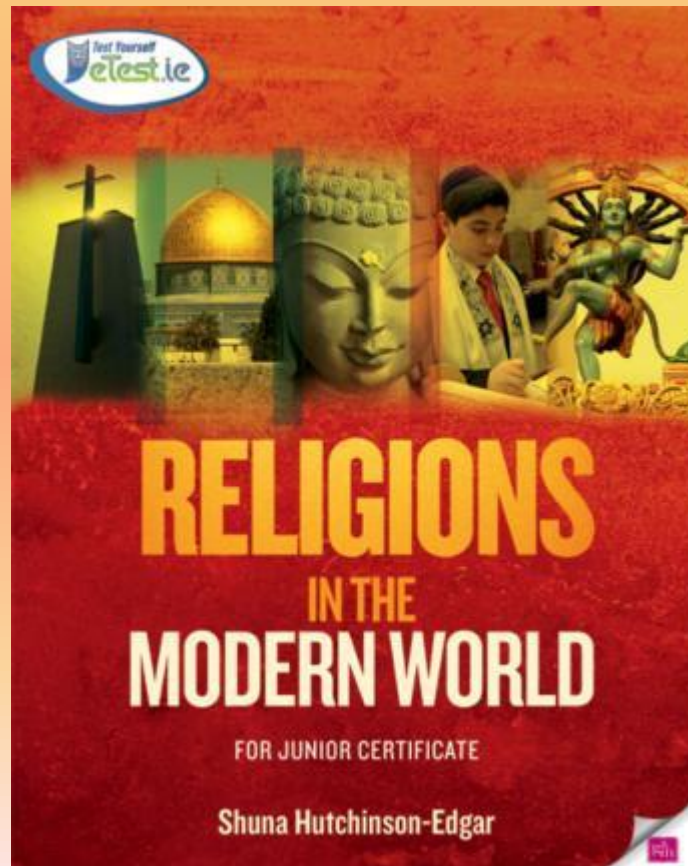
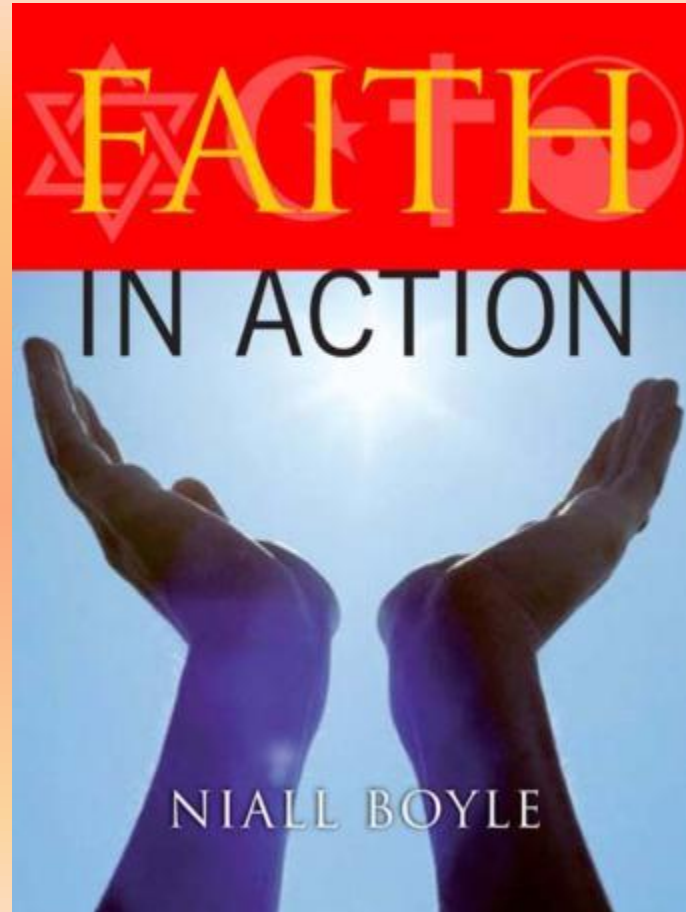


Useful texts

Religions in the Modern World – GM – Great list of useful websites on p.62 & p.189

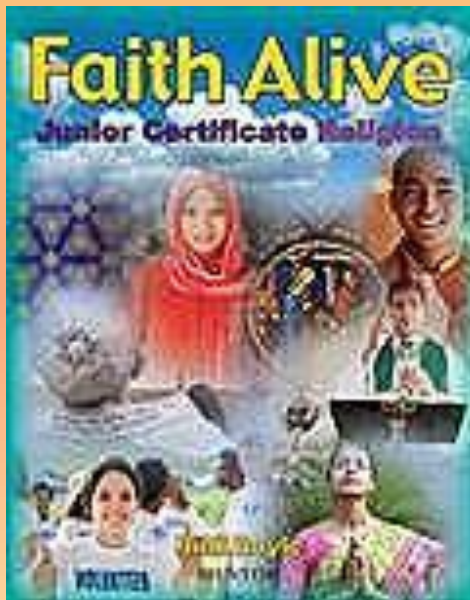


Faith in Action – Section C



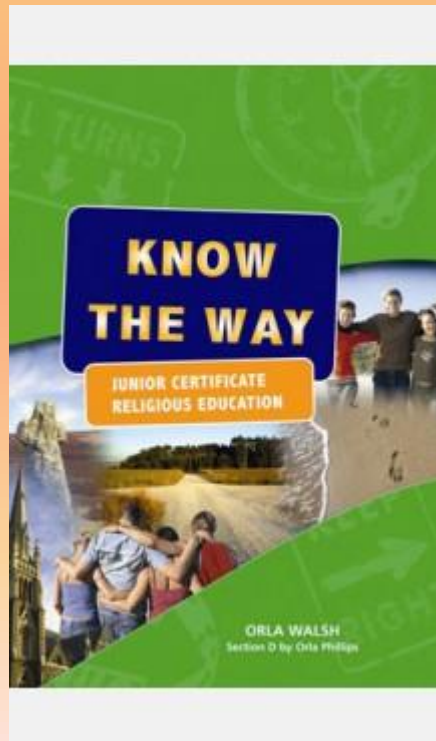
Faith Alive Mentor

- Great workbook also – Islam covered well



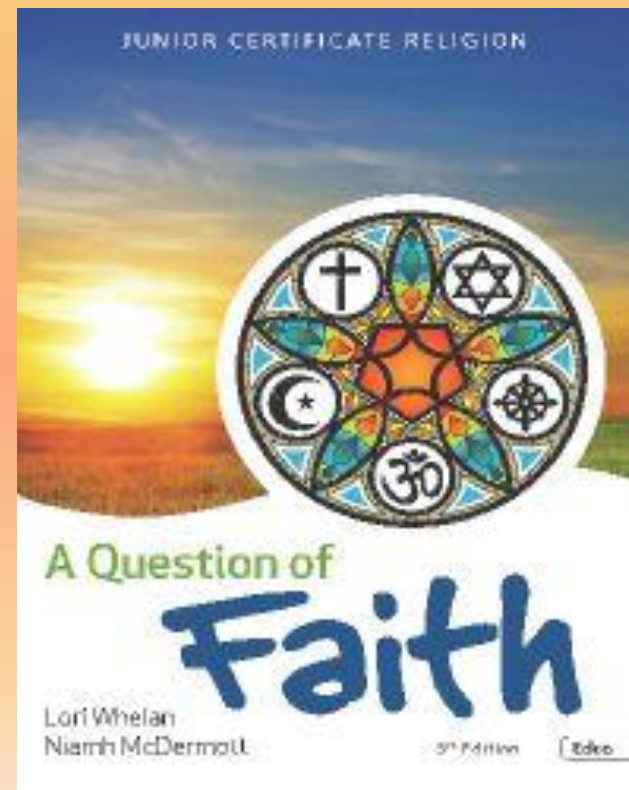
Know the Way

- Check out the website www.knowtheway.ie and the accompanying workbooks – Islam and Judaism well presented



A Question of Faith 3rd Edition Edco

- Great online additional resources – all world religions covered



Journey through life in

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

Published by A&C Black Publishing Ltd

A variety of approaches can often be an effective way of delivering world religions RE so that students are offered different stimuli and perspectives.

These might include:

- Talks by staff or students
- Brainstorming, debate and discussion
- Use of visiting speakers
- DVDs or other forms of visual stimuli
- Broadcast material
- Printed matter
- Distance learning methods
- Personal research
- Investigations
- Visits
- Follow-up activities
- Blogs (used with caution).

