

Activities in the classroom

1. **Group/pair/independent work investigations:** Students are given instructions and key materials/resources. They then need to explore the material and generate their ideas (student led)
2. **Role play:** Students apply their theoretical knowledge they have learnt into a practical manner.
3. **Questions and answer sessions (Q&A):** Set targeted questions to specific students. This method helps generate thinking at different levels. It also gives the students the opportunity to raise their own questions (Teacher/student led).
4. **Preparing presentations:** Students apply their theoretical knowledge they have learnt into a short concise presentation. Alternatively they can explore new information and summarise their findings.
5. **Multi media:** Use of video, sound, images etc to enhance the learning of students(Teacher/student led).
6. **Show-and-tell:** Teacher presents information to class and explains the material to them (teacher led).
7. **Modelling and then applying:** teacher demonstrates what to do and then students apply the method to a different scenario.
8. **Art Spiral:** Allows students to portray their ideas. A spiral is drawn on a large sheet of paper/board. Students are given a small piece of paper/sticky note where they write their ideas/what they have learnt in class and then go and place this onto the spiral. The teacher then covers these.

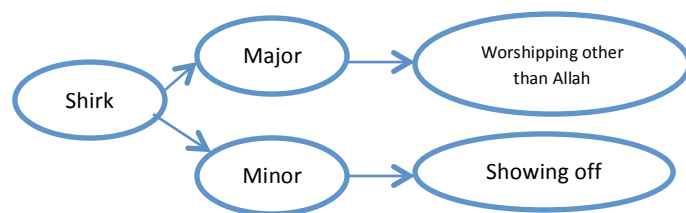
9. **Back-to-Back:** Depending on the space available, students may sit back to back from each other, or sit in pairs. Different visual aids/key terms are given to each partner, whereby they take it in turns to describe one of their visual aids/key terms.

10. **Consider all factors (CAF):** This method encourages students to think about all the factors relevant to making a decision. It can be used in a discussion lesson or used to help students structure an essay.

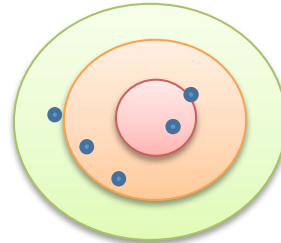
11. **Carousel:** Students are divided into groups. Each group is handed a sheet of paper (A3 size) with a different question on it. Students are then given a specific time limit (e.g. 3mins) to bullet point some answers. After the time, they need to move

12. **Collage:** Students work in groups. Each group is given a relevant word, phrase, concept or issue which they must represent using a range of resources given to them e.g. articles, images, coloured card etc.

13. **Consequence Wheel:** This activity enables students to identify the consequences of different actions. Write down the question/caption in the centre of the page and draw a bubble around it. Then get students to branch off different ideas/answers (mind map) and branch off the consequences. This is great to generate thinking or for gathering ideas for an essay e.g.



14. **Dartboard evaluation:** This is an evaluation method that is non-verbal and requires no evaluation. A target is dartboard target is drawn onto a large sheet of paper/on the board. Students are given sticky dots/post its or a pen to place a mark on the dart board. The closer the mark is to the centre of the circle, the more they agree with the question or highlight their understanding of the topic.



15. **Freeze Frame:** Students get into small groups and pose a snapshot of a specific scene/topic or theory. Alternatively they can act out a scene and the teacher asks them to freeze whilst the rest of the class analyse their postures and try to guess the topic.

16. **Giant Steps:** Used for exploring opinions and emotions in regards to a particular issue. A great way to find out how much students know on a specific topic or to do some general revision. Students begin by standing in a straight line (side by side). The teacher then asks a question e.g. can you explain the two types of shirk. If the student knows the answer than they take a step forward, if not than they remain in the same spot. Continue this pattern until you finish your questions. Now select students to answer the questions asked, based on where they are standing.

17. **Hot Seating:** A single hot seat should be placed facing the class or in the middle of a circle. Students are then allocated a roles/concept and they have to act it out on the hot seat. Alternatively, other members of the class can ask them a set of questions in order to deduce some information of who the hot seat student is pretending to be. The class then have to guess the role or concept.

This can also be done by dividing the class into two teams. The teacher selects a member of the group to come and sit on the hot seat facing the class with back towards the board. A key word/concept is then written on the board, the person on the hot seat

cannot look back however the group has to describe or explain the word without actually saying it. To add more heat to the challenge, give students 60 seconds to guess the answer!

18. **Jeopardy:** Students are given a set of answers to questions. In groups they need to try and identify the questions that correspond to the answers. E.g.

