

## Secondary Questionnaire ~ using the questions in your own classroom

There are many ways in which the questions, and others like them, can be used in your classroom. **Here are some suggestions:**

### 1. Using the questionnaire again, for talk or writing.

The questionnaire itself has a life beyond the festival. The secondary questions are included in this resource. Laid out over several pages, space can be made for pupils to reply. We found that the questionnaire always provoked the best responses after discussion and stimulus from the teacher.

### 2. Making up your own questionnaire.

Pupils can make up their own questionnaire for adults or other groups of pupils, to explore particular aspects of the field of religion and spirituality. The results can be considered, discussed, and used as a basis for further RE work.

### 3. Stimulus to discussion and writing.

The different pages of quotations in the booklet relating to the festival questionnaire (see below) will be of interest to pupils. Teachers can also construct their own pages by copying selected comments from the database itself. Copy them onto cards, and invite pupils to take one, read it out and say what they think. Or pupils could be asked to choose three they agree with, and say why. Simple structures for talk go well with the hard concepts of RE.

### 4. Sorting by faith.

You might take a dozen quotations from two different religions and see if pupils (in pairs?) can sort them out. This might work as an assessment task in RE. You could also select three groups, from believers, agnostics and atheists for example, and see if they can be sorted. This activity builds and tests pupils' ability to apply their understanding, and helps them discriminate between different viewpoints.

### 5. Traffic Lights: a sorting strategy for discussion.

Ask pupils to take a sheet of quotations and colour code them, red for 'I disagree', orange for 'not sure' and green for 'I agree'. From this simple starting point pairs or trios can discuss what others think, and then express their own views on a key question or topic, perhaps in some more extended writing of their own.

### 6. Welcoming a visitor.

Inviting visitors to RE lessons has great potential for quality RE. The topics on the questionnaire could be given to pupils as a basis for their own prepared questions to a visitor from a particular faith community, or to a panel of guests, each from a different religious community.

### 7. Evaluating RE.

Question 11 gathered pupils' responses to RE itself. At the end of a key stage or a unit of work you might ask pupils to look at these and consider for themselves what their RE lessons have meant to them. The pupils will learn from this, but teachers will learn more.