

## Active Learning and PSHE/Citizenship

<b>Warm Up Activities</b>	Good approach for ice-breaker, getting pupils used to talking in large group and also mixing with pupils outside their immediate friendship group.	<ul style="list-style-type: none"> <li>• Naming games</li> <li>• Introduce a friend</li> <li>• Alliteration activities</li> </ul>	<ul style="list-style-type: none"> <li>• Find someone who....</li> <li>• Three things that .....</li> <li>• Guess the code</li> </ul>
<b>Agreement of ground rules</b>	Important to clarify rules of discussion to ensure all pupils are aware of confidentiality and the teacher is secure in disclosure procedures.	<ul style="list-style-type: none"> <li>• Brainstorming with few prompts</li> <li>• Agree with charter</li> <li>• Paired work – four word build (see next bullet point)</li> </ul>	
<b>Four Word Build</b> <i>NB. This can be used as an assessment task before and after completion of programme of work</i>	Pupils given a subject and asked to think of four words/phrases that are most important to the subject. Then join with another pupil and agree four words from the eight. Once four words are agreed upon, then join with another pair and agree four words from eight. Keep joining groups together until you get class consensus on four key words/phrases associated with the subject. Skills include listening, negotiation, prioritisation.	<i>This may be difficult for some KS1 pupils but can use option of drawing</i> <ul style="list-style-type: none"> <li>• Things that make me happy</li> <li>• Best things about school</li> <li>• What we would like to eat at lunch time</li> </ul>	<ul style="list-style-type: none"> <li>• Key issues of puberty</li> <li>• Class rules</li> <li>• Dangers of drug use</li> <li>• Key components of friendship</li> <li>• What we know about HIV/AIDS</li> </ul>
<b>Saying 'no'</b>	Pupils work in pairs. 'A' tries to persuade 'B' to do something against their will, e.g. eat a bar of chocolate. 'B' tries to resist without using the word 'no'. Choose pair to show. Then reverse roles so 'A' becomes 'B' Develops language, skills in resisting pressure and deals with problems of keeping secrets.	Persuade and resist <ul style="list-style-type: none"> <li>• Eating something you do/ do not want to</li> <li>• Playing a game</li> <li>• Reading a book</li> </ul>	<ul style="list-style-type: none"> <li>• Having a cigarette</li> <li>• Having a drink</li> <li>• Holding hands</li> </ul> <i>Can use KS1 examples and get pupils to guess why they are doing activity, i.e. resisting pressure in variety of settings</i>
<b>Use of pictures and drawings as impetus for discussion</b>	A collection of pictures/photographs is a good resource to use for a range of topics that provide distancing and anonymity to sensitive issues. Can also be used to introduce subjects, getting pupils to group and organise pictures.	<ul style="list-style-type: none"> <li>• Ordering photographs from young to old</li> <li>• Food groups</li> <li>• Are these people happy or sad?</li> <li>• Story starter</li> </ul>	<ul style="list-style-type: none"> <li>• What can a photo tell us?</li> <li>• Addressing stereotypes</li> <li>• Advertising – what are they using to sell things to us?</li> </ul>
<b>Case studies</b>	Another useful distancing technique. Pupils have opportunity to consider the consequences of the action of characters, how things could be done differently and how this relates to them.	<ul style="list-style-type: none"> <li>• Amazing Grace – discussion prompt on stereotypes</li> <li>• Six Dinner Sid – discussion prompt on community living</li> </ul>	<ul style="list-style-type: none"> <li>• Using character or scenario from soap opera</li> <li>• Books, e.g. Holes – should Stanley have</li> </ul>

			confessed to crime he did not commit?
--	--	--	---------------------------------------