- Year of the elephants [Which year was the prophet Muhammad (saw) born?]
- Makkah [Which city was Muhammad (saw) born in?]
- Madinah [Which city did the Muslims migrate to?]
- Badr [What was the name of the first battle in Islam]

19. **Jigsaw:** Group work competition. Can also be used as an ice breaker or revision lesson. Beforehand, the teacher will need to come up with a set of questions/activities on A4 paper, having a new sheet for different topics. This will then need to be cut out into 3 or more pieces. Each student will be given a piece of a topic. They will then need to move around the class and find the students with the matching topic (this can be made simpler by providing coloured paper per topic. The students then work in these groups and work through the activities/questions. These can be timed to include an element of competition amongst the class.

20. **Know – Want to Know - Learned (KWL):** Students complete a grid based on the three heading stated. This is a good way to begin a new topic and then re-visit at the end to check if things have changed e.g.

Know	Want to Know	Learned
<ul style="list-style-type: none"> • Heaven is where good souls will go. • Hell is where bad souls go 	<ul style="list-style-type: none"> • What happens in Heaven? • What happens in Hell? • How long people will stay in these places? • Is there a place in between? 	<ul style="list-style-type: none"> • People are not given pleasant food in hell • Specific people will burn in pots

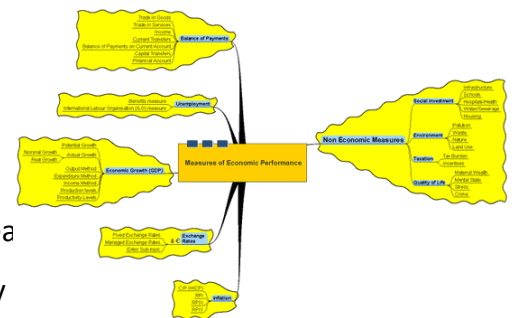
21. **Lifeline:** Students are given a life line with different ages noted along the line. Along the life line, students note things about themselves or someone else. A great way to start on the topic of time or summarise the biography of a prophet e.g.



22. **Memory Game:** Individual/group work competition. Each group receives a piece of paper with sentences/bullet points/ images on them however; they are only allowed to look at the information for 30 -60 seconds depending on the amount of information. Students then race to write/draw out all the information presented.

Alternatively, the sheets of paper can be left at the front of the class; each group member comes to the front and has 30 – 60 seconds to look at the information then goes back. The next member of the group follows the same method and so on.

23. **Mind Maps:** Students write the main topic or issue in the centre of the page. Using different coloured branches, students draw/write main ideas around the central concept. Students then use further sub-branches from the main ideas to extend the points. This is a great revision/summary tool at the end of a topic.



24. **Mind Movies:** Students close their eyes whilst the teacher reads a scenario to the class. Students are asked to imagine the story. After the scenario has been read, students are asked what they think will happen next in the story – a short time should be given to the students to generate ideas. People then describe what they think will happen to the rest of the class. This is a great way to generate discussion and thought on stories.

25. **No easy answers box:** When beginning a new topic, a small letter box can be prepared by the teacher. Throughout the topic, students have the opportunity to write down any

questions that they may have and post it into the box. At the end of the topic, the teacher selects students to pick a question out of the box, read it to the class and then answer the question with the support of the class. Where the answer is not known, intervention may be required by the teacher or a research task can be set.

26. **Odd one out:** Students get into pairs or groups. The teacher then provides a set of key words/sentences/ideas/places or people, depending on the topic. Students will then have to provide justified reasons as to why they made the links they did and how they chose the odd one out e.g.

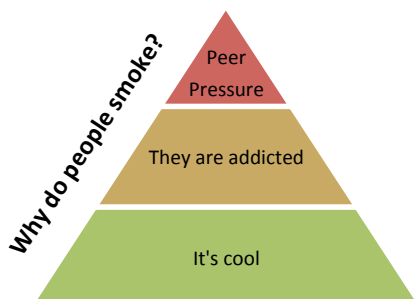
- Muhammad
- Isa
- **Yahya – not a messenger**
- Musa
- Dawud

27. **Opinion Finders:** Space is required for this activity. Students stand at the back of the classroom whilst the teacher explains that the classroom is divided into three opinions (left side –strongly disagree, middle – not sure, right side – strongly agree). Students are then asked a series of questions related to the topic and they have to physically move and stand at one of the three points.

28. **People competition:** A good amount of space is needed for this activity. Each student is given a sheet of A4 paper divided into squares of 9, 12 or 16. Each square will contain a challenge or question related to the topic. The students then go around the class asking each other to answer/complete each other's tasks. When a co-student is able to complete the task, the initial student will write the name down into the box. The first student to complete all the boxes wins! At the end, a discussion can take place where students are selected to answer the questions. E.g.