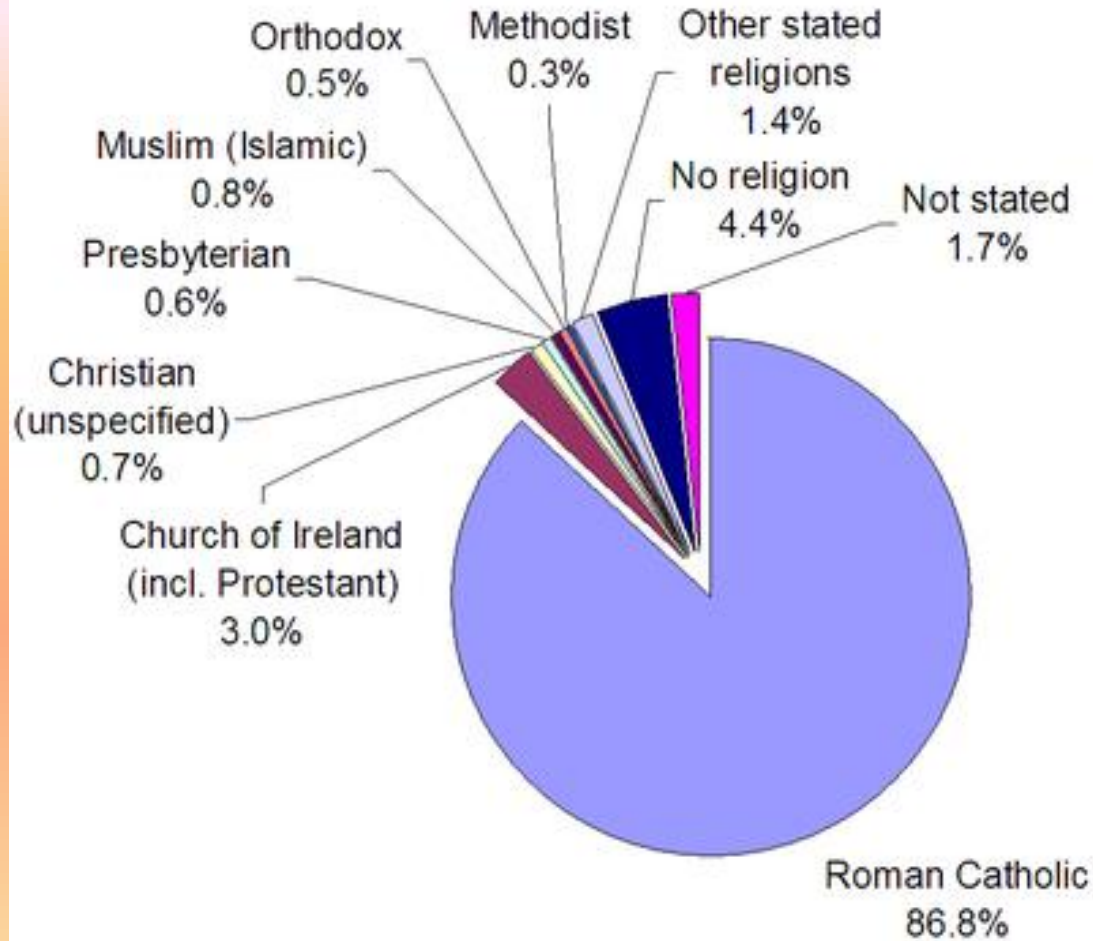
Define Religion

- Brainstorm: Name all the religions people practise in the world?
- Take feedback and list all on board
- Discuss: Is everything named on the chalkboard a religion? Why? Why not?
- What criteria are we using to identify a religion?

Religion	Number
<u>Buddhist</u>	6,516
<u>Hindu</u>	6,082
Christian – <u>Lutheran</u>	5,279
Christian – <u>Evangelical</u>	5,276
Christian – <u>Jehovah's Witness</u>	5,152
Christian – <u>Baptist</u>	3,338
<u>Jewish</u>	1,930
<u>Pantheist</u>	1,691
Irreligious – <u>Agnostic</u>	1,515

Irreligious – Atheist	929
Christian - Latter Day Saints (Mormon)	1,237
Christian - Quaker (Society of Friends)	882
Irreligious - Lapsed Roman Catholic	540
Baha'i	504
Christian - Plymouth Brethren	365
Christian – Other	29,206
Other religions	8,576
irreligious - No Religion/ Atheist / Agnostic	186,318
Not stated	70,322
Total	4,239,848

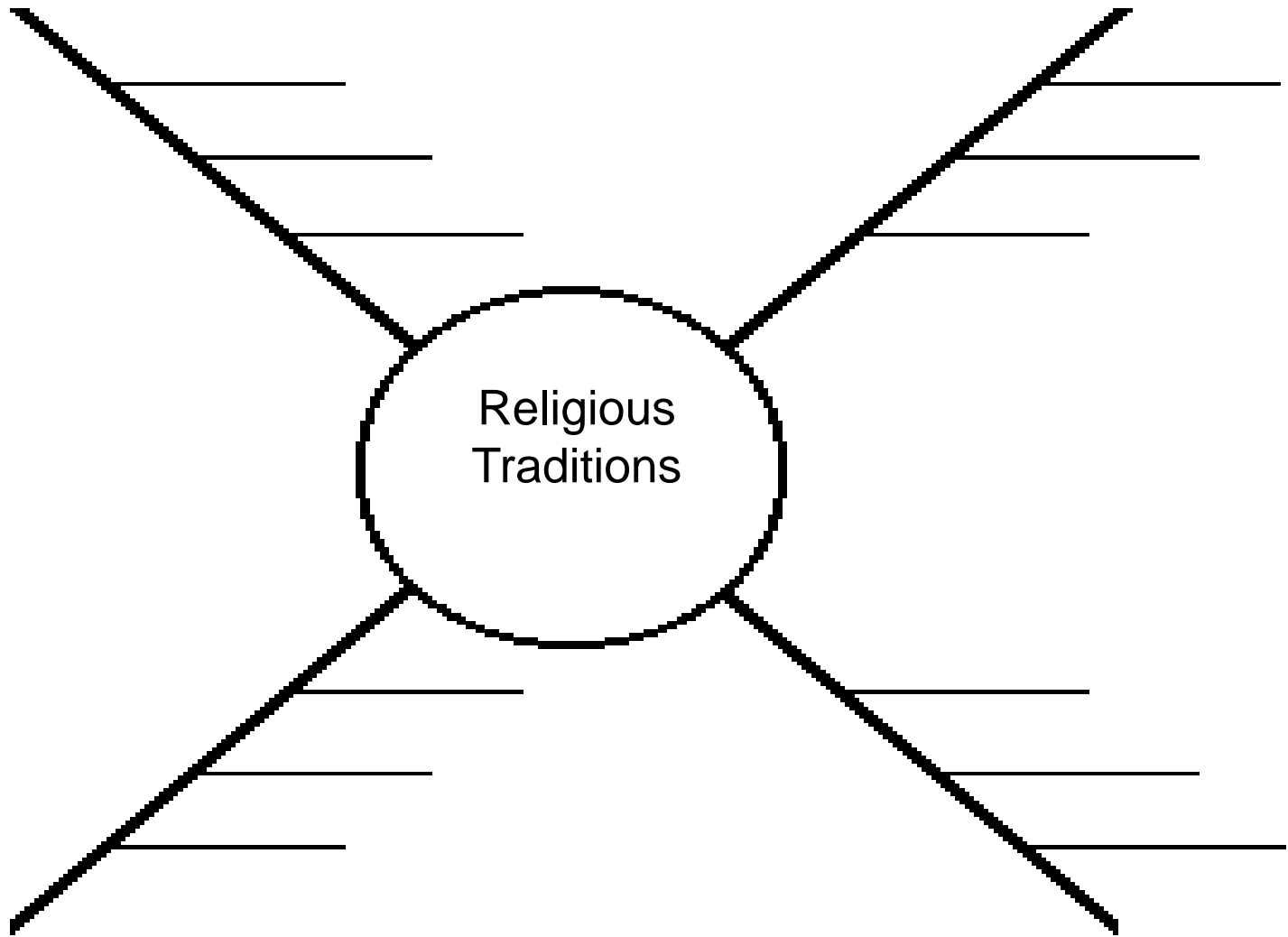
Religions in Ireland (2006)

