

# 40. Jigsaws

Use *Introducing the activity* plus one of the *Activities*, followed by *Drawing things together*. Please read them all before making your choice.

Activities marked with \* are particularly suitable for younger pupils.

## Teacher's notes

- Jigsaws or electronic jigsaws of religious images can be used, as can religious paintings, biblical texts such as the Psalms, or any religious subject matter from which the pupils can create an image for a jigsaw, for example, the interior of a church.
- Jigsaw software is available on-line if you wish to create your own puzzles.

## Introducing the activity

Do a simple jigsaw together. This could be a large jigsaw or an on-line jigsaw, for example: <http://songsofpraise.org/imagesearch.php> (select an image then scroll down to jigsaw). How fast can pupils do the jigsaw?

### \* Activity 1: Mystery jigsaws

For this you will need a jigsaw of an image that relates to what you are about to explore in RE, for example, Psalm 23.  
<http://biblewordgames.com/javajigsaw.html>.  
Alternatively you can cut up a poster of a relevant image and hold up the pieces. Reduce the number of pieces for younger pupils. Do not show the pupils the complete image, just the parts. What could this be? Are there clues on the pieces? The image can become part of an RE display.

### \* Activity 2: Accumulative jigsaw

Have a blank jigsaw template on the wall. As different parts of the RE unit are explored, pupils can add key words and images to the pieces. These can be drawn or cut out and stuck on. This type of jigsaw gives pupils an overview at a glance. Pupils can create small versions of this type of jigsaw over a unit.

### \* Activity 3: Exploring a jigsaw

Go to <http://gardenofpraise.com/artprint.htm> and look through the art prints, then select 'jigsaw' and follow the instructions. There are a number of religious paintings such as 'The Angelus' and 'Madonna and child'. Select '4x4' for younger pupils. Use the pieces to explore the detail of the painting. Explore how the painting relates to your RE topic and daily life. Explore the emotions in the painting and relate these to the pupils' experience, as appropriate.

Questions to ask:

- What piece could you really not lose? Why? What would be the problem if it were lost?
- What piece could you lose and not affect your understanding of the image?

### \* Activity 4: Jigsaw text

Pupils can explore a text in RE, such as a Psalm, and create a jigsaw where text and image relate and where the image helps people understand the text, reflecting its mood and meaning. This can be drawn or designed on the computer. (See <http://biblewordgames.com/javajigsaw.html>.) The image can be drawn on a jigsaw template, adjusting the number of pieces to the age and aptitude of the pupils. (See <http://www.dltk-kids.com>. For copyright friendly images see <http://commons.wikimedia.org>.) Pupils can swap and complete jigsaws and they should be able to talk about their design choices.

## Drawing things together

Discuss what has been learned about the text or painting through using jigsaws. Evaluate how image and text work together to help understanding.