Name 5 prophets <i>Khalid</i>	I know what hijrah means	I know what Qadr is
I know the difference between a mu'jizah and karamah	I know the 12 months of Islam	I can give a description of Heaven & Hell
I can name the times of salaah	I can explain the term shirk	I know the entire juzz 'Amma

29. Priority Pyramid: This activity enables students to consider all the factors that are relevant when answering a key question. It challenges students to rank the different factors in accordance to importance by justifying. Students can work in pairs or groups. They are given an envelope with key terms/phrases (these can be written on the board) and a template of a pyramid. They then place the key terms/phrases onto the pyramid (most important on top – least important at the bottom). This can be followed by a group discussion. E.g.



30. Taboo: This method allows students to improve communication skills and the art of self-management. Students are put into small groups 3-4. Each group receives an envelope with key words. Each envelope should contain a key word and 3-5 sub words to explain the key word. The group has to explain the key word to the other groups without mentioning it or any of the sub words. Other groups write down what they think the key word might be and the teacher checks the answers. Alternatively mini whiteboards can be used and groups present their answer all at once.

Note students should be given a short time limit to generate their explanation of key terms before reading it out to the class. Each turn has a go at doing this exercise, if other teams write down the correct key term than they get a point.

e.g. *Masah Khuffain* – leather socks, 24 hours, 72 hours, wudhu

31. **Talking heads:** Great for teaching self-discipline during a debating lesson. An objective is brought in and used to represent a microphone. Students work in groups to speak out their thoughts. Only the student with the object can speak.

32. **Think, Pair and Share (TPS):** This is great for thinking and decision making exercises. The teacher presents the class with a specific problem or issue. A short period of time is given to students to generate their thoughts independently. They then share their ideas with the person next to them and finally present back to the class.

33. **Thumb Tool:** A basic method of checking student understanding at the beginning, during and at the end of a lesson.

E.g.

- Students keep their thumb up if they feel confident about acquiring all the lesson objectives.
- Students keep their thumbs sideways if they have made some progress in learning the learning objectives
- Students keep their thumbs down if they have made little or no progress in the lesson and feel that they have not achieved their learning objectives.

34. **Traffic lights:** Similar method to (Thumb Tool). Students are given three pieces of card, pencils or pens i.e. red, amber and green. Teacher can check on understanding of students at any point in the lesson by asking them to raise their card/pens to show their understanding so far. (Red = no idea, Amber = somewhat understand, Green = clearly understand).

35. **Two Stars and a Wish:** A good method to encourage constructive peer assessment amongst individuals or groups. This activity can be assimilated in groups or as individuals. We will consider the group method here. Each group presents their work on the table/area. All groups rotate to the different pieces of work produced by other groups and they write down two things they like about the piece of work (stars) and also one thing that can be done to improve the piece of work (wish). At the end each group goes back to their piece of work and read/discuss the comments. They then make a list of stars and wishes indicating how they can improve their work.

36. **Photographs and Images:** Students can be placed into groups and assigned a picture, relevant to the topic being discussed. Students have to stick the photo onto a large piece of paper, given by the teacher, they then have to make comments on the picture e.g. Islamophobia.

Alternatively students can be asked to bring the image alive by performing a role play based around the theme of the image.

Photographs can also be used for memory games e.g. where groups are shown a picture for a short period of time. They are then tested with a series of questions to see what they remember.

Photos can also be used to generate research tasks e.g. respecting parents/others. Students can take photos and create a collage or presentation on the topic.

37. **Word Games:** A great way to start a lesson or review previous work.

Verbal Tennis – Students are paired up and given a pack of cards/paper with key words. They must place these face-down on the table and take turns to pick up a card and say the word. Their partner must quickly think of a word that relates to the key word. If they take more than a few seconds (e.g. 5) or they say an unrelated word then they do not get the point.

Count Down – Students are given 30 seconds or so to unscramble a specific word.

Pictionary – Students are placed into groups with a set of key words. They take it in turns to draw the key words onto the board whilst the other groups have to guess what the word is.

Bingo – Peoples are given a Bingo Grid with key terms on it (this will need to be created).

The teacher reads out a definition of a keyword whilst students mark off the key word relating to the definition. The first student to mark off an entire row of keywords wins!

Hangman – Students are given a number of dashes representing letters e.g. _ _ _ _ _.

Students take it in turn to guess a letter. Each time they get a letter correct in the word, it is written on the board and each time they guess a letter wrong, it is noted on the side and a line drawn for the person to be hanged.