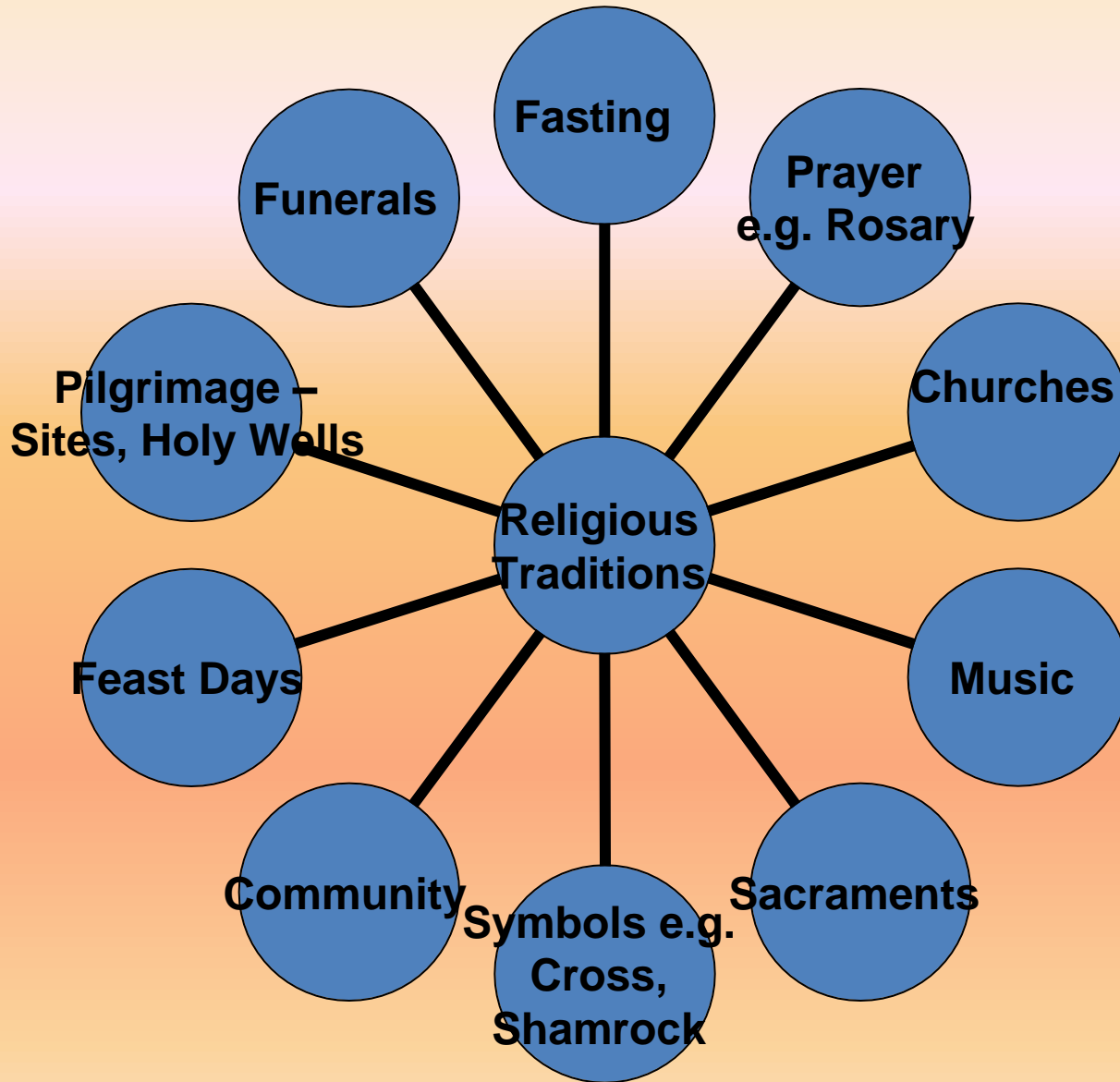


Look at Religious Traditions in Ireland

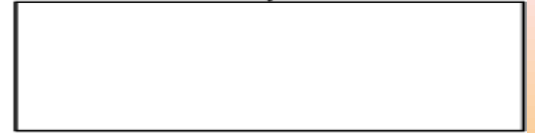
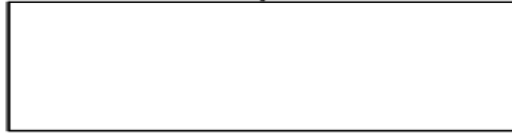
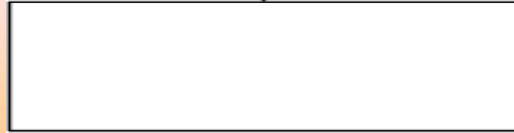
- List religious traditions in Ireland
- What are they and what do they celebrate?
- How have they changed in Ireland?
- Why has it changed?

See worksheet

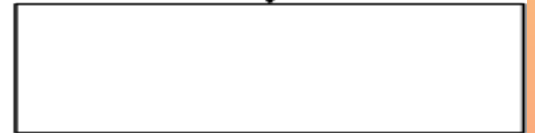
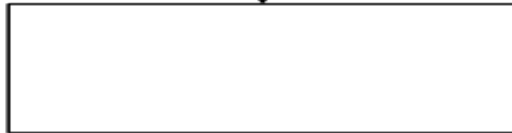
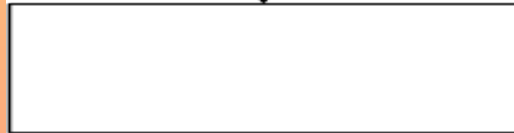




