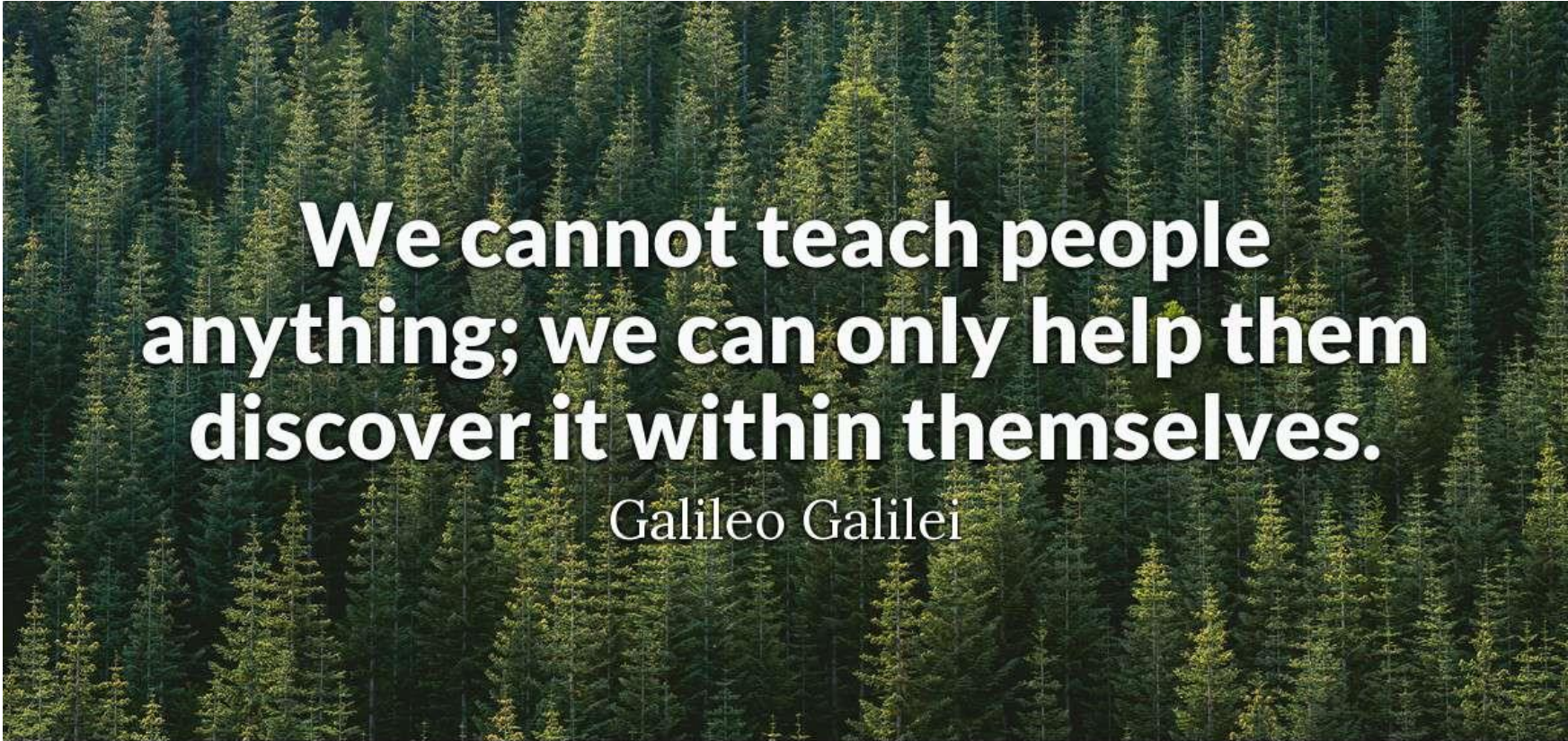


Teaching for Learning



**We cannot teach people
anything; we can only help them
discover it within themselves.**

Galileo Galilei

Read Moody Moose story to the class.

- Ask students:
- -Why did Moose start his day being moody? *He had had a nightmare.*
- -What was his mind like? *He was upset and his mind was not calm or clear.*
- -What did he do to his sister and why? *Pushed her to the ground because she was playing with his game controller.*
- -Do you think it was a wise action? *No*
- -What did Moose do when he was told to go to his room? *He screamed at the top of his lungs "I hate you! I hate everyone".*
- -Do you think it's a wise speech? *No*
- -What do you think his mind was like after he did and said all that? *Even more upset and disturbed.*
- -What did grandma asked Moose to do? *Stop shouting and screaming, sitting still and watch sparkles settling.*
- -What happened to the sparkles after a while? How about Moose's angry thoughts? *Both calmed down and settled.*
- -What happened to Moose's actions and speech when his mind was a lot calmer? *He realised his improper actions and speech and apologised to his dad and sister.*

After the story...

