

Active Learning and PSHE/Citizenship

		Examples
Warm Up Activities	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"> • Naming games • Introduce a friend • Alliteration activities • Find someone who.... • Three things that • Guess the code
Agreement of ground rules	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"> • Brainstorming with few prompts • Agree with charter • Paired work – four word build (see next bullet point)
Four Word Build <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.	<ul style="list-style-type: none"> • What we want from an SRE programme • Safety on our streets • Key issues of puberty • Class rules • Dangers of drug use • Key components of friendship • What we know about HIV/AIDS
Saying 'no'	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"> • Eating something you do/ do not want to • Having a cigarette • Having a drink • Intimacy
Use of pictures and drawings as impetus for discussion	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"> • Sequencing • Food groups • Can you recognise emotions from a photograph? • Story starter • What can a photo tell us? • Addressing stereotypes

		<ul style="list-style-type: none"> Advertising – what are they using to sell things to us?
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Case studies	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"> Soap operas/reality TV case studies This is How would you react in given situation?
Circle Time	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. (NB this is optional)	<ul style="list-style-type: none"> I need to eat healthily in order to I am and I feel..... A quality I look for in friendship is I feel safe here because Assessment – how do you feel about discussing sexual health (before and after the lesson) Pupils state something about their name; whether they like it, who they were named after or what it means
Continuums	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"> Size zero is better than size 20 The media influences me on my weight Gun crime is the biggest threat to my safety Boys are more attracted to girls if they wear make-up Alcopops lead to people drinking at a younger age The environment is a key election issue Carrying a mobile phone invites trouble
Drama activities	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"> Act out favourite book Read a story and get pupils to predict end through drama Movement to show feelings Argument with parents/siblings at home Mirror my body language Re-enact TV scenario with alternative solution
Chat show/debates	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.	<p>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</p> <ul style="list-style-type: none"> Link to local/national elections Debate local environment issue Balloon debates – using characters from books

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Collages , posters, drawings	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"> • Collage of people crime concerns • Advertising healthy meal of the day in school • Emotion collages • Stranger/ danger on the internet – poster • Link to persuasive writing – warning posters • Plan playground/environmental improvements • Draw a partner – similarities and differences
Draw and Write	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"> • Three things that I aim to do about healthy eating • What are drugs? • A scene depicting true friendship • A picture of something that makes us feel sad • Three things I know about sexual health • Effects of drug use
Games	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"> • Simon says – listening, watching – key skills • Jenga – working together • Scruples – making series of scenarios to discuss • Making knowledge based card games • Parlour /word games
Mind Maps and brainstorming	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.	<ul style="list-style-type: none"> • Ideas to combat safety issues • What I need to learn about being a good citizen • Who influences me? - mindmap
Role play/scenarios	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"> • Act out relationship between two characters in a book • Give a good and bad ending to a given scenario – e.g. a new pupil is alone in the playground • Providing a positive choice to a drug related scene – e.g. in the park and offered a smoke by a friend • Head to head debates (aka Smith and Jones)
Time/number lines	Pupils mark on a line, things that they could do at different stages of their lives, including future.	<ul style="list-style-type: none"> • When I was five – through to now, to expectations of adult life

Listening skills	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"> • How do they feel about leaving school • Two hobbies • In pairs, one describes a picture with lines/shapes etc and the partner has to draw without looking at the picture
Diamond Nines	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.	<ul style="list-style-type: none"> • Key issues in being safe in a relationship • Parenting skills • Things that make me happy • What I need to know about sex and relationships • Key issues about the local area • Qualities of friendship • Changes to the environment • Main elements of a book
Story telling	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.	