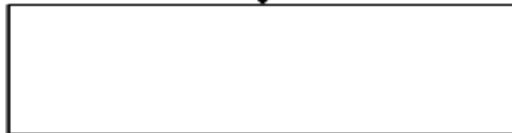
Pilgrimage

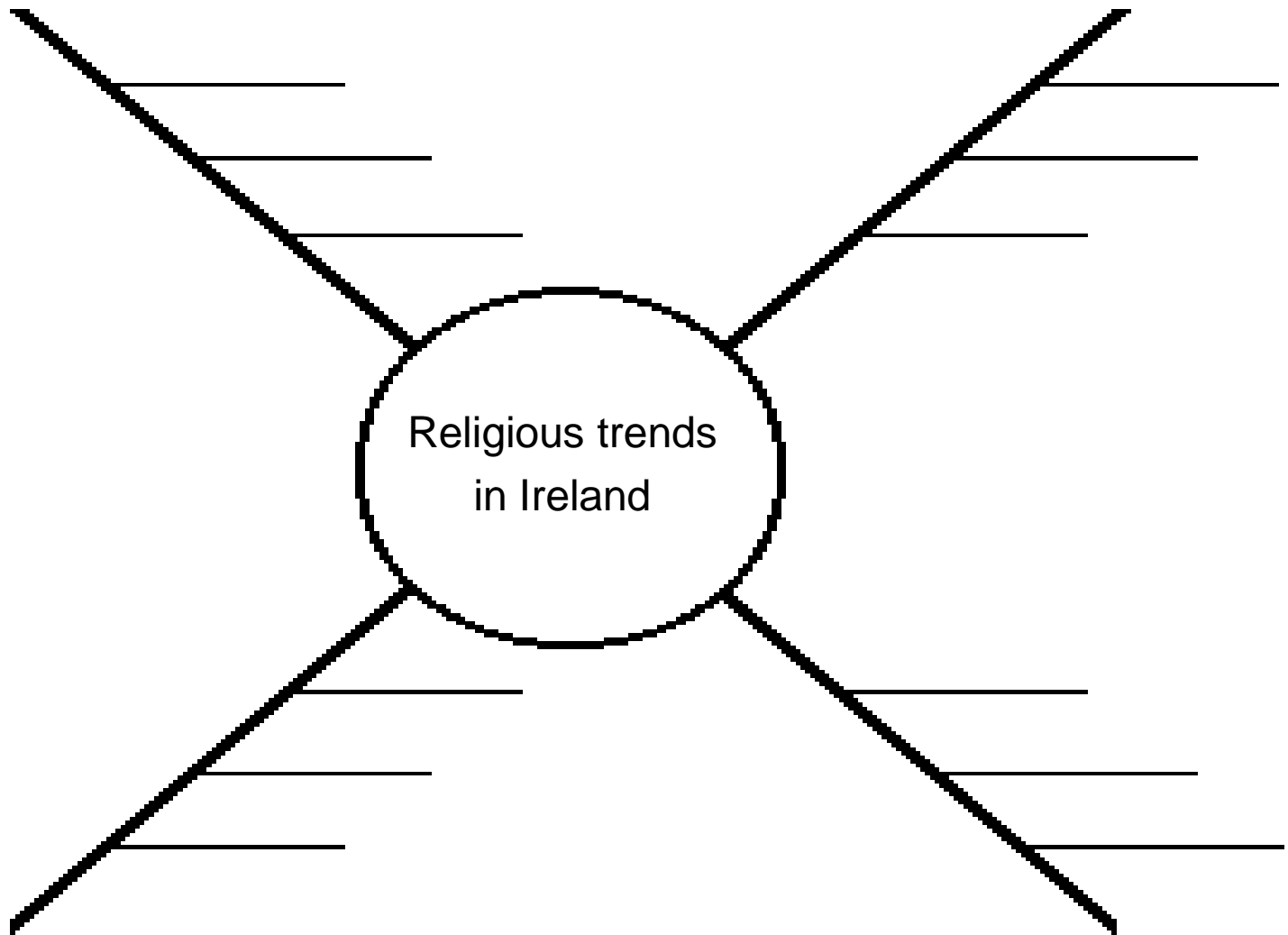


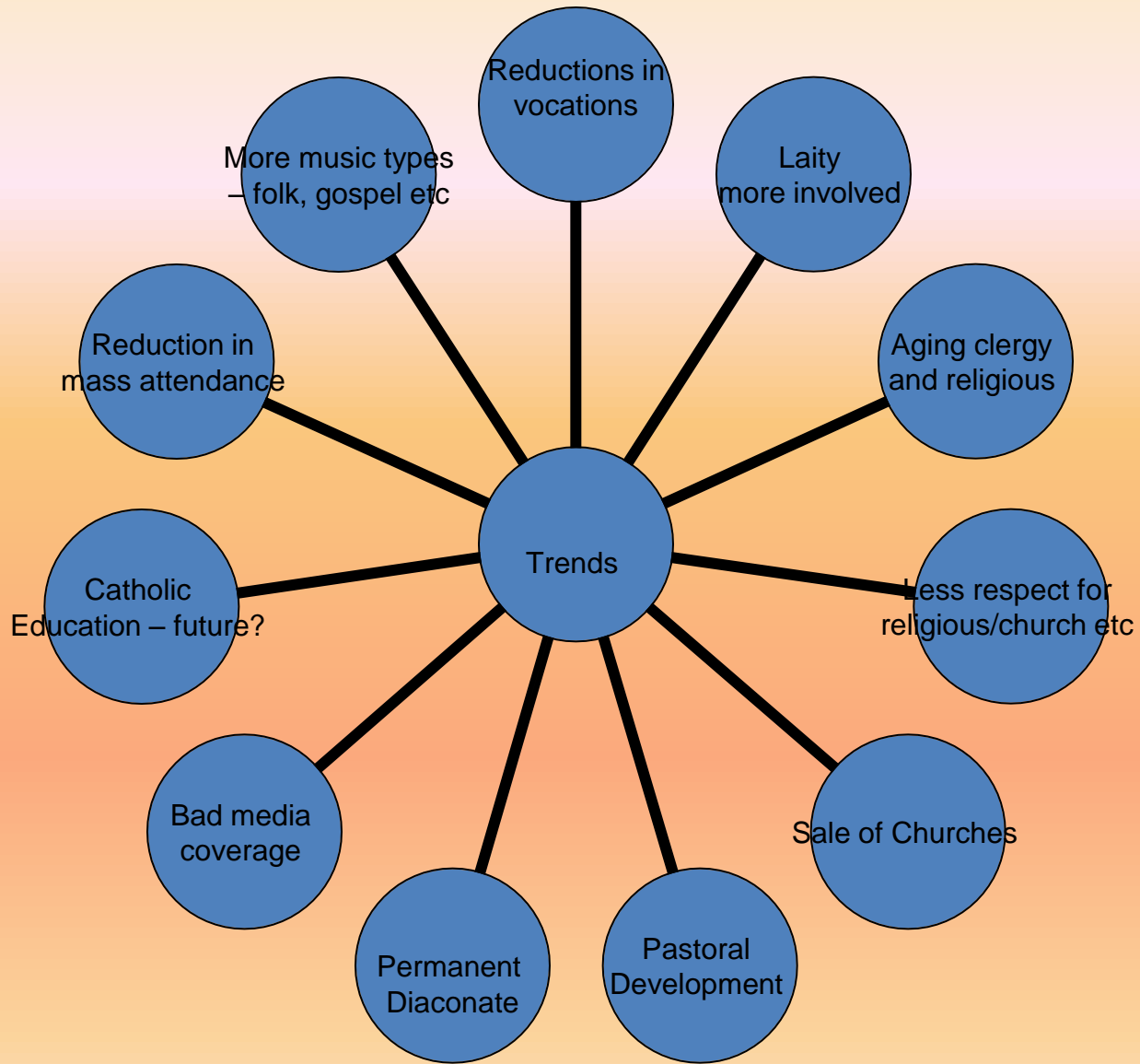
Funerals



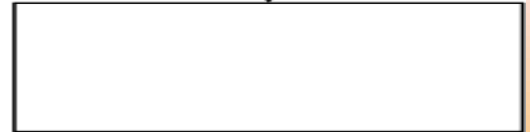
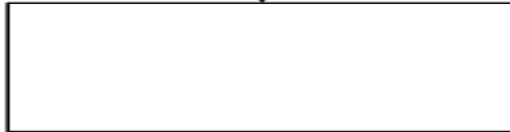
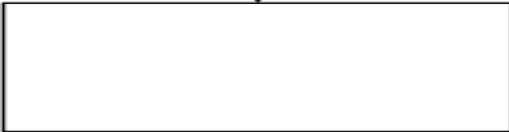
Prayer



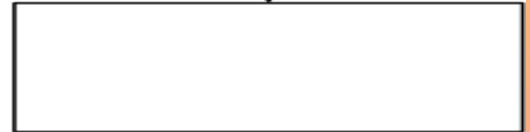
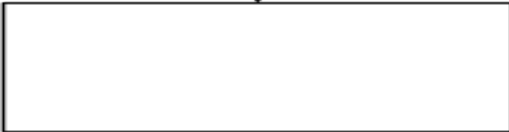




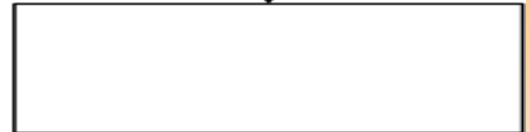
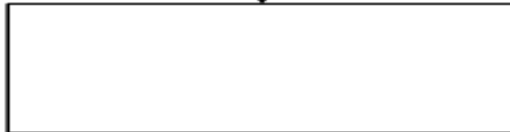
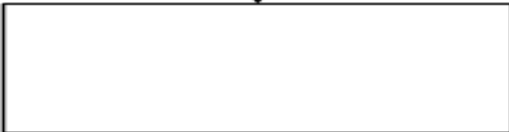
Aging priest
and religious



Negative media



Permanent
Diaconate



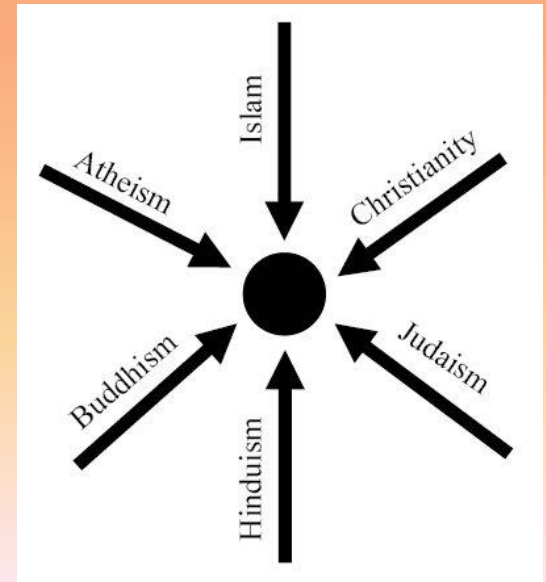
A recent international survey on religious practices concluded that the Irish continue to believe in God, in life after death and attend weekly worship at the highest rates in Europe.



In your experience, are these finding accurate for young people today.

Religious Diversity

- Is all this religious diversity a good thing?
- Would it encourage them to think about their faith?
- Would they be able to stand up for their beliefs? Why/Why not?



Inter Faith Dialogue

What is inter-faith dialogue?

Inter-faith dialogue describes the dialogue between the religions.

A dialogue is a discussion or exchange of ideas and opinions, especially between groups with a view to resolving conflict or achieving agreement.

Why study other Religions?

1. Throughout the world, in all societies, in the distant past, up to the present, people have been, and still are, RELIGIOUS.
2. Religion is worldwide – worthy of investigation and demands understanding.
3. Whatever your own religious background you are enabled to further appreciate your tradition when you compare and contrast it with other traditions.
4. Catholics/Christians in Vatican II are encouraged to:

“Recognise, preserve and promote the good things, spiritual and moral, as well as the socio cultural values found in the other major world religions”

Why study other Religions?