- Explain how the three aspects of the Buddhist Threefold Training (Morality, Concentration and Wisdom) interact and support each other. When our mind is disturbed, we don't fully understand situations and it leads to improper speeches and actions.
- When our speech and actions are regulated, however, our mind becomes calm and settled, and we are able to “see” clearly and thus make wiser choices, guiding us to further helpful speech and actions.

Divide students into small groups. Give each group a Where on the Noble Eightfold Path Do I Belong To? Scenario card and have them discuss and complete Where on the Noble Eightfold Path Do I Belong to Worksheet.

Which Path Do I Belong to? - Scenario Cards

Right...?

Today has just been rotten! It was simply the worst day ever! First, I woke from a scary dream and I couldn't find my mum. Soon after, I saw my sister drawing on my BRAND-NEW skateboard and because I was arguing with her, she made me miss my bus so I had to ride my bike to school in the snow. On the way to school, I fell off my bike and scraped my knee because someone left their bin out on the path. I exploded! Everyone and everything was out to get me! Why?!



Which Path Do I Belong to? - Scenario Cards

Right...?

Today was my favourite day, it was soccer game day! This game was one we had to win to get a spot in the semi-finals. Picture this, I am out wide unmarked and Chris, who never passes, has actually passed me the ball. I am about to strike it into the goal



Which Path Do I Belong to? - Scenario Cards

Right...?

A new student arrived at school this morning. With pink hair, a strange backpack and funny looking shoes, where did this girl come from I thought. Please Mr. Thompson, I kept thinking, please don't choose me to be her buddy. What will others think? I don't want to be her friend. I can't be her friend.



Path Do I Belong To Scenario cards v2.pdf

Open with

Which Path Do I Belong to? - Scenario Cards

Right...?

This afternoon, I find myself sitting alone in my room where I have been sent by my parents. It wasn't even my fault but still I have to stay here. Yesterday you see, was my birthday and I got this awesome brand-new bike. Well, my little sister, decided she would take her paints out to my bike and paint it bright pink. When I saw it, my face turned red with anger



Beginning of the next class

Greetings and introductions. Invite students to sit on the floor, facing the front (Mark roll if required).

Welcome students to Buddhist Special Religious Education.

Engage students in a short guided meditation prior to commencing the lesson.

Recall the content of the previous week's lesson by asking students how they practised the Noble Eightfold Path to benefit others in their daily lives.

What does the research say? On Group Discussion

- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- hear others' ideas and feelings stated openly
- safely test out ideas that are not yet fully formed
- can receive and respond to respectful but honest and constructive feedback. Feedback could be positive, negative, or merely clarifying or correcting factual questions or errors, but is in all cases delivered respectfully.
- A variety of points of view are put forward and discussed
- The discussion is not dominated by any one person
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find principles all can agree on, or come to a conclusion from which it can move on to further discussion

What does research says?

On Group work

- establish a set of group guidelines. Recognise that everyone has an opinion and that individuals have different methods of working and learning.
- It is advisable to appoint a group leader and also a scribe to record the group's activities.
- Discuss the group's task or activity in order to reach a shared understanding.
- Summarise the shared understanding of the problem on a board or piece of paper.
- Discuss how you are going to approach the problem. Brainstorm to create ideas, plans and tasks for your group. Everyone should be involved in discussion and in agreement on what direction the group is taking and why.
- Decide on specific tasks and allocate them to individuals or subgroups. The subdivision of the problem or topic into smaller tasks may already be apparent to some extent by the wording of the question. However, it may be necessary for you to read around the topic first to facilitate the division of the task and identify particular interests. Make sure you are clear on everyone else's tasks in order to prevent duplication.
- Get to know the dynamics of the Group work! (certain students should not be put together!)

What does research say? On leading scenario-based role play

Step 1: Identify the Situation

Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles

Once you've set the scene, identify the various fictional characters involved in the scenario. Once you've identified these roles, they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation. (You may find the [Perceptual Positions](#) technique useful here.)

Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if the scenarios build up in intensity

You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

Step 5: Discuss What You Have Learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

Watch out for time!!

On story telling?

Think about people you met or know who are good at story telling.

- *What do they have in common?*
- *How do they behave?*
- *What kinds of stories do they tell?*
- *How do they tell the story?*
- *What is their body language?*

What are the advice on Story Telling?

Storytelling is a skill. The more you do it, the better you get at it. Most of my good stories come from a distant past, simply because I wrote more about them. I told them repeatedly.

- “Most of the basic material a writer works with is acquired before the age of fifteen.” — Willa Cather
- Do more. Write more. Tell more. Rinse and repeat.
- You can do this!

What does research say? On Revision with students

Why is this important? Teaching middle school students, I often find that this is the first question they want answered. When I work on my lessons, I start by reminding myself of why I think the lesson is important for my students.