### Active Learning and PSHE/Citizenship

<b>Circle Time</b>	Approach to work out class or playground problems but also suited to PSHE related activities. Pupils sit in circle, giving sense that everyone is equal. All get the opportunity to speak if they want to but can participate without speaking. Pupils pass round artefact and can only speak when they are holding the artefact.	<ul style="list-style-type: none"> <li>• I like (food) because.....</li> <li>• I am ..... and I feel.....</li> <li>• My friend is a good friend because .....</li> <li>• In the playground, I feel ..... because</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment – how do you feel about discussing puberty (before and after the lesson)</li> <li>• Pupils state something about their name; whether they like it, who they were named after or what it means</li> </ul>
<b>Continuums</b>	Aim to hear and understand a range of views. Having listened to a statement, pupils asked to physically place themselves along a line that best reflects their opinion, i.e. agree/disagree, true/false, like/dislike, right/wrong, high/low risk. Debate can then be facilitated and organised based on where pupils stand.	<ul style="list-style-type: none"> <li>• Likes and dislikes of different foods</li> <li>• A friend should .....</li> <li>• It is safe to play in .....</li> <li>• Book – Two Monsters – should they have retaliated?</li> </ul>	<ul style="list-style-type: none"> <li>• Boys are more attracted to girls if they wear make-up</li> <li>• Alcopops lead to people drinking at a younger age</li> <li>• The environment is a key election issue</li> <li>• Carrying a mobile phone invites trouble</li> </ul>
<b>Drama activities</b>	Opportunities for pupils to express themselves either personally or 'in character'. Gives opportunity for pupils to express feelings in a safe way. Also develops confidence and self-esteem.	<ul style="list-style-type: none"> <li>• Act out favourite book</li> <li>• Read a story and get pupils to predict end through drama</li> <li>• Movement to show feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Argument with parents/siblings at home</li> <li>• Mirror my body language</li> <li>• Re-enact TV scenario with alternative solution</li> </ul>
<b>Chat show/debates</b>	This is a controlled way of discussing issues. Can be done 'in character'. Allows pupils to debate key issues in a safe and organised approach linking directly to Citizenship programme.	Following on from continuums, get pupils grouped together with an adult to write why they have taken the stance that they have, e.g. agree/disagree with a characters behaviour	<ul style="list-style-type: none"> <li>• Link to local/national elections</li> <li>• Debate local environment issue</li> <li>• Balloon debates – using characters from books</li> </ul>

<b>Collages , posters, drawings</b>	To illustrate or re-iterate a theme, e.g. collage on what is a family. Pupils can design posters for healthy eating or to advertise a local/national voluntary agency campaign. Doing group drawings can make knowledge based learning more real and interesting.	<ul style="list-style-type: none"> <li>• Collage of people who help us in schools</li> <li>• Advertising five a day</li> <li>• Naming body parts – choose different pupils to draw around, so that you end up with a body made up of all pupils in the group</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger/ danger on the internet – poster</li> <li>• Link to persuasive writing – warning posters</li> <li>• In groups, draw and plan playground improvements</li> <li>• Draw a partner – similarities and differences</li> </ul>
-------------------------------------	---	---	--

