

## **A Circus**

### **Brief description of the activity**

The room is set up with approximately 8 workstations.

There should be at least 4 different tasks (so you could have 2 tables for each task, or a wider variety of tasks depending on the topic, your creativity, resources, the learners).

Learners in small groups move around the room at 5-10 minute intervals depending on the tasks chosen, completing the task at each station.

They may be allowed to return to one station at the end (usually the first) to complete an unfinished task.

You could then give them chance to talk to learners from other groups to exchange information if you wish, before a plenary.

### **Why use it**

To encourage pupils to work at pace.

To get pupils to gather a wide range of information without having too much teacher input.

To encourage pupils to develop a range of research skills.

To offer a variety of learning activities

### **Golden Rules**

Use a range of materials and tasks - video/tape/posters/books/worksheets etc.

Explain task very clearly before pupils start.

Set the room up beforehand.

Stick to timings rigidly.

Decide on groupings before hand – mixed ability or ability based depending on the range of tasks

### Model 1 – for a mixed ability group

Workstation	1 <sup>st</sup> 10 minutes	2 <sup>nd</sup> 10 minutes	3 <sup>rd</sup> 10 minutes	4 <sup>th</sup> 10 minutes	5 <sup>th</sup> 10 minutes	6 <sup>th</sup> 10 minutes
(1) Read an account of the Bhagavad Gita (for example in Hinduism for Today pp.50-51 or This is Hinduism pp.90-91) and complete a mind map to show the main themes	Introduction – Explain activity and set up system/groups/ground rules	Gp 1 (C)	Gp 4 (C)	Gp 3 (C)	Gp 2 (C)	Conclusion and plenary
(2) With the main themes from the BG listed take a moral issue and explain how reading the BG might help a Hindu decide what to do		Gp 2 (C)	Gp 1 (C)	Gp 8 (C/R)	Gp 5 (R)	
(3) Read an account of the BG and write a diary entry for Arjuna showing why he was struggling to know what to do, and how Krishna's advice helped		Gp 3 (C)	Gp 2 (C)	Gp 6 (C/E)	Gp 7 (E)	
(4) Design a 'Poster with a Purpose' using no more than 10 words and as many pictures as you want to show how the teachings in the BG might help a Hindu know how to behave		Gp 4 (C)	Gp 3 (C)	Gp 5 (R)	Gp 8 (C/R)	
(5) Cut and Paste account of the story in the right order – particularly Reinforcement		Gp 5 (R)	Gp 8 (C/R)	Gp 4 (C)	Gp 1 (C)	
(6) Use a pyramid grid to show why the BG is important to Hindus		Gp 6 (C/E)	Gp 7 (E)	Gp 1 (C)	Gp 4 (C)	
(7) For a moral decision explain whether the BG or Ramayana would be more helpful for a Hindu in deciding what to do, and why – particularly enrichment.		Gp 7 (E)	Gp 6 (C/E)	Gp 2 (C)	Gp 3 (C)	
(8) – As workstation 1		Gp 8 (C/R)	Gp 5 (R)	Gp 7 (E)	Gp 6 (C/E)	

## Model 2 – for a middle-weak group

Workstation	1 <sup>st</sup> 10 minutes	2 <sup>nd</sup> 10 minutes	3 <sup>rd</sup> 10 minutes	4 <sup>th</sup> 10 minutes	5 <sup>th</sup> 10 minutes	6 <sup>th</sup> 10 minutes
(1) Read an account of the Bhagavad Gita (for example in Hinduism for Today pp.50-51 or This is Hinduism pp.90-91) and complete a mind map to show the main themes	Introduction – Explain activity and set up system/groups/ground rules	Gp1	Gp4	Gp3	Gp2	Conclusion and plenary
(2) With the main themes from the BG listed take a moral issue and explain how reading the BG might help a Hindu decide what to do		Gp2	Gp1	Gp4	Gp3	
(3) Design a ‘Poster with a Purpose’ using no more than 10 words and as many pictures as you want to show how the teachings in the BG might help a Hindu know how to behave		Gp3	Gp2	Gp1	Gp4	
(4) Cut and Paste account of the story in the right order – particularly Reinforcement		Gp4	Gp3	Gp2	Gp1	
(5) - As workstation 1		Gp5	Gp8	Gp7	Gp6	
(6) – As workstation 2		Gp6	Gp5	Gp8	Gp7	
(7) – As workstation 3		Gp7	Gp6	Gp5	Gp8	
(8) – As workstation 4		Gp8	Gp7	Gp6	Gp5	