

You are a student of a 6th grade of Primary School (year 12) and your teacher asks you to participate into a project that your school conducts on religious diversity in the local community. You have to choose one of the religions represented in your city, which you will study over one week. First, you engage with some literature on this particular religion and critically reflect on how this religion is represented in a variety of media. Next, in small groups you will visit a place of worship connected to the religion on which you are focusing. Here, you will work on an ethnographic observation task and talk to members and religious leaders of this religious community. Finally, you work in groups in order to present your findings and experiences related to the religion and religious community to your co-learners.

During this process, a number of competences are activated, orchestrated and adjusted, as follows.

In the initial study phase, a number of competences are developed:

- Knowledge and critical understanding of culture, religion and history
- Autonomous learning skills
- Analytical and critical thinking.

During the course of the visit to the place of worship/encounter with members of the religious community, another cluster of competences is activated:

- Knowledge and critical understanding of culture, religion and history
- Skills of listening and observing
- Respect
- Communicative skills.

The encounter with the lived religion will probably challenge, contradict or conflict with some of the learner's existing assumptions. This requires a central competence in the Framework:

- Tolerance of ambiguity.

Through the process of creating a presentation to be given to their peers, learners develop:

- Co-operation skills
- Communicative skills
- Self-efficacy.

Throughout the entire process, the following competences are involved:

- Openness to cultural otherness and to other beliefs, world views and practices
- Civic-mindedness
- Valuing cultural diversity.

Your teacher announced the assessment procedures that you will follow:

- You will receive particular assignments to work on during and after each step of the project, allowing you to document and reflect on your learning process and on your ability to adapt your competences according to the situation.
- You will keep a learning diary, following guidelines which focus on the specific values, attitudes, skills, knowledge and critical understanding that are being developed and applied.
- You will also give feedback to each other in your groups and assess each other's competences to further help to familiarise you with the CDC descriptors.

- The products resulting from these various activities will be incorporated into a larger portfolio that is compiled over the school year.

Now that you know all the details about the assessment procedures evaluate as a student them in relation to the competences that are activated during the project using these three lenses:



Heart: What makes it emotionally engaging?



Hand: What makes it tangible and practical?



Mind: What makes it logical and sensible?