

# Practical suggestions

## BRAINSTORMING

Note pupils' suggestions, both negative and positive, for example starting with 'What we'd like to find out about ...', and concluding with 'What we now know about ...'

## PERSONAL LISTS

Collect pupils' lists, for example 'Four things I know about ...', which can be extended to reflect on and challenge their original assumptions, such as 'I thought ... but I have now learnt ... and I now know ...' This process can also be used to examine how learning has influenced actions and behaviours. For example, 'Before we studied ... I wasn't as good at ... as I am now'. Let pupils share their lists.

## ACTIVE LEARNING

Record, listen to and observe group discussions, problem solving, role plays, simulations and co-operative games, as they provide excellent opportunities for assessing values and attitudes. Through drama and role play exercises pupils can demonstrate knowledge and attitudes. These can be used as before and after indicators, particularly if the context is changed slightly. For example, a scenario first based on playground bullying could be changed to an international context where a powerful country invades a weaker country.

## BEFORE AND AFTER QUESTIONNAIRES

Set some questions for your pupils before and after a particular lesson or programme of study to see if attitudes, behaviour or actions have changed.