5. We are constantly exposed to different religions and world views :

through the media – TV, films, music, internet
at school, work and in our neighbourhood
on holiday

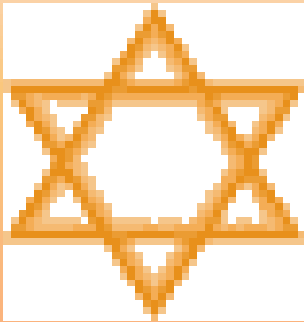
through emigration (out of the country)
through immigration (people coming into the country)
as members of the EU, which has a diverse religious mix

6. Finally to ignore, or be ignorant of, other religions is to be closed to a huge range of ideas, practices and inspiration which can enrich our own lives.



Why study
other religions?

What are the major world religions? Focus on 3 World Religions



Judaism - 2000 BCE

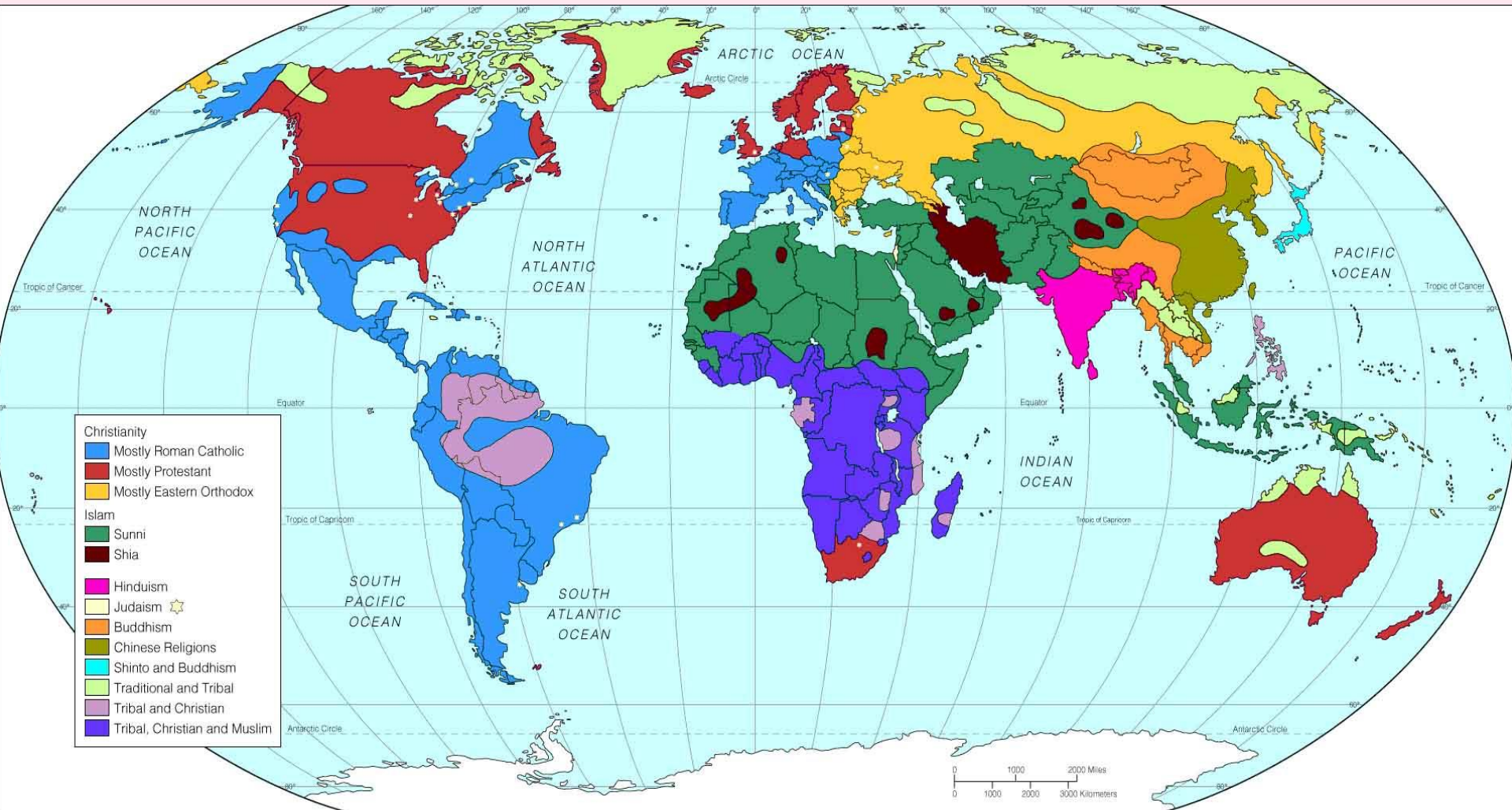


Christianity - 30+ CE



Islam - 622 CE

Where are the major religions located?



There are generally considered to be twelve **major world religions**.

Christianity 2.1 billion
(**Catholicism: 1 billion; Protestantism: 775 million, Eastern Orthodoxy: 240 million)**

Islam 1.1 billion

Hinduism 1.05 billion

Confucianism 400 million

Buddhism 350 million

Taoism 50 million

Shinto 30 million

Judaism 12 million

Sikhism 9 million

Jainism 6 million

Bábí and Baha'i faiths

Zoroastrianism

Source of statistics: [World watch Institute](#)

Investigating a World Religion/Faith



For each world religions students could doing the following :

- Discuss the history
- List the key beliefs
- Summarise the life story of key figures
- Name some sacred texts and writings
- Be able to discuss some of the major ethical teachings
- Identify rites of passage
- Outline pilgrimages
- Outline the major ways of holiness
- Details festivals and days of significance for the followers
- Define the role of women
- Symbols
- Traditions
- Codes of behaviour, dress etc.
- Explain the similarities and differences between sub-groups within the religion

- Describe prayer and celebration in the world religions.
- Discuss current issues
- Participate in a group activity which will describe the main facets of the religion
- Compare the similarities and differences between the world religions
- Collect media coverage of the religion
- Profile famous people who are members

How will I research a world religion ?



This information may be researched and presented using a variety of methodologies including:

- text search
- teacher prepared worksheets
- documentary
- video
- library/museum visit
- internet/cd rom search
- guest speakers
- write to centres for information
- interview members of the faith
- study the music of the religion
- exploration of prayer
- study of religious practices
- research places of pilgrimage

Other options

- sacred texts and writings study
- media search for articles, photographs.....
 - visits out to centres of worship
 - attendance at liturgical services.

Methodology

Seek to vary the approach to researching information and use of resources.

Examples:

- brainstorm,
- provide key words for text scanning,
- use lifeline sheets for building profiles on key figures in religions,
- prepare video/documentary worksheets to record information,
- role-play speech on main beliefs, founders etc.

Methodology

Prepare and circulate questionnaires to other groups in school/ family members on awareness of world religions

Encourage pair work – Working in pairs, students could research aspects of a religion – one pair could investigate sacred writings, another –key figures, etc.

Encourage creative presentation of research – use of information technology, collage, story-board.

Ensure the wall chart is being compiled as information and research are on-going.

Methodology

Each lesson could begin or end with a reflection, a reading from sacred text, a meditation/prayer/fact snippet –from the religion being studied.

Using the wall chart as a learning centre, students work in three groups, each group finds and lists the key beliefs of one religion.

Group work – each group takes ownership of information on one religion.

Distribute worksheets to be completed as information is being recorded. Report to whole class on the religion under the headings studied.

