



## Methods of Teaching the Jewish Literacy Programme through Active Learning

Here is a list of ways that JLP can be taught through more active learning:

**Just a Minute** - children study the sheets then speak to group or class on topic for one minute without repetition, hesitation or deviation

**Main Points Presentation** - with partners, children decide on most important points, then teach these to larger group / class, explaining why they picked these as the main points

**Mind-Map** - as class / group / individuals build artistic mind-maps as an alternative, graphic way of representing the information. Can include little images, or add pictures from printed / Internet resources

**Powerpoint** - presentation or quiz, built by the children – either by themselves or with partners

**Group Experts** - including questions from rest of class: different groups assigned different aspects of the learning. Each group becomes the 'expert group' in that area, and have to teach it to the class. They also take questions at the end.

**Mastermind** - composing questions for asking in Mastermind quiz. Different children then have a go at being 'in the chair' and answering questions. Can be done competitively according to House Teams

**JLP Plus** - assignments which involve further research using books, Internet, asking own Rabbi / other adults

**Crosswords** - children make their own based on GK & other sections

**Posters** - children make graphic / visual representations of the information

**Writing letters** to Jewish pen friends who have not been able to have a Jewish education

Just to make the point, **there will often need to be some more teacher-led learning**, especially where the information is more detailed or complex. However, this does not necessarily mean talking and discussing large quantities of material in one go. Teacher-led need not be just reading and explaining, but **could involve carefully planned highlighting of particular aspects of knowledge**, in a way that engages the children.

For example, **short ideas and concepts could be extracted** from the sheets and placed in large format on the interactive whiteboard. These could then be explained through **planned questioning**, leading to discussion, and the children's contributions can be used to annotate the idea on the board. Often, **including each child's name next to their contribution** is worthwhile positive reinforcement as well as incentive for others to get involved.

See also: '25 ways for Teaching Without Talking' by Geoff Petty <http://geoffpetty.com/>

J. Richards 2017