

Understanding the Interplay: A reflexive pedagogical framework

The UI framework can be applied to concepts in subjects beyond RE and Citizenship. The framework below is to help students to explore how they understand and relate to these concepts and co-construct meaning together.

Activity	Purpose/dimension of UI approach.	What is the aim / intention of this activity?
1. Build a duck*	Warm up	
2. Make your duck human in some way*	Start thinking conceptually/metaphorically	
<p>3. Build something that represents concept X. Learners have the opportunity to share the thinking around their model, e.g. what different aspects represent.</p> <p>(Having listened to others – add anything?)</p> <p>Reflexive pit-stop: ‘Did other people interpret concept X in the same way? What was similar / different? Did anything surprise you? Was anything missing from yours or others’ models?’</p>	<p>Exploring own interpretation of concept X</p> <p>Reflexivity</p>	<p>How do young people understand the relationship between identity and/or worldview, and concept X?</p>
<p>5. Make connections between your model and others</p> <p>6. What connections are there to other concepts? (See list below for possible concepts)</p>	<p>Exploring Interpretability and synopticity</p>	<p>What is the relationship between identity and / or worldview, and other</p>



		concepts, how do they link?
<p>7. Group build: What does concept X mean?</p> <p>8. Possible activity, learners circulate to investigate and enquire around others' models. (Learners may use post-it notes to make comments on what is represented or ask questions.)</p> <p>9. Group discussion: reviewing responses to reflexive pit-stop 1.</p>	Encounter, dialogue & co-production	How do young people understand concept X ?
<p>10. Reflexive pit-stop 2: (See structured reflexivity resource)</p>	Reflexivity - transformation	How have learners' perspectives shifted through this process?

**From Lego Serious Play.*

Examples of subject concepts that could be explored using this approach are as follows:

- Citizenship:** Rights, Freedom, Human Rights, Justice, Equality, Community, Authority
- Religious Education:** Forgiveness, Transcendence, Afterlife, Pilgrimage, Faith, Community
- History:** Continuity, Causation, Change, Power
- Geography:** Migration, Sustainability, Globalisation, Inequality, Development
- English:** Status, Character, Plot, Context