<p>Hinduism Polytheistic religion Mystical – Eastern trad.</p>	<p>3000 – 2500 B.C. Unknown wise men India Teachers: Brahmins are at the head of the caste system.</p>	<p>People come to know God through contemplation and meditation. Ancient scriptures: the Vedas. The supreme God, Brahman has 3 aspects: Brahma, Vishnu and Shiva.</p>	<p>Worship takes place at shrines to gods in temples or homes. Festivals: Desara, Divali, Holi and Kumbh Mela – every 12 years 10 million Hindus bathe in the river Ganges.</p>	<p>Om Word used in meditation</p> 
<p>Judaism Monotheistic religion based on revelation Prophetic</p>	<p>1850 B.C. Abraham Iraq House of Prayer: Synagogue</p>	<p>Oldest monotheistic religion. Emphasises that religion is more than just ceremonies. It's about how you treat others. 'Love your neighbour'. Text: The Torah (First 5 books of Old Testament)</p>	<p>Sabbath, Passover, Bar/Bat-Mitzvah, Yon Kippur (Holiest day of the year) Hanukkah (Festival of lights) Preacher: A Rabbi</p>	<p>Star of David Menorah</p> 
<p>Buddhism Mystical – Eastern tradition</p>	<p>560 B.C. Siddharta Gautama (The Buddha)</p>	<p>A disciplined and meditative lifestyle helped Gautama to find enlightenment and answers to life's questions. He travelled widely to preach Buddhism. He taught four 'noble truths' about life.</p>	<p>The eight-fold path deals with wisdom, morality and meditation. Buddhists celebrate the birth, enlightenment and death of the Buddha. An image of him is found in every Buddhist temple and home.</p>	<p>Buddha 8 spoke wheel</p> 
<p>Christianity Monotheistic religion based on revelation Prophetic</p>	<p>33 A.D. Jesus of Nazareth – Israel Divided into Roman Catholic, Christian Orthodox, Church of Ireland, Anglican, Presbyterian, Methodist.</p>	<p>Christians believe Jesus was the Son of God, who was put to death and was risen by God. He preached about the Kingdom of God. Text: Bible</p>	<p>7 Sacraments: Baptism, Confirmation, Eucharist, Reconciliation, Holy Orders, Matrimony, Anointing the sick Christmas & Advent Easter & Lent</p>	<p>The cross</p> 
<p>Islam Monotheistic religion based on revelation Prophetic</p>	<p>610 A.D. Mohammad Saudi Arabia Place of Worship: Mosque Place of Pilgrimage: Mecca</p>	<p>Mohammad began to see visions when he was 40 he received messages from Allah. There are five pillars of Islam: Creed, Prayer, Poor dues, Fasting, Pilgrimage. Text: Qur'an.</p>	<p>Muslims follow a lunar (moon) calendar. Night of forgiveness prepares for Ramadan, time of fasting. Month of Hajj, time of pilgrimage.</p>	<p>the star & crescent moon</p> 

How does Judaism celebrate key moments in life or seasons ?

Key moment	How is it celebrated or marked?
Season/Time of year within faith year	How is it celebrated or marked?

How does Christianity celebrate key moments in life or seasons ?

Key moment	How is it celebrated or marked?
Birth	<i>Baptism</i>
Marriage	<i>Sacrament of Marriage</i>
Death	<i>Funeral – Rosary, Mass, Burial</i>
Adulthood	<i>Confirmation</i>
Illness	<i>Prayers, Masses, Sacrament of the Sick</i>
Season/Time of year within faith year	How is it celebrated or marked?
Christmas	<i>Crib, Mass, Sacrament of Reconciliation , Advent</i>
Easter	<i>Lent, Holy Week, Ash, Cross, Mass</i>
Feast days	<i>Mass, special prayers</i>
November	<i>Mass, Novena, Prayers in graveyards, Visit graveyards, memorial services</i>

Read and discuss

I am a Christian

I am twenty-seven years old and live in Memphis, Tennessee, USA. My wife Emily and I have a six-month-old boy named Noah. We are members of an Evangelical Presbyterian congregation. I was raised as a Christian in a family that took the faith seriously. I went to a Christian private school until I was fourteen. At home I was taught to read the Bible daily. I enjoyed reading it (especially the Old Testament books of Proverbs and Psalms) and read it in its entirety before the age of thirteen. My sister and I were raised on Bible stories, right behaviour and respect for our parents and others. More than that, we were encouraged to seek God on our own. My parents held, as I do now, that beliefs must be heartfelt.

A relationship with God is personal and must be freely entered into. Although instructions and example guided me in my formative years, my own public profession of faith and a personal prayer of surrender, forgiveness and acceptance seemed to demarcate the beginning of my individual life of faith. It was then, and remains today, a life I base on the fact that God is perfect, I'm not, and Jesus makes up that infinite difference. I feel confident in my personal relationship with Jesus, who I believe to be Lord and God, and I am continually trying to bring every element of my life under God's authority. This means, with the help of God's Spirit, continually working to understand the Bible and live by its principles, bringing my desires in line with God's guidelines, which I believe are revealed in the Bible.

My aim is to live a life of gratitude for the gracious love God has shown me, living in the peace and joy that comes from knowing I am loved and accepted by my maker. I've sometimes tried to live by ideas that run contrary to what I believe the Bible teaches and, frankly, have wound up hurting myself and others. My practice of faith is not very ceremonial or ritualistic. For me faith is more about believing and practising what the Bible teaches. I believe Christianity is about a relationship with Jesus as a personal saviour, lord and friend. One of my guiding principles is Jesus' commandment to love others in the same way that he has loved us. For example, after college I spent four years teaching and mentoring inner city youths. My wife and I currently live with her parents so that she can help care for her mother, who is paralysed. These experiences have taught how difficult such love and commitment can be.

Following Jesus has also helped me to respect others, learn from them and seek ways to increase their health and well-being. Jesus' example of love has led my wife and me to tithe our earnings (sharing 10 per cent of our income every month with our church and others). That said, we understand 10 per cent to be a benchmark and we seek to give more. For example, having won some money in a game show, we felt strongly that at least half of it should be donated to a relief fund.

Loving others means that whatever I do in life – including my occupation and all other activities – I do for God's glory and the benefit of others, not primarily for my own gain, reputation or personal satisfaction. Because God loves the whole world and because a person's greatest good is found in a relationship with Jesus, I feel obliged and privileged to share Jesus with believers and unbelievers (always being sensitive to the needs and rights of others).

The fact that my wife and I were both Christians was of paramount importance to us in our decision to marry and also very important to our families. Having said that, the marriage was not arranged. Our parents were not involved in the decision-making process. However, I did formally ask my wife's father for her hand in marriage. Following this we received the blessing and encouragement of both our families. My wife and I took our relationship of love to each other and to God seriously.

We pray together frequently, discuss the Bible and talk honestly as partners on a shared journey, never making big decisions without first seeking God's will. One of the most important parts of being a follower of Jesus is living in community with other Christians. I feel enormously privileged and grateful to be part of the large, global Christian family – imperfect to be sure, but a real family nonetheless. The main gathering of our local branch is the church service on Sunday morning, which always includes thanksgiving for what God has done, prayers of petition and confession, hymns of worship, statements of belief about God and salvation and a talk/sermon on a passage from the Bible.

Sunday is a special day for us, when we celebrate a day of rest and worship. It is the Lord's Day, a day of the week that reminds us of Jesus' resurrection. Other important celebrations are Christmas, when we celebrate the event of God becoming human in the person of Jesus, and Easter, when we remember Jesus' death on a cross for sinners and his subsequent victory over death and evil in his resurrection from the dead. Since our church is quite large, we break down into groups for social and educational purposes, meeting on Sundays and during the week. Our group consists of newly married couples and within this group are smaller 'mentor groups' which meet for intimate conversation, prayer and Bible study. Whereas the larger groups are led by pastors, the smaller group is led by an older couple with more wisdom and experience in life than we possess. These groups and leaders are important to us. I always pray before making important decisions, and seek counsel from my group leaders, pastors and peers. Finally, the heart of my religion and religious experience can be summed up in the word 'love'. I celebrate the love God has for me and others and I love God in return. My deep desire is that my love for Jesus and his love for mean others will be evident in my life in all places and at all times.

(Jason Hood, *The New Lion Handbook, The World's Religions*)

Analyse TV/Media material

Interfaith Relations: Beyond War with Iraq November 7, 2008
see hand-out

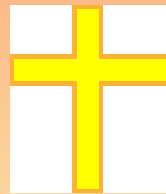
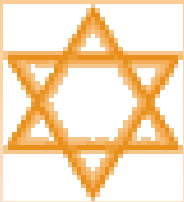
**<http://www.rte.ie/news/2003/0925/primetime.html> - Prime Time Thursday, 25
September 2003**

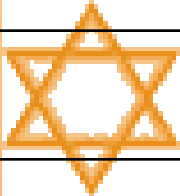
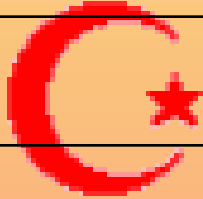
**The changing trends of religious practice in Ireland - a Prime Time poll Joe Little,
Religious and Social Affairs Correspondent, discusses the findings**

Donagh Diamond gauges public opinion on the Catholic Church

**Most Rev. Dr Dermot Clifford, Archbishop of Cashel & Emly, and Fintan O'Toole of
The Irish Times discuss the statistics**

***Booklet on
Investigating World Religions -
Judaism and Islam
and
compare and contrast with
Christianity***



	Judaism	Islam
<i>Founder</i>		
<i>Origins</i>		
<i>Location in the World</i>		
<i>Image of Human Person</i>		
<i>Organisation at Local Level</i>		
<i>Organisation at Global Level</i>		
<i>Rituals</i>		
<i>Celebrations</i>		

<i>Role of Men</i>		
<i>Role of Women</i>		
<i>Symbol</i>		
<i>Sacred Writings</i>		
<i>Sacred Places</i>		
<i>Lifestyle</i>		
<i>Division within Religion</i>		
<i>Place of Worship</i>		
<i>Famous Believers/ members</i>		
<i>Any other interesting information</i>		

Learning about Religion

Christian Family Life

Muslim Family Life

Jewish Family Life

Christian Sacred Scripture

Muslim Sacred Scripture

Jewish Sacred Scripture

Christian Founders and Leaders

Muslim Founders and Leaders

Jewish Founders and Leaders

Thematic Approach

Death	Festivals	Birth
Age	Work	Men
Tradition	Women	Lifestyle

- Select a theme and look at it in all world religions or chosen ones
- See hand-out on or rituals in all world religions
- See textbook – Moral Issues in 6 Religions

Moral Issues in Six Religions looks at

World view	Family	Divorce	Body Matters	Evil	Work
Relationships	Marriage	Sexuality	Wealth	Poverty	Suffering
Leisure	Racism	Prejudice	Sexism	Crime	Punishment
Politics	Authority	Government	Care	Planet Earth	Human Rights
Human Potential	Ideal Society				

World Religions Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "friend."

