HUMANITIES 3 – ACTIVE LEARNING

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A QUOTE TO PONDER ON…

- Teaching has been tidied up and, in the worst cases, moulded into predictable shapes, coded, mechanized and unified. The 'national strategies' have aided this process by exerting a moral and peer pressure to adopt 'samey' methods. In some cases, these have constrained teaching, particularly where schools have imposed crude structures such as 'the three part lesson'. Certain teaching formulae have become widespread and, at worst, have resulted in rituals that have tended to suck the lifeblood out of best practice. True, these prescriptions might have made weaker teachers better, but at a price. In an attempt to raise the floor, it could be argued that the ceiling has been lowered.

Paul Ginnis wrote this foreword for Mike Hughes' book (2006) '*And the main thing is learning*' (2006).

HOW CAN WE USE ‘ACTIVE LEARNING’ IN THE HUMANITIES?

1. What is active learning?
2. Why should we use active learning?
3. Can you list any ‘active learning’ models?



ACTIVE LEARNING TECHNIQUES

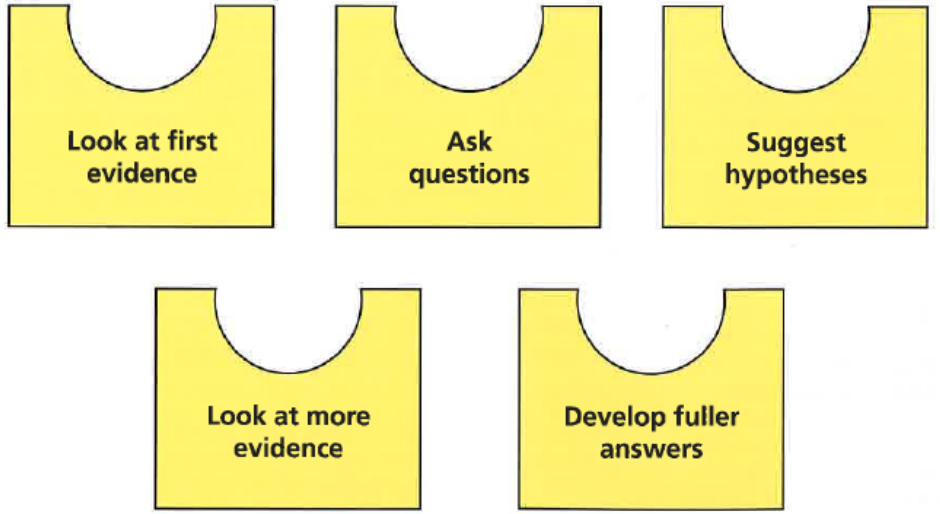
- Role-play
- Hot-seating
- Freeze frames
- Market Place
- Hot air balloon
- Time line
- Washing line
- Stimulations
- Archaeology and mysteries
- Using objects and artefacts



	A yw/ ydynt…	yn/wedi gwneud	yn gallu…	wedi…	fyddai…	efallai/ gallu…
Beth…						
Ble…						
Pryd…						
Pwy…						
Pam…						
Sut…						

Figure 2: Tabards showing five stages of process

A set of sugar-paper tabards showing the process of Enquiry. To create a tabard simply fold a piece of sugar paper in half, cut a hole for the head to go through and write on it what you wish – a name, a historical period or in this case a stage in the process.



CHRONOLOGICAL AWARENESS



ROLE PLAY

HOT SEATING

HOT SEATING & TRANSLATOR***

HUMAN TIMELINES







FREEZE FRAMES

https://www.history.org.uk/primary/categories/793/module/3657/primary-teaching-methods/3670/expressive-movement-and-freeze-frames
https://dramaresource.com/freeze-frames/

