

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
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<p>1. Understanding and making use of dialogical approach in RE (based on Signposts Teacher Training Module (2020), p. 49-50</p>	<p>90m</p>	<p>The trainer asks the participants to reread the summary of</p> <p>Julia Ipgrave’s teaching in the Material below, then briefly discuss any points or questions that arise (Handout1- Teaching by using the dialogical approach).</p> <p>5 minutes</p> <p>Let’s try out the “man-eating tiger” role-play activity in our group. The trainer assigns participants to four groups of four-six and each group has to argue whether a man-eating tiger should be hunted and killed from the point of view of a particular interest group (conservationist, tourist, government official and bereaved father)</p> <p>It is important to follow up the role-play</p>	<p>The participants read the material.</p> <p>In groups they think and write down their arguments and then in roles they discuss and answer the chairperson’s questions.</p>	<p>1</p>
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		<p>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.</p> <p>45 minutes</p> <p>Let's discuss altogether where the "man-eating tiger" role-play activity would fit into the RE curriculum in Primary or Secondary schools.</p> <p>10 minutes</p> <p>Debriefing and follow up</p> <p>Let's sit in a circle. Each participant takes</p>	<p>The participants discuss and propose how they can use the "man-eating tiger" role-play activity in teaching RE.</p>	
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		<p>a card and then is responsible for chairing a discussion of its statement.</p> <p>He/she must ensure that each person is able to respond thoughtfully while others listen respectfully.</p> <p>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.</p> <p>In the end, each participant let's summarise what each of us has learned through the activity.</p> <p>30</p>	<p>Each participant takes a card and chairs a discussion of its statement.</p> <p>In one minute each one summarises what has he/she learned through the activity.</p>	
<p>Preparatory tasks for Students(if they needed):</p>				

Teacher's preparatory actions:	Handout1's copies -Teaching by using the dialogical approach Cards-Provocative statements used in Circle activity
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