

### Activity 10: Responsible Behaviour?

**Learning Objectives:**

For students to consider what responsible behaviour means, and to understand that what is responsible is affected by a range of factors.

**Age Range:**  
Ages 13–16

**Materials Needed:**

A copy of the Diamond Nine Scenarios sheet (see page 24) for each student.  
Sufficient sets of the nine cards (the sheet on page 24 cut into cards) for each group of four or five students.

**Notes for the Educator:**

This activity uses a Diamond Nine to discuss and explore an issue, and to prioritise and attempt to reach consensus. Its value lies more in the process of analysis, discussion, decision-making and negotiation than in the outcome.

The group part of the activity inevitably needs to be carefully monitored and it may be necessary to listen to others and allowing for individual views.

**Method:**

Explain the learning objectives, form groups and give each student a copy of the Diamond Nine Scenarios sheet. Students work alone initially to consider the scenarios described from the most responsible (1) to the least responsible (9).

Then give a set of Diamond Nine Cards to each group. Illustrate the Diamond Nine layout (see page 24) and explain that the group's task is to agree a Diamond Nine layout for this. If there is time after all groups have agreed their layouts and discuss briefly:

- significant differences
- why groups came to their conclusions

On the board write the headings:



THESE PAGES AND THEIR ILLUSTRATIONS ARE COPYRIGHT OF THE PUBLISHER AND ILLUSTRATOR. REPRODUCTION IS NOT ALLOWED WITHOUT PERMISSION IN WRITING FROM THE PUBLISHER.

### Chapter 3 Difference and Diversity

### Activity 15: Religion on the Bus

**Learning Objective:**

For students to consider different beliefs, values and attitudes towards religion.

**Age Range:**  
Ages 14–16

**Materials Needed:**

Copies for each student of 'Man Refuses to Drive "No God" Bus' (see page 21).

**Notes for the Educator:**

This activity is based on an approach called 'Community of Enquiry', which helps students to think critically, creatively, sensitively and effectively about a specific issue. It is important that everyone participates, that the discussion is free-flowing, and that differences of opinion, attitude, information and belief are accepted. It is OK for students to express doubt, uncertainty or ignorance; it is more important for students to change their own thoughts and attitudes than to change those of others and they should be encouraged to think creatively and widely. It will be helpful if all participants, including you, sit in a large circle.

**Method:**

Explain the learning objective and distribute copies of the news item 'Man Refuses to Drive "No God" Bus'. Either have students read the article to themselves or read it out to them.

First, allow a few minutes for silent reflection, then have pairs of students discuss the article and devise five or six questions that explore aspects of what they have read and, finally, have each pair choose from their list the question that they think is the most interesting. When every pair has their question prepared, write all the chosen questions on the board, and have students select the one they think should start the enquiry (you may need to take a show of hands for this).

Now start the enquiry by inviting the pair whose question has been selected to share their thinking and interest in the question. Encourage others to analyse, question or contribute further. Your role is to keep the discussion moving forward by asking questions (if needed), such as:

- does anyone agree/disagree?
- has anyone else got a question, or is puzzled?
- can you explain this?
- what reasons do you have for saying that?
- does anyone else find that strange?
- does anyone have a different view?
- have we made any progress?
- will someone summarise that part of the discussion?

or by introducing another of the questions from the board.

It may be helpful to pause the enquiry to allow pairs to talk some more. This sometimes allows less vocal students to clarify their thoughts and verbalise a response.

**Review:**

Have students write something about their experience of the activity, using instructions such as:

- identify the issue we have focused on today
- identify two opposing views you have heard today
- identify a statement that you would like to think some more about
- identify a new thought or idea you will take away from this discussion

Have students contribute to a round of one comment each about their experience of the enquiry.