What is my goal for my students? What should they be able to do at the end of this lesson/unit? I begin planning by writing out my student objectives (what I want them to be able to do). When I share my objectives with students, I want them to understand exactly what they should be able to do so that they understand why these skills are important.

How does this fit in to the overall scope and sequence? To carefully craft a meaningful lesson, I need to make sure I understand where this lesson is situated in our curriculum.

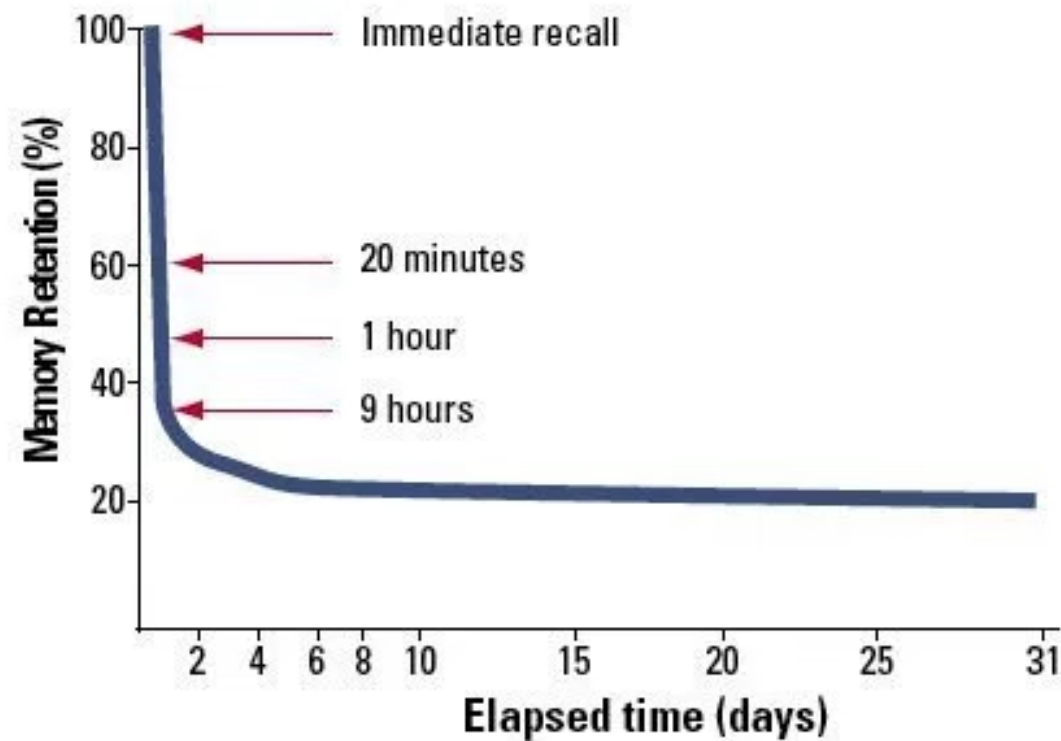
What do students already know about this topic? How can I incorporate their prior knowledge? I find ways for students to share what they know and link what we are learning to what they already know.

How can I capture students' interest? At the beginning of a unit/lesson, I want to pique the students' interest and connect the topic with their lives. To do this, I often look for connections to popular culture or ways to create classroom situations where students will need to use what they will learn in the lesson.

Is there a different format I could use for this lesson? When revising lessons I think about a variety of classroom activities and formats. I brainstorm different types of activities that might be effective such as simulations, partner activities, games, jigsaw activities, or case studies.

How can I connect this with students' lives and interests? I want my classroom to be meaningful and relevant, so I need to connect with students' lives and interests and provide students with an opportunity to also make these connections.

FIGURE 1.
The forgetting curve



The “forgetting curve” was developed by Hermann Ebbinghaus in 1885. Ebbinghaus memorized a series of nonsense syllables and then tested his memory of them at various periods ranging from 20 minutes to 31 days. This simple but landmark research project was the first to demonstrate that there is an exponential loss of memory unless information is reinforced.

Stahl SM, Davis RL, Kim D, et al. *CNS Spectr*. Vol 15, No 8. 2010.

Teaching for Learning

- **Lesson Reflection:**
- Do you believe the lesson provided children with an understanding of how the practice of the Noble Eightfold Path brings benefits to others?
- Do you believe the scenarios contributed to the lesson? Why/Why not?
- Do you believe the resources were age appropriate? Why/Why Not?
- Do you feel your presentation/interaction with the class communicated the lesson ideas effectively?
- What would you perhaps do differently next time?

ABC

THE WORLD IS A UNIVERSITY AND EVERYONE
IN IT IS A TEACHER. MAKE SURE WHEN YOU
WAKE UP IN THE MORNING, YOU GO TO SCHOOL.

T. D. JAKES

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