



Religious Education Accreditation Program

Planning Using Strategies for Meaningful Scripture Learning

We are a faith-filled learning community creating a better future



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Strategies needed for Meaningful Scripture Learning

Narrative (the important role that stories play for people)

Explicit Teaching

Collaborative

Learner Focused

Active

Literacy Rich

Dialogue Rich

Responsive (teacher and student led)

Agentic (learner voice)

Creative

Scaffolded

Imaginative/Playful

This resource has been prepared by Beth Nolen 2022, EORE Brisbane Catholic Education, as a result of PhD research about what teachers need to build capacity and self-efficacy for teaching Scripture.

An example: Year Five

<p>Narrative (the important role that stories play for people)</p> <p>Deuteronomy 6:4-9 – The Shema (bne.catholic.edu.au)</p>	<ul style="list-style-type: none">• What meaning do Jewish people find from this text - throughout history and today? Reading and exploring the text together.• Tell students the story of how identification of Jewish children being able to recite The Shema was able to save some children during the Holocaust: Shema Yisrael (aish.com)
<p>Explicit teaching (ensuring that learners know why they are learning about this 'story' and ensure learning is purposeful)</p>	<ul style="list-style-type: none">• Teach students about where they will be going on their learning journey (learning intentions) and explain why this learning is important.• Teach about background authorship or concepts that are not readily available in appropriate format for students.• Conduct a KWL to see what learners already know; what they're interested in learning (and at the end of the learning find out what they did learn). Identify if explicit teaching is required from the gaps in student knowledge or the learning can be facilitated in other ways (as outlined below).• Challenge student's interpretation of the text if it is not appropriate, and explicitly teach what the student requires.

Collaborative

(children and adults working together to deepen learning)

- Jigsaw strategy – expert groups to learn about the different elements of The Shema
- Sketch and scribble writing - students form a group of three and each is given a picture as a writing prompt. The images should allow them to use a narrative voice to describe a scene / verse and the other two students sketch and write in response.
- Conduct a 'hot seat' activity, with teacher and one or two students up on the seats in the same role. Teacher can support if the thoughts need more in-depth exploration.
- Design something that shows people how prayer is to be a sacred time at your school.

Learner focused
(recognising that learners bring their own spiritual, religious, cultural, social, intellectual perspectives and needs)

- Look at the different religious and cultural backgrounds of students. How do people in your faith tradition recognise the importance and centrality of God?
- How do our families pray?
- Why might some families choose not to pray?
- Invite students to interview a member of their family / family friend who believes in the importance of prayer.

<p>Active (learning through movement and in different environments)</p>	<ul style="list-style-type: none"> • • Conduct a gallery walk (walk around the room to find facts about what they've found) • Go on an excursion to a Jewish Synagogue • Make Mezuzah and scroll – (put the prayer in a box at the door of the classroom to show how we can be inspired by Jewish people while we're not pretending to be Jewish). •
<p>Literacy rich (developing vocabulary, reading and writing skills)</p>	<ul style="list-style-type: none"> • Developing vocab about The Shema and Jewish prayer – e.g. Mezuzah etc • Conduct a detailed read of the text • Recite in Hebrew https://youtu.be/5oCri6q7wJM • Decode any unfamiliar words. • Comprehension fact sheets Comprehending (sharepoint.com)

<p>Dialogue rich (learning to listen to different perspectives; question respectfully and respond to rich questions)</p>	<ul style="list-style-type: none"> • What does reciting the Shema mean to a Jewish person? • What can we learn about God through The Shema? • How does this text relate to key texts from other religious traditions?
<p>Responsive (ensuring the learning is meeting the needs and interests of learners, with both adult-led and student-led learning)</p>	<ul style="list-style-type: none"> • Anchor charts to show what I've learnt and questions I can respond to • A curiosity table – whiteboards / tables with objects / texts related to The Shema – spend 5 minutes before recess listening to student views about what they've learned and what else they would like learn • Y charts – use words and photographs • I wonder mill - children walk around posing 'I wonder' statements to each other

<p>Agentic (ensuring that learners have a voice in their learning and their ideas contribute to decisions about learning)</p>	<ul style="list-style-type: none"> • Ensure learners have choices (e.g. writing tasks could include different options) • Exit pass – at the end of each class provide learners with an opportunity to share their thinking, insights and contributions • Have a WOW box • Co-construct success criteria from learning intentions • Allow learners to have a voice in their assessment (“This is what you need to demonstrate – what ideas do you have about how you could show me what you’ve learned about this?”)
<p>Creative (fostering creativity and inquiry skills to deepen learning)</p>	<ul style="list-style-type: none"> • Investigate how artists have depicted The Shema • Investigate clothing and rituals for The Shema • Find out when Jewish people pray this prayer today and why? • Set up a class blog. • Create a video / booklet / ebook about the meaning of prayer for this community, that could be given to parents of new prep students for next year.

<p>Scaffolded (providing step by step support to extend learner's capabilities)</p>	<ul style="list-style-type: none"> • Find any blocks in student's learning by asking students to complete this sentence: I understand ... but I'm not sure (why / how / when etc)... . Group responses on a wall according to categories of similar needs. Students find a 'learning partner' if apparent – someone who has communicated something they understand that the other person still has questions about. • Have reflection time at set points in the teaching sequence to identify where learners need extra support to move to deeper levels of thinking.
<p>Imaginative / playful (creating opportunities for learning through imagination / creativity / play)</p>	<ul style="list-style-type: none"> • Create an artwork that represents the meaning of The Shema. • Design a Mezuzah that could be given to a Jewish person as a gift.

For more information

Religious Education Services

res@bne.catholic.edu.au

reap@bne.catholic.edu.au



www.bne.catholic.edu.au