

Table of Contents

Section 1: Preface to the Theatre of Learning	7
The Journey Begins	7
The Purpose of this Book	10
What this Book will Enable You to Do	12
Section 2: Aiming for the "Inside Bits"	15
Hitting the Spiritual Target and why it Makes Sense of RE	15
Section 3: Entering the Theatre of Learning	19
A Year Ten GCSE Lesson on Prayer	19
Introducing the lesson: recap	20
The lesson	21
The debrief	23
Homework	24
A Year Nine Class Studying The Big Bang	25
The lesson begins	26
Summary and homework	27
A Year Eleven GCSE Class Re-enact Yom Kippur, the Jewish Day of Atonement	28
The debrief	28
A Year Eight Class go on a Pilgrimage	29
Section 4: The Island	45
What It Is	45
Its Value as a Teaching Tool	45
How it Works	45
What Pupils Discover	45
Assessment	46
Building a Set	46
The Story	48
Lesson One: The Shipwreck	48
Working with the class on the story	49
Lesson Two: The First Challenge	49
Lesson Three: Planning a Celebration - Designing a Rite of Passage	50
Lesson Four: The Need for a Code of Law	52
Lesson Five: Festivals	52
Lesson Six: Holy Books and Founders	52
Lesson Seven: Different Sects	53
Lesson Eight: Pilgrimages and Holy Places	54
Lesson Nine: Summary and Debrief	54
Pupils' Work	55
Year 7 Scheme of Work: Adaptation of the Island, Misbourne Beacon School, Bucks	60
Section 5: Special Circles	65
The First Special Circle	66
The Debrief	68
More Special Circles	69

Planning and Facilitating a Special Circle	70
Effect of Special Circles on Written Work	71
Section 6: Dealing with Sensitive Issues	77
The Russian Analyst	78
Fears in the Box	79
Section 7: Good Communication - The Most Effective Way to Manage Behaviour	81
How Did this Change Occur?	81
The Importance of Active Listening	82
Acknowledge the Importance of Feelings	83
Feelings brainstorm	83
What are the implications of this for the classroom?	84
TA or Transactional Analysis	85
The Parent State	85
The Adult State	85
The Child State	86
Examples of complementary and crossed transactions	87
The emotional bank account	88
Using TA in class	89
Section 8: Working in a Circle	91
Beginning Circle Work with your Class	92
Taking Risks in the Circle - the Right to Pass	93
Using Games to Warm Up	93
The Teacher's Role as Facilitator	94
How to Begin Working in Circles, Build Trust in Your Groups and Deal with Saboteurs	94
Trust building and ground rules	96
A game to teach listening skills	96
Dealing with saboteurs	97
How to Create Special Circles: Enabling Pupils to Form Links so RE Makes Sense	97
Examples	98
Special object circle	98
Special writing circle	99
Special journey circle	99
Significant event circle	99
Special celebration circle	99
Section 9: Creating Your Theatre of Learning	101
Creating a Sacred Space	101
Taste	101
Light	101
Scent	102
Sound	102
Using Music in the Theatre of Learning	102
Hitting the Spiritual Target	103
Religion-Neutral Exercises	105
A religion-neutral exercise on prayer	106
Participatory Symbols	107



Healing: Dealing With Regrets, Making Changes	108
Re-enactment	109
Challenges to a successful re-enactment	110

Section 10: Writing and Assessment in RE **113**

What is the Fundamental Purpose of Writing in RE?	113
Pupils with Exceptional Ability	113
Pupils with Literacy Difficulties	115
Writing and Assessment - Practical Tips to Boost Achievement	119
Giving Literacy Support to Enable Pupils to do the Task	121
Cloze procedure	121
Vocabulary sheets and flashcards	121
Activity records	122
Study booklets	122
Writing frames	123
Jigsawing	123
Sorting activities	123
How to Revise, Test and Prepare for GCSE Exams	123
Mobile revision	123
Revision strategies and games	125
Creating a revision story	125
Sentence stems	125
Answering the Essay Stimulus Questions	125
Translating the question	126
Class and self-assessment of exam answers	127
Writing and Assessment at A Level	127
Lecture frames	127

Section 11: Planning a Successful RE Lesson **129**

Working Within your Limitations	129
Ofsted and the Learning Outcome	130
Using Experiential Learning within a Three Part Lesson or with Accelerated Learning	130
Make Sure it is RE not PSE	131
Showing Colleagues the Value of Theatre of Learning Techniques	132
Being Realistic	134
The Planning Process Unpacked	134
Creating the Multi-sensory Environment	137
How Does Knowledge and Understanding Fit into the Multi-sensory Experiential Lesson?	137
Setting written work	138

Section 12: Using Lesson Recipes in the Theatre of Learning **141**

Aim, Context and Purpose	141
Bullet Point Summary to Use in Class	141
Differentiated and Levelled Literacy Aids	142

Teaching about Christian Prayer	143
Context, Aim and Purpose	143
Lesson Recipe	145
What you need	145
What you do	146
Aim and purpose	146
The activities	146
The exercise	147
Debrief and plenary	147
Bullet Point Summary to Use in Class	149
Writing about Christian Prayer	150
The Lord's prayer	152
Private and corporate prayer	155
Using aids to prayer	155
Icons	157
The Bible in prayer	157
Iconoclasts	157
Vocabulary for Christian Prayer	158
Christian Prayer Cloze Procedure	159
Essay on Christian Prayer	160
Section 13: A Photographic Tour of the Theatre of Learning	161
Creating a Set and Dealing with Practicalities	162
Rosh Hashanah	162
Yom Kippur	164
De-roling	166
Learning about the Synagogue	166
Shabbat	167
Kosher Food	168
Rites of Passage	168
Teaching Key Stage Three	169
Creating a Gurdwara and Using Positive Behaviour Management	170
Telling Stories Enactively	171
Re-enacting a Pilgrimage	172
Teaching and Learning about Hinduism	174

