

## Appendix 3

### Teaching strategies for PSHE lessons



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**Artefacts and objects** Collecting relevant artefacts and objects that are related to a PSHE topic means they can be used as a stimulus for discussion, for categorising activities or as part of a classroom display or role play area. Many of these will be everyday objects easily found in the home or school. Islington schools can borrow artefact boxes from the [Islington Education Library Service www.iels.org](http://www.iels.org)

**Brainstorm** The teacher, pupil or pupils jot down all the words or ideas for a discussion or about a particular issue or topic. No suggestion is changed, discussed or challenged until the end. When everything has been written down, ideas can be discussed further or categorised. Brainstorms can be done individually, in pairs, small groups or with the whole class.

**Carousel** Pupils work in groups. Each group is given a different heading relating to the same theme on a piece of flipchart paper. Pupils brainstorm ideas under the heading. After a few minutes the flipchart paper is passed on to the next group who add more ideas. This continues every few minutes until each group has contributed to each brainstorm. When groups receive their original brainstorm they read it and see how it has changed.

**Case study** Case studies give a description of a character, usually experiencing a dilemma or problem. They can be presented to the pupils as letters to a problem page, e-mails to a helpline/website or as part of a story. They give details about a character's feelings and motivations. Pupils can respond to the character, giving advice and support or make suggestions of what they could do next.

**Categorising** Pupils are given statements, vocabulary or artefacts, pupils match these to headings. Pupils can use Venn diagrams or graphs such as scatter graphs for categorising. Once complete the teacher can extend pupils thinking about why they have placed the statements, vocabulary or artefact where they have and compare and contrast different pupils' views.

**Conscience corridor** Pupils line up on two sides of the room in a row. One pupil is chosen to act as the character and walks slowly between the middle of the two lines. Pupils on either side call out one by one - words, thoughts, names, views or other vocabulary, depending on the activity. The pupil who walks down the middle discusses how it felt.

**Concept cartoon** Pupils are given a pre-prepared visual representation of an everyday situation with two or more characters and thought and speech bubbles. Some dialogue is given. Pupils add their own thoughts, ideas and views to the cartoon. Concept cartoons are useful for exploring different viewpoints and promoting discussion and are useful for whole class or group activities.

**Corners** Large labels are placed in different corners of the classroom. The teacher reads aloud statements and invites pupils to stand near the card that best represents their viewpoint or what they think is the correct answer. For example, pupils might decide whether males, females or both have particular body parts. These can also be used as traffic lights (red, orange and green) for pupils to self-assess their understanding of different parts of a topic.

**Draw and write** The class teacher reads pupils the outline of a story or description of a person or event. The teacher pauses at particular sections to enable the pupils to draw or write about what they think is happening, what the characters are thinking, or to provide detail about some aspect of the story or description. Each pupil works individually to produce their own responses. The teacher may collect and collate these afterwards to gain a view of where the class are in terms of levels of understanding and attitudes.

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**Diamond 4/diamond 9** Pupils generate or are given four or nine cards with words or statements each relating to a key theme. Pupils rank the cards into a diamond shape, in order of importance, prioritising some points and highlighting where some have equal status. Usually completed in small groups, the aim is for the pupils within the groups to come to a consensus or agreement.

The teacher can compare one group's responses with another to open up or lead into a wider class discussion.

**Freeze frames** Pupils represent an event, situation or relationship between people, showing a moment in time (as a photograph does). Pupils carefully design the freeze frame to show characters' feelings and emotions. They may add one movement and/or a sound to bring the freeze frame to life. Freeze frames are useful to explore how body language can show innermost feelings. They can be done individually, in pairs or groups.

**Graffiti wall** Pupils are given a large sheet of paper and work in groups, pairs or individually to decorate the wall with words and statements related to a key theme or topic.

**Group discussion** Pupils can work in buzz groups where they are asked to discuss something for a short time and then report back to the whole class to share ideas. Many of the other strategies mentioned can also be used to help structure and organise small group discussion.

**Hot-seating** Pupils act as a given character, from a story, case study or scenario whilst pupils from the class or group ask them questions. The actor responds in role as the character would. This can be extended to other pupils being invited to act in role, or to speak on behalf of the character. Visitors can also be hot-seated to give information about themselves to pupils or the teacher may choose to act in role.

**Line of continuum** Pupils are given a strip of paper, labelled with viewpoints such as:

- strongly agree, agree, neither agree nor disagree, disagree, strongly disagree
- agree, unsure, disagree
- OK, not OK
- best, better, alright, worse, worst

Pupils are read or given statements or objects to organise on the line of continuum. The line of continuum can also be set up across the length of the classroom with enlarged labels and pupils move to stand nearest the label that best represents their viewpoint. The teacher can ask individual pupils to further explain or justify their viewpoint.

**Matching cards** Pupils match similar statements or vocabulary together. This might include pairing words with definitions or matching similar words together. It could be played as a game, whereby all the words or statements are covered and pupils take turns to uncover two cards to find a matching pair.

