

**You are a teacher of a 6<sup>th</sup> grade of Primary School (year 12)** and according to the curriculum you have to organise a project in your school on religious diversity in the local community. You have to ask students choose one of the religions represented in their city, which they will study over one week. First, they will 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 they will visit a place of worship connected to the religion on which they are focusing. Here, they will work on an ethnographic observation task and talk to members and religious leaders of this religious community. Finally, they will work in groups in order to present their findings and experiences related to the religion and religious community to their 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.

The assessment procedures that you will follow:

- They 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.
- They 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.
- They 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 their a larger portfolio that is compiled over the school year.

Now that you know all the details about the assessment procedures, evaluate as a teacher 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?