CHARACTER LINE



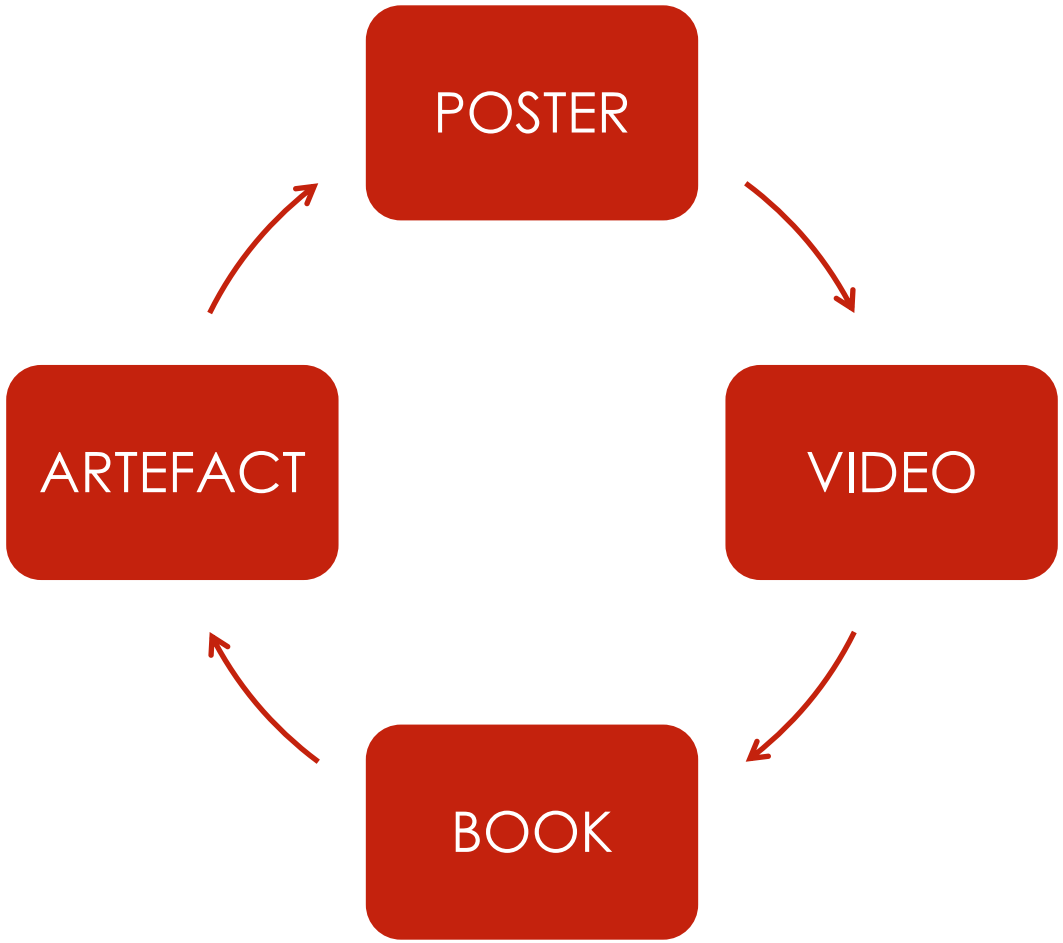


DECISION ALLEY



https://dramaresource.com/conscience-alley/

MARKET PLACE ROLE





HUMAN SPIDER WEB









A PIECE OF MIND…



HIGH & LOW POINTS…



GREAT BALLOON DEBATE

https://www.youtube.com/watch?v=ldyHwJ2bMik

THE MYSTERY ARTEFACT





https://www.tes.com/teaching-resource/teachers-tv-primary-history-enquiry-skills-6043642

GREAT CHEESE MYSTERY!

ARCHAEOLOGY DIG/ DIG BOXES

https://www.tes.com/teaching-resource/teachers-tv-primary-history-vicious-vikings-6043643

https://www.youtube.com/watch?v=cpRtEGqpWIU89I78

https://www.youtube.com/watch?v=HiPakwYa6O8





HISTORICAL ENQUIRY - EBL

- Children act like historians
- Use historical protocols, e.g.
  - historian as **detective**
  - Historian as **local or family historian**
  - Historian as **biographer**
  - Historian as **archaeologist**
  - Historian as **story-teller**

EDUCATIONAL VISITS

HAVE A GO! EWCH AMDANI!



USEFUL REFERENCES

- Grigg, R. & Hughes, S. (2013) *Teaching Primary Humanities.* Harlow: Pearson.
- Grigg, R. & Stevens, C. (2009) *Everyday Life in Wales in the Age of the Princes*. Aberystwyth: CAA.
- Pickford, T., Garner, W. & Jackson, E. (2013) *Primary Humanities – Learning through Enquiry*. London: Sage.
- Hughes, S. & Grigg, R. (2017) *Travelling Back to the Middle Ages: Castles and Famous People*. Caerfyrddin: Canolfan Peniarth https://siop.canolfanpeniarth.org/Middle_Ages_Castles
- Grigg, R. & Hughes, S. (2016) Interactive Map of Wales https://www.canolfanpeniarth.org/news/?pt=interactive-map-of-wales