**Mind-map/spidergram** An extension of an initial brainstorm, these help pupils to organise their ideas and thinking. Key headings branch off from a central heading and further information is added. They can be used to collect and collate information or to guide a discussion or presentation or for planning.

**Research and present** Pupils are given a topic, person or event to research. Pupils may be given factsheets to support them. They may make a mind-map/spidergram or brainstorm to collate all the information. Pupils then present the information to the rest of the class. This could also form a practical challenge for pupils to carry out and then demonstrate the results to the rest of the class. Pupils can act as 'peer educators' by learning about a topic and educating others on it.

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**Round** Pupils usually sit in a circle. Each person in the circle has an opportunity to make a statement about the theme or group discussion. Very often, this might be in response to a sentence starter. No-one may comment on what another has said, including the teacher. Pupils may opt to 'pass' when it is their turn, but should be offered an opportunity to share before the close of the round.

**Role play** Pupils act out a scenario they might find themselves in to 'try out' different ways of managing the imaginary situation. Pupils can practise different ways of responding in a variety of situations. Pupils might be given scenarios to explore or may be challenged to make one up. Pupils can feedback which responses they thought worked the best.

It is not always necessary to perform to the whole class, especially if some pupils are reluctant to do so. Role play can also be carried out with small world play figures – groups of pupils can make up stories or situations and use the figures to act them out.

**Paired discussion** Pairs are given a short time to discuss a topic or question. They can then 'pair-share' with another pair of pupils to compare and extend ideas.

**Persona dolls/puppets** Persona dolls and puppets engage younger pupils especially, but can also be used further up the school. They can help to encourage the development of empathy. Stories and case studies can be brought to life by telling them through the experiences of the puppet or persona doll.

For information about training using persona dolls see [www.persona-doll-training.org](http://www.persona-doll-training.org)

**Picture stimulus** A picture or photograph can be used to stimulate discussion or pupils can ask questions about it. Pupils can collect pictures from magazines or other media to make a collage on a set PSHE theme. Pictures can also be used in activities such as categorising, scenarios and ranking activities.

**Scenarios** Pupils are given a short description of a situation, usually involving a dilemma. Scenarios can be used alongside many of the other activities, including categorising, role play, ranking, freeze frames or hot seating.

**Sentence starters** Pupils are given the beginning of a sentence and must complete it. This might be a written or spoken activity and can be done individually, in pairs or groups.

**Silent conversation** Pupils are given a heading or question and work together in pairs or groups. One pupil begins by writing a response to the heading or question on a piece of paper. The other pupil or pupils take it in turns to add to this, writing their response to the first pupil, and so it continues. At the end of a set time pupils will have created a written dialogue.

**Storyboards** Pupils can make up their own storyboards or can be asked to complete a storyboard that is part started. They can consider the outcomes or consequences of a situation and give the story either a good ending or not-so-good ending.

**Story/poem stimulus** Children's literature relating to different themes in PSHE can be used within a lesson or following a topic by way of reflection or to further extend pupils' experiences and thinking. Pupils can develop empathy and understanding of different characters, and similar to the use of persona dolls and puppets, can explore situations they find themselves in to their own lives using this distancing technique. Islington schools can contact the Islington Education Library Service [www.iels.org](http://www.iels.org) to borrow or find out more about suggested books.

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**Video clips** Stories and scenarios presented through video clips bring a visual aspect to lessons and can be used as an introduction to a topic. A useful technique following the video is to ask pupils to write an anonymous question about the clip they have watched. Lessons that use videos must always include other teaching strategies and activities to ensure they are interactive. Video clips used in lessons should last no longer than about ten minutes.

**Visitors/external agencies** Appropriate visitors can be invited to supplement parts of the lesson or topic taught by the class teacher. The visitor might have expertise, experience or skills that will enhance the pupils' learning experience. The class teacher should be present in the room at all times so they can follow up any issues, concerns or learning points in the subsequent lesson. It is very important to plan any visit carefully beforehand, including discussing:

- why they have been invited (the context of the learning)
- what is expected of them during the visit
- practical arrangements, including timing.

**Quiz** There are many different ways of organising a quiz:

- Pupils are given statements and must choose whether it is true / false/ depends
- Pupils are given a question or statement with three possible responses and must choose the correct one
- Pupils are asked to give a correct response for each question asked

**Washing line** The washing line is a sequencing activity. Pupils can stand in line and hold enlarged pictures or statements, as a whole class, or this can be done at pupils' desks, as a paired or group activity. Pupils put the statements or pictures in order. This can be done with a story or timeline.

**Zone of relevance** This is a type of ranking and categorising activity that encourages pupils to find the most relevant statements or vocabulary. Pupils are given a diagram of two or more circles drawn inside each other. The inner circle represents the most relevant and the outer circles, the less relevant; non-relevant statements can be placed outside of the circles. Pupils choose where to place the statements or vocabulary.

This activity can then be used to open up further discussion.