. Guidelines for dialogue. Sentence starters to use when discussing opinions. Sorting chart and cards.

Outline of Learning Episode

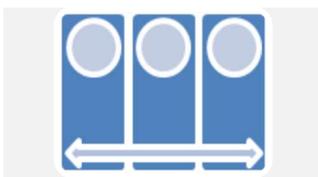


Recap guidelines for dialogue to help pupils to explore their findings.

- Two adults' model how to disagree well, using sentence starters.
- In pairs use sentence starters to express opinions about the stories.
- Repeat so that both partners have a turn.



- Working in groups of 6- 8, pupils discuss similarities and differences in the stories they have encountered.
- How do these stories relate to each other?
- What can we learn about faith from these stories?



- Using a set of words, phrases and statement can you explore which story each belongs to? Can you sort them into different groups?
- Could it belong to just one story or more than one of the stories?
- Whole class share phrases together as a group competition at the end.

Assessment for Learning

Reflect on a scale of 1 – 10 for each of the following ICC: how well have you discovered new information, how well have you demonstrated respect, openness and curiosity?

Can pupils recognise similarities and differences in the stories encountered?

- All pupils will be able to notice and talk about differences in the stories.
- Most pupils will be able to discuss both similarities and differences in the stories encountered.
- Some pupils will be able to explain why these similarities and differences are significant for believers.



Key Question:

What have I found out about asking questions?

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> • Pupils embed their learning through personal reflections. • Pupils assess how the learning has changed them. • Pupils decide if they want to take any action as a result of their learning. 	<ul style="list-style-type: none"> • Reflect on learning through paired dialogue. • Reflect on learning through written response. • Identify areas of possible future action. • Identify further questions to clarify learning. 	<ul style="list-style-type: none"> • Questions written out for paired discussion. • Paper and pens for written responses. • Chairs for question time.

Outline of Learning Episode



Recap the day's activities and then working in pairs discuss:

- Have you discovered anything new?
- Do you feel better able to apply different questions?
- How has this learning changed you?



Personal reflection – Individual written response.

- What do you want to remember from your encounters today?
- Is there any action you want to take as a result of your experiences?
- Do you still have any unanswered questions? (Make a note of them).



Question time.

- Panel of faith representatives to answer any remaining questions?
- Summary of key discoveries of the day from class teacher.
- Time of thanks for all participants.

Assessment for Learning

Assessment takes the form of an open-ended personal written reflection.

Differentiation by outcome.