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

Ice for my leg

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

Write an Acrostic Poem using the word below.

R _____

E _____

L _____

I _____

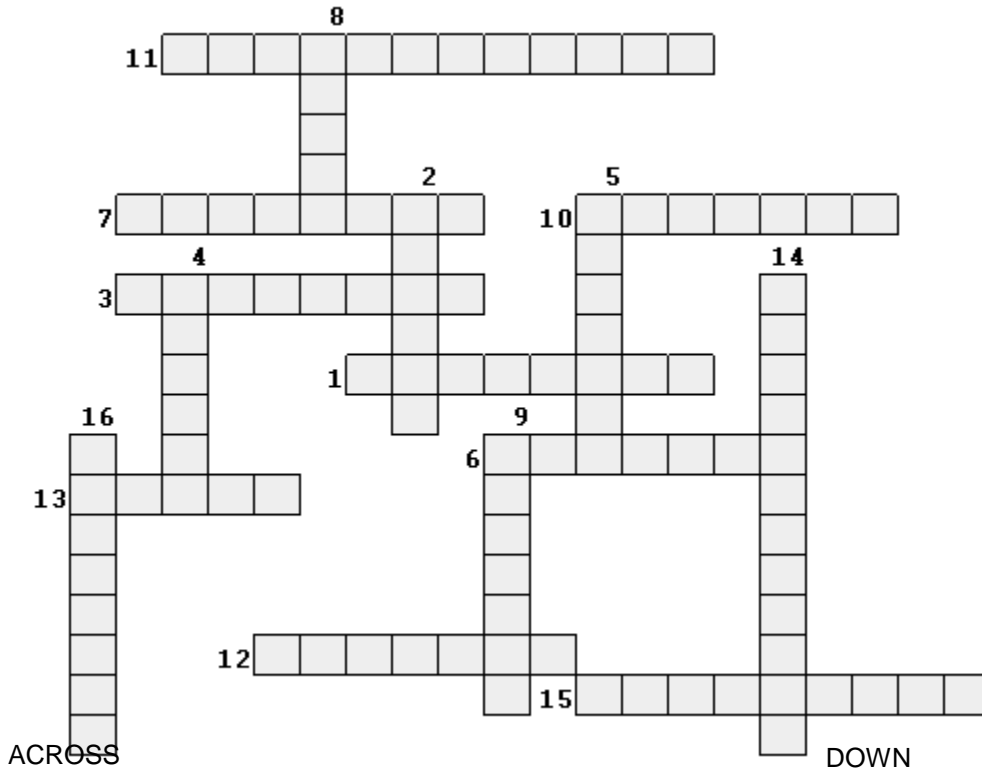
G _____

I _____

O _____

N _____

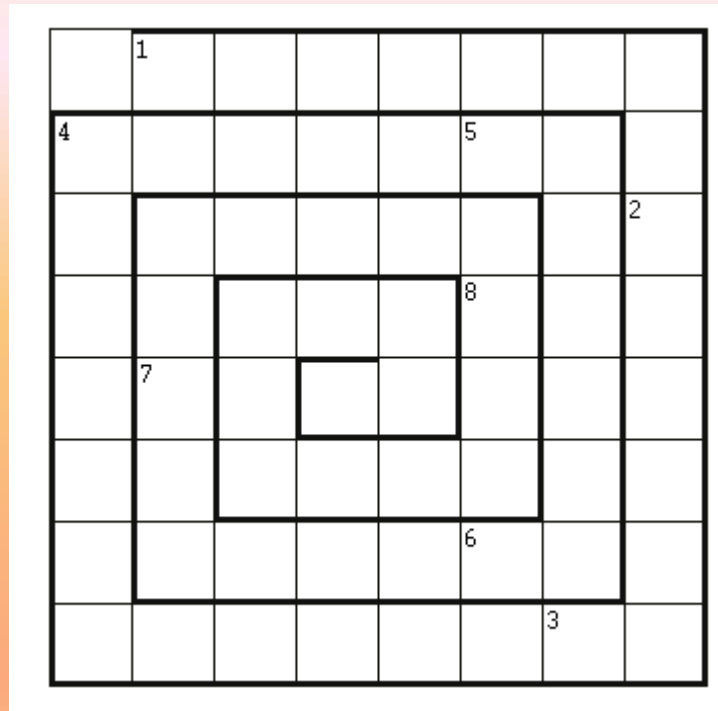
World Religions Crossword Puzzle Worksheet



1. a specific fundamental set of beliefs and practices generally agreed upon by a number of persons.
3. the foretelling or prediction of what is to come.
4. an established or prescribed procedure for a religious or other rite.
6. something used for or regarded as representing something else.
7. the predominant religion in Asia.
11. the teachings of Confucius emphasizing love for humanity.
12. a religion founded in Iran in 1863; emphasizes the spiritual unity of all humankind.
13. the predominant religion in northern Africa and the Middle East.
15. is commonly translated as "The Way of the Gods."

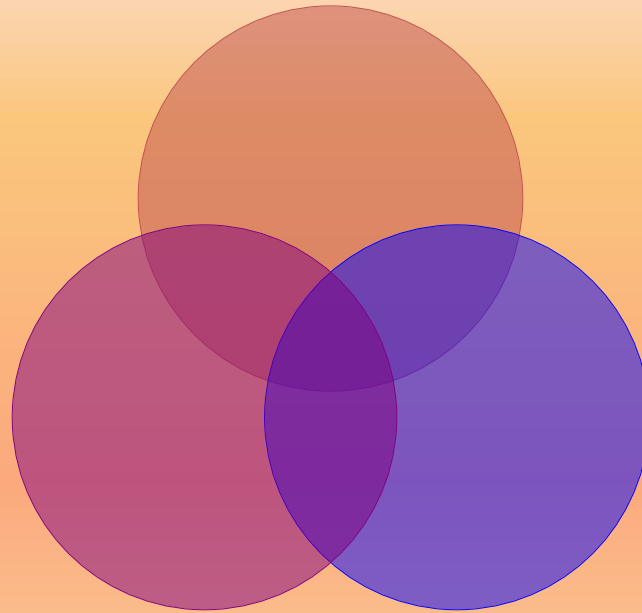
2. devoted or dedicated to a deity or to some religious purpose.
5. A world religion tracing its origin to the Hebrew people of the ancient Middle-East.
8. complete confidence in a person or plan.
9. A monotheistic religion founded in northern India in the 16th century by the guru Nanak.
14. a system of beliefs and practices based on the Old Testament and the teachings of Jesus as embodied in the New Testament.
16. the religion of most people in India, Bangladesh, Sri Lanka, and Nepal.

World Religions Spiral Puzzle Worksheet



- 1.the predominant religion in Asia.
- 2.devoted or dedicated to a deity or to some religious purpose.
- 3.a system of beliefs and practices based on the Old Testament and the teachings of Jesus as embodied in the New Testament.
- 4.the predominant religion in northern Africa and the Middle East.
- 5.something used for or regarded as representing something else.
- 6.an established or prescribed procedure for a religious or other rite.
- 7.A monotheistic religion founded in northern India in the 16th century by the guru Nanak.
- 8.the teachings of Confucius emphasizing love for humanity.

Christianity



Judaism

Islam

Investigating a Community of Faith In Ireland Today – Student centred



Students conduct interviews with local members the chosen religious traditions or Students produce an information sheet or newspaper flyer profiling each tradition using the following questions where relevant

Ideas

- Church of Ireland
- Methodist
- Presbyterian
- Jehovah's Witness
- Baha'i
- Muslim
- Buddhist
- Hindu
- Christian Fellowship
- Hare Krishna's
- Mormons
- Church of Scientology
- Jewish
- Church of Jesus Christ of Latter Day saints

Questions to aid research

1. How many members are there in the local community?
2. How many communities are there nationally /internationally?
3. Do members of the local community have contact with others internationally?
4. How the community is organised /how it is structured?
5. How it is funded?
6. What is the role of women in the community?
7. Who is in charge?

8. Who leads the worship?

9. Who makes decisions for the community?

10. How is authority understood within the community?

11. Where does authority come from - is it in a text, the leader, the people, or the tradition?

12. What are the challenges facing this community?

13. What are the future possibilities for this community?

14. Does the community have any connection with a global community e.g. membership of the World Council of Churches?

Other Methodologies

- Organise class debate on the similarities and differences between the religions.
- Stage a World Religions Forum or World Religions Day for other students in the school. The purpose is to inform other students about World Religions, and to compare and discuss similarities and differences with representatives from different religions.

Students could take responsibility for all preparations e.g.

- making phone calls
- writing letters of invitation to representatives from different faiths,
 - setting up venue,
 - inviting teachers and senior students,
 - making posters
 - providing refreshments.

Student Assignments

Poster Assignment:

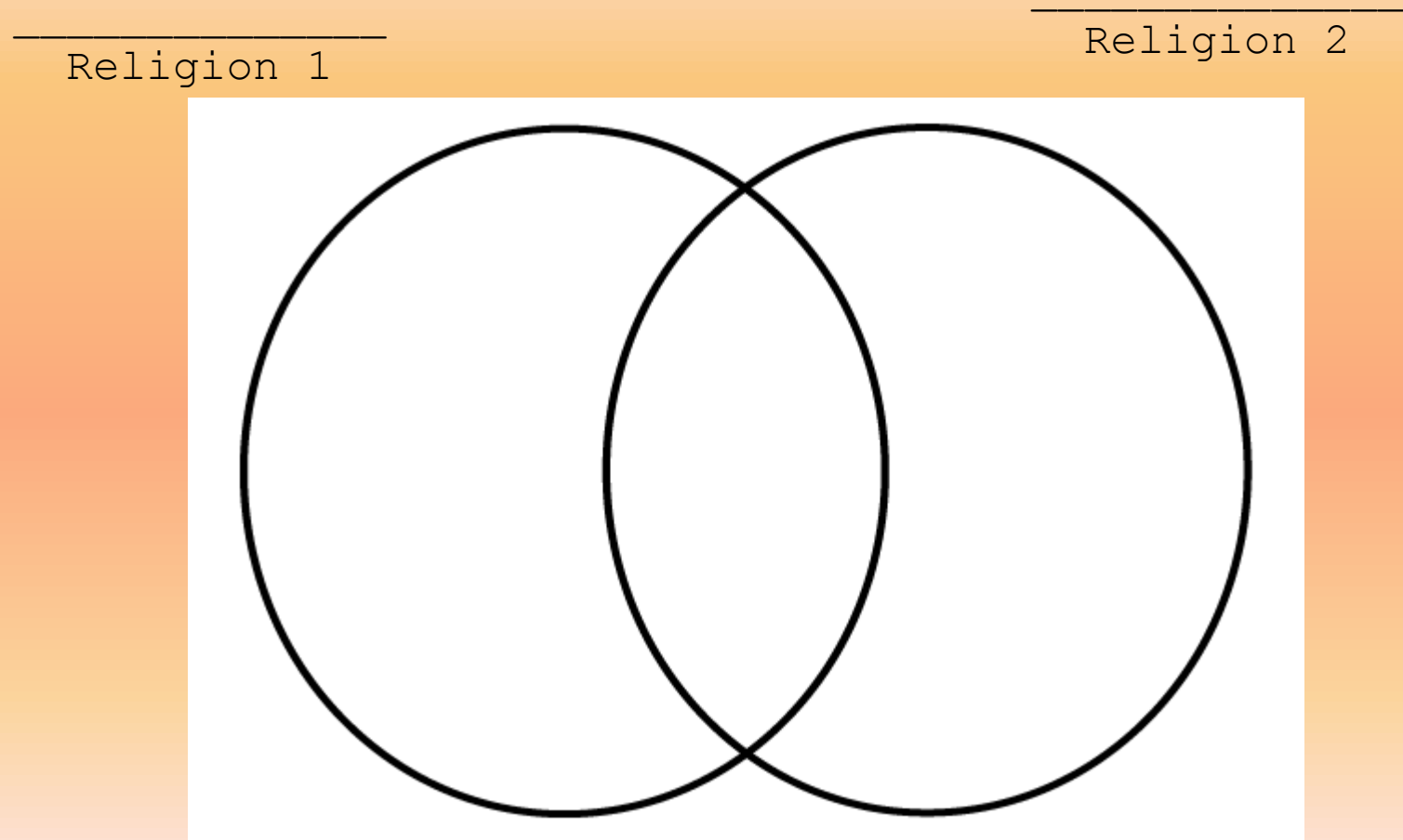
Make calendars of the seasons celebrated in the chosen traditions. Identify how the seasons are celebrated in each tradition by including symbols of the festivities that mark the season?



Research Assignment:

Pick one of the following key moments in the lives of people – birth, death, entry into adulthood, loss, death, marriage, illness and research how this is marked in the two traditions you are studying.

Comparing World Religions using a VENN Diagram



Irish Council of Churches

The Irish Council of Churches is constituted by Christian Communion in Ireland willing to join in united efforts to promote the spiritual, physical, moral and social welfare of the people and the extension of the rule of Christ among all nations and over every region of life.

Cults, Sects and New Religious Movements

- Explore the issues of 'cult' and 'sect' and new religious movements .
- Are they a cause for concern?

Cults

The word cult comes from the French *culte*, and is rooted in the Latin *cultus*, which means 'worship' or 'devotion to a person or thing'.

The word 'cult' is a vague term due to the fact that there is no universal definition of a cult and there are differing opinions as to its meaning. The term's vagueness makes it necessary to establish in what sense the word is used, for example a sociological definition will differ from a religious one.

From a sociological point of view, the term cult would refer to such factors as authoritarian leadership patterns, loyalty and commitment mechanisms, lifestyle and conformity patterns, including the use of various sanctions in connection with those members who stray.

Most religious definitions however will state that a cult is a group that has moved away doctrinally from a 'parent' or 'host' religion. But it must have its own set of doctrinal beliefs (e.g. about God, salvation, sin) and generally a focus on the end of the world or disaster in order to qualify as a cult.

Characteristics of Cults

- It uses psychological intimidation to recruit, indoctrinate and retain its members
- It forms an elitist totalitarian society
- Its founder / leader is self-appointed, dogmatic, messianic, not accountable and has charisma
- It believes 'the end justifies the means' in order to solicit funds and recruit people
- It has secret initiation rites
- Authority of the leader
- Fundamentalist teachings
- Exclusionist – negative to the rest of society
- Total control of the members
- Critical reflection prevented
- Money and wealth collection
- Missionary zeal

Sects

The term sect comes from the Latin *secta*, which means an 'organized church body.'

Therefore a sect can refer to –

- a religious denomination
- a dissenting religious group, formed as the result of schism (division; separation) generally over some minor differences in doctrine and / or practice.
- a group holding on to a distinctive doctrine or leader.

Theologically, the term sect is used of a group that has divided from a larger body or movement but whose teachings and practices are generally not considered unorthodox.

Examples

Cults

- New Age Movement
- Church of Scientology
- Dublin Church of Christ
- Satanic Cultism
- Mormons

Sects

- Hasidic Jews
- Shiite Muslims
- Methodists
- Zen Buddhism

Exploring Cults & Sects

- What do religious traditions and cults have in common?
- How do the religious traditions and cults differ?
- The naming of religious movements as 'cults' or 'sects' is often resisted by followers of those movements. Discuss why they might not wish to be labelled in this way?

Methodology

- Check out www.dialogueireland.org
- Compare research information with information on world religions.
- Hold a class debate on themes related to new religious movements.
- Prepare a class quiz on the theme of World Religions/New Religious movements to test student knowledge and understanding.
- Encourage students to record significant learning on each religion studied into their religion diary.

New Religious Movements –

see Challenge of God 3rd Edition ch.10

- The phrase 'New Religious Movement' is a new term being used as a substitute for the word 'cult'.
- The phrase can refer to a wider spectrum of religious movements. They are 'new' in that they present themselves as alternatives to official institutional religion.
- They are 'religious' in that they claim to offer a religious vision of the world, and to respond to the fundamental questions of life