### Active Learning and PSHE/Citizenship

<b>Draw and Write</b>	Many teachers use this technique at the beginning and end of the programme. Initial use can help to identify what pupils know and how to plan a programme of work. Repeating the activity at the end helps them and the teacher to assess learning. It can be very positive for pupils to see how much they have learned.	<ul style="list-style-type: none"> <li>• Body parts at beginning and end of series of lessons on body parts</li> <li>• Three things that I know about healthy eating</li> <li>• What are drugs?</li> </ul>	<ul style="list-style-type: none"> <li>• A scene depicting true friendship</li> <li>• A picture of something that makes us feel sad</li> <li>• Three things I know about puberty</li> <li>• Effects of drug use</li> </ul>
<b>Games</b>	There are a variety of commercially produced games. Many resources support the development of co-operation and relationship skills. Copying commercial games to accommodate a topic, e.g. card games info is fun for pupils.	<ul style="list-style-type: none"> <li>• Simon says – listening, watching – key skills</li> <li>• Jenga – working together</li> <li>• Fruit and vegetables snap cards</li> <li>• Matching pairs</li> </ul>	<ul style="list-style-type: none"> <li>• People cards – for discussion points</li> <li>• Scruples – making series of scenarios to discuss</li> <li>• Making knowledge based card games</li> </ul>
<b>Mind Maps and brainstorming</b>	Pupils are asked to provide words they think of in response to a given subject. The teacher then facilitates discussion or activities based around the words provided.	Read 'Ruby' by Maggie Glenn. Put the word 'special' in middle of paper – pupils then draw or write things that are special to them. These can then be put into categories, e.g. people, items etc	Split class into four. Each group has a question on a sheet of paper. They spend two minutes brainstorming question. The teacher then swaps papers around until all groups have answered all questions
<b>Role play/scenarios</b>	This provides another opportunity to discuss sensitive issues in an indirect and less challenging way. It provides a chance to offer alternative positive and negative responses to different situations and encourages speaking and listening skills.	<ul style="list-style-type: none"> <li>• Act out relationship between two characters in a book</li> <li>• Give a good and bad ending to a given scenario – e.g. a new pupil is alone in the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a positive choice to a drug related scene – e.g. in the park and offered a smoke by a friend</li> <li>• Head to head debates (aka Smith and Jones)</li> </ul>

<b>Puppets</b>	Another distancing technique – gives opportunity to discuss issues such as bullying, HIV, friendship and appropriate touches.	Animal finger puppets based on 'A Kiss Like This by Laurence and Catherine Anholt, dealing with good and bad touches.	Cut out heads from magazines, develop play for tackling specific issue relating to friendship/relationships
<b>Time/number lines</b>	Pupils mark on a line, things that they could do at different stages of their lives or help a teacher to complete a time line about a baby's development	Pictures of child as baby through to age 6. In pairs/groups add to the time line, things they could do at certain ages	Ask pupils to map out 5 things that they have learned between the age of 0-10, and 5 things that may happen between 10 -16

### Active Learning and PSHE/Citizenship

<b>Listening skills</b>	Pupils work in pairs, one half of the pair listening whilst the other speaks. They then swap roles, as 'saying no' activity. They can then feed back to a whole group on what they have heard	In pairs, state two things about their immediate family. When reporting back to the whole class, the pairs state what their partner has told them rather than their own statements about family	<ul style="list-style-type: none"> <li>• How do they feel about secondary transfer</li> <li>• Two hobbies</li> <li>• In pairs, one describes a picture with lines/shapes etc and the partner has to draw without looking at the picture</li> </ul>
<b>Diamond Nines</b>	The teacher provides eight diamond shaped statements about a given subject. The pupils then work in groups to prioritise the statements. The final diamond is blank for the pupils to add their own statement to.	<i>This task may be difficult for some KS1 pupils but you may use drawings instead</i> <ul style="list-style-type: none"> <li>• Prioritise our favourite books</li> <li>• Which foods are most healthy?</li> <li>• Things that make me happy</li> </ul>	<ul style="list-style-type: none"> <li>• What I need to know about sex and relationships</li> <li>• Key issues about growing up</li> <li>• Qualities of friendship</li> <li>• Changes to the environment</li> <li>• Main elements of a book</li> </ul>
<b>Story telling</b>	Use of books as a means of exploring sensitive issues and to resolve issues raised within books. If pupils are actively involved in a story telling process, they can work together to resolve issues raised by the teacher	Read half of a book or a suitable stopping place, and ask pupils to discuss in pairs or groups what they think is going to happen next. Then complete the story and discuss whether this or their alternative ending was the best ending	Teacher provides a scenario, e.g. My Dad has had to go away. My Mum won't explain why. Pupils then are given five minutes to think of how the story is going to develop. They then get into groups and create a story based on their individual ideas

**Story Books**

There are a wide range of books available that tackle issues within the PSHE framework. They are a great source of ideas and offer anonymity to discuss key issues, such as loss and separation, that are difficult to approach. All of the active learning techniques listed can be used as follow-on activities having read a book to the class. All of the active learning techniques can be developed as writing activities.

© Clare Smith

