Activity 10: Responsible Behaviour?

Learning Objectives:
For students to consider what responsible behaviour means, and to understand that what is responsible is affected by a range of factors.

Age Range: Ages 13-16

Materials Needed:
A copy of the Diamond Nine Scenarios sheet (see page 24) for each student.
Sufficient sets of the nine cards (the sheet on page 24 cut into cards) for each group of four or five students.

Notes for the Educator:
This activity uses a Diamond Nine to discuss and explore an issue, and to prioritise and attempt to reach consensus. Its value lies more in the process of analysis, discussion, decision-making and negotiation than in the outcome.

The group part of the activity inevitably involves differences of opinion. Student comments need to be carefully monitored and it may be necessary to remind them of the group agreement, about listening to others and allowing for individual points of view to be expressed.

Method:
Explain the learning objectives, form students into groups of four or five and give each student a copy of the Diamond Nine Scenarios sheet (see page 24). Have students work alone initially to consider the scenarios and rank the behaviour described from the most responsible (1) to the least responsible (9).

Then give a set of Diamond Nine Cards to each group. Illustrate the Diamond Nine layout on the board (see diagram) and explain that the group’s task is to compare their own layouts and try to agree a Diamond Nine layout for this. If there is time after all groups have finished, have students contribute to a round of one comment each about their experience of the activity.

Materials Needed:

On the board write the heading ‘Risk Factors’ and ask each group to select some scenarios and ask how they could be made safer.

Activity 15: Religion on the Bus

Learning Objective:
For students to consider different beliefs, values and attitudes towards religion.

Age Range: Ages 14-16

Materials Needed:
Copies for each student of ‘Man Refuses to Drive “No God” Bus’ (see page 21).

Notes for the Educator:
This activity is based on an approach called ‘Community of Enquiry’, which helps students to think critically, creatively, sensitively and effectively about a specific issue. It is important that everyone participates, that the discussion is free-flowing, and that differences of opinion, attitude, information and belief are accepted. It is OK for students to express doubt, uncertainty or ignorance; it is more important for students to change their own thoughts and attitudes than to change those of others and they should be encouraged to think creatively and widely. It will be helpful if all participants, including you, sit in a large circle.

Method:
Explain the learning objective and distribute copies of the news item ‘Man Refuses to Drive “No God” Bus’. Either have students read the article to themselves or read it out to them.

First, allow a few minutes for silent reflection, then have pairs of students discuss the article and devise five or six questions that explore aspects of what they have read and, finally, have each pair choose from their list the question that they think is the most interesting. When every pair has their question prepared, write all the chosen questions on the board, and have students select the one they think should start the enquiry (you may need to take a show of hands for this).

Now start the enquiry by inviting the pair whose question has been selected to share their thinking and why they chose it in their group. Illustrate the Diamond Nine layout for the discussion and ask the pair to explain their question in the discussion moving forward by asking questions (if needed), such as:

- does anyone agree/disagree?
- does anyone else find that strange?
- has anyone else got a question, or is puzzled?
- does anyone have a different view?
- can you explain this?
- have we made any progress?
- what reasons do you have for saying that?
- will someone summarise that part of the discussion?

or by introducing another one of the questions from the board.

It may be helpful to pause the enquiry to allow pairs to talk some more. This sometimes allows less vocal students to clarify their thoughts and verbalise a response.

Review:
Have students write something about their experience of the activity, using instructions such as:

- identify the issue we have focused on today
- identify a statement that you would like to think more about
- identify two opposing views you have heard today
- identify a new thought or idea you will take away from this discussion

Have students contribute to a round of one comment each about their experience of the enquiry.