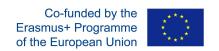
| Students' Timing activity | Teacher's Actions | Students' Actions | Related to<br>Session's<br>ILO |  |
|---------------------------|-------------------|-------------------|--------------------------------|--|
|---------------------------|-------------------|-------------------|--------------------------------|--|







The participants 1. The trainer asks the 1 read the material. Understanding participants to reread 90m and making the summary of use of Julia Ipgrave's teaching dialogical in the Material below, approach in then briefly discuss RE (based on any points or Signposts questions that arise Teacher (Handout1- Teaching Training by using the dialogical Module approach). (2020), p. 49-50 5 minutes Let's try out the "man-eating tiger" role-play activity in our group. The trainer In groups they assigns participants to four groups of four-six think and write and each group has to down their argue whether a arguments and man-eating tiger then in roles they should be hunted and discuss and killed from the point of answer the view of a particular chairperson's interest group questions. (conservationist, tourist, government official and bereaved father) It is important to follow up the role-play







with a discussion while still in role, a chairperson asking the characters, in turn, to comment on their reasons for their views, the ways in which they arrived at those reasons, reasons why other people would disagree with their views, and whether those other people have a point. Each participant should then be asked to summarise what he/she has learned through the activity.

45 minutes

Let's discuss altogether where the "man-eating tiger" role-play activity would fit into the RE curriculum in Primary or Secondary schools.

10 minutes

The participants discuss and propose how they can use the "man-eating tiger" role-play activity in teaching RE.

Debriefing and follow up

Let's sit in a circle. Each participant takes







a card and then is responsible for Each participant chairing a discussion takes a card and of its statement. chairs a discussion of its statement. He/she must ensure that each person is able to respond thoughtfully while others listen respectfully. Again, speakers should comment on their reasons for their views, the ways in which they arrived at those reasons, reasons why other people would disagree with their views, and whether those other people have a point. In the end, each participant let's In one minute summarise what each each one of us has learned summarises what through the activity. has he/she 30 learned through the activity. Preparatory tasks for Students(if they needed):







Teacher's preparatory actions:

Handout1's copies -Teaching by using the dialogical approach

Cards-Provocative statements used in Circle activity





