

Group work

The ability to work in different groups is fundamental to PSHE education. For specific activities groups may be single sex or mixed; mixed ability or selected by ability; randomly formed or manipulated to place certain students together; small (of no more than 3 - 5) or larger.

Ground rules should be developed – including one agreeing to work together cooperatively.

Jigsaw

A jigsaw activity is when, after a group discussion or activity, students number themselves from 1 to 4 if there are four in the group. Then all the number 1s from each group join together, all the number 2s do the same, and so on. Each person then becomes a spokesperson for their original or 'home' group, sharing the results of their discussion with the new group.

The same approach can be used in reverse: each member of the home group is allocated an aspect of the investigation before dividing into number groups to discuss it then returning to their home group with the results of these discussions to put together the whole picture.

Role play

Role play is not about performance or performing – it is a method through which students are able to explore personal and social experience. Role play is used to explore:

- How different people behave, in ways that are perceived to be good or bad
- Different ways of life, different beliefs and opinions or being of different social standing
- A range of feelings and emotions

The real learning comes not from the role but through reflection on the actions of those whose roles they and others are playing.

Using photographs

Photographs are a useful stimulus for classroom discussion. They can be drawn from published teacher resources, newspapers and magazines or have been taken in the immediate school or community according to the focus of the lesson. Enquiry questions can help students explore what is happening in the picture for example:

- Who might have taken the photo and why was it taken?
- What might have happened before the photo was taken and what happened afterwards?

Using cameras

Students can take their own photographs using a digital camera. They can begin by discussing in groups what to look for and then take photographs of real situations, for example to represent evidence of rules and laws being followed, or of equal opportunities. They can then edit the images to represent 'respecting others' or 'cooperation'. The results can be used to make displays, illustrate policy and contribute to leaflets or resources.

Storytelling

Storytelling can help students to consider social and moral issues and examine their own responses to situations. Through this they clarify their own attitudes and values, and learn to respect the values of others where they differ from their own.

The stories should reflect the lesson objectives and different cultures and times, and should explore real and imaginary events. Students could use questions to discuss the fiction:

- Imagine you are X. what do you think she/he is thinking? Why did X take that action?
- Who as affected by that situation? How? How much does it matter?
- What might it feel like in that situation? Can you think of a similar situation in real life? etc.

Activity weeks/days

Suspending the timetable for a day or week and focusing the whole class on a single theme, for example, health or personal finance can generate enthusiasm and commitment (providing it is not the only provision). Such events allow students to take part in visits, experience the perspective of external agencies and visitors, and work in partnership with parents and other members of the community. Outcomes may be recorded on video or digital camera or formally written up to provide evidence of student learning as well as material for display to the community.

A full version of this document is available to members of the PSHE Association – click on the link http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=413

www.ocr.org.uk
OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

