

Triads – a thinking skills activity

The strategy

The chart outlined here is a useful way of analysing ideas and beliefs. The framework provides a structure which encourages pupils to bring together three people, beliefs, artefacts, video clips, or other elements.

In the worked example provided here, the interviews with three young people of faith (Sikh, Muslim and Jew) are analysed, looking for things that are shared by all, unique to each one and shared by pairs.

Any combination of the interviews in this publication (*Faiths in Britain today – voices from within*) could form the basis for such an activity. Further suggestions are given below.

The initial thinking could be done by:

- **individuals**, and their choices compared in groups of three or four;
- **pairs**, and then shared with another pair, comparing and contrasting their responses.

Metacognition prompts

In using this activity, pupils will find opportunities for metacognition – thinking about thinking. If the teacher uses prompt questions like these, then the opportunity to draw out this aspect of the learning from the thinking activity will be enhanced.

- Which were the hardest boxes to fill? Why?
- Did the activity make you think about what we mean by 'unique'? Can you say what you thought?
- Did visualising help you to think this out?
- What did this show you about how to think, and how to think better?
- Thinking of the things 'shared by all', what did you learn from this?
- What advice would you give to someone starting this work next lesson? Why?

Try the activity with these sets of words...

Cross

Virgin Mary

Guru Nanak

Mosque

Crucifix

Sarah
(Abraham's wife)

Guru Gobind Singh

Church

Ichthus

Mother Teresa of
Calcutta

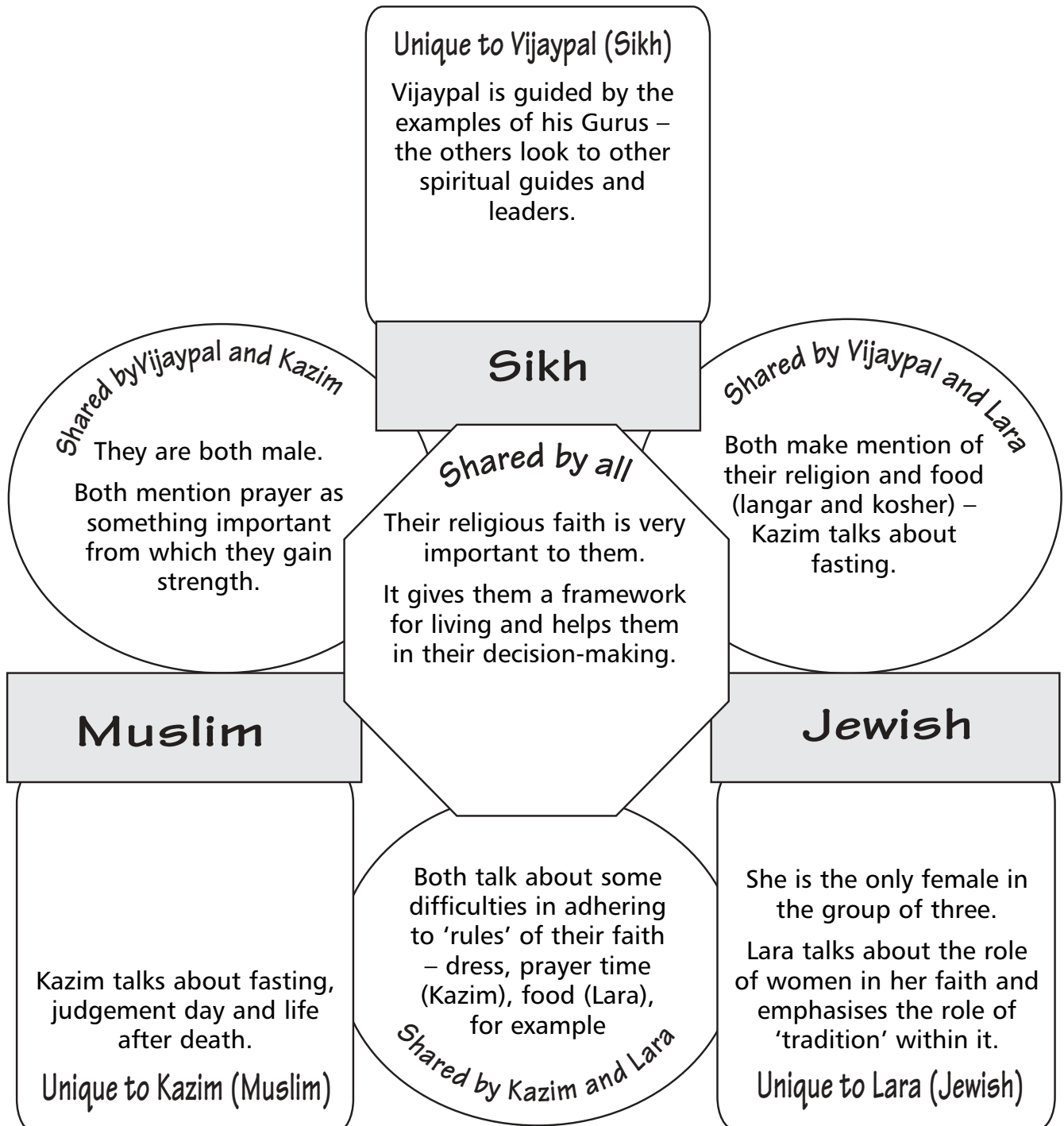
Guru Anghad

Synagogue

Follow-up activity – research

- **In threes or fours**, pupils focus on the 'unique to each person' part of the activity; they need to find out what the other two religions believe.
 - e.g. Vijaypal mentions he is guided by the examples of his Gurus. Pupils find out who are the spiritual guides and leaders for Kazim and Lara, and what they taught.
 - e.g. Kazim talks about fasting, judgement day and life after death. Pupils find out what Judaism and Sikhism teach about fasting, judgement day and life after death.
 - e.g. Lara talks about the role of women in Judaism. Pupils find out what Muslims and Sikhs believe about the role of women, in religion and in society.
- Pupils then **think about their own views** on each of these issues and discuss them in the group. They **write** (on an A3-sized sheet of paper) a sentence or two about each one that reflects the group's views. The title 'What we think about...' can be used. Comments can be displayed and used as stimulus for further work.

Similarity and difference: Sikh, Jewish and Muslim responses



Similarity and difference:
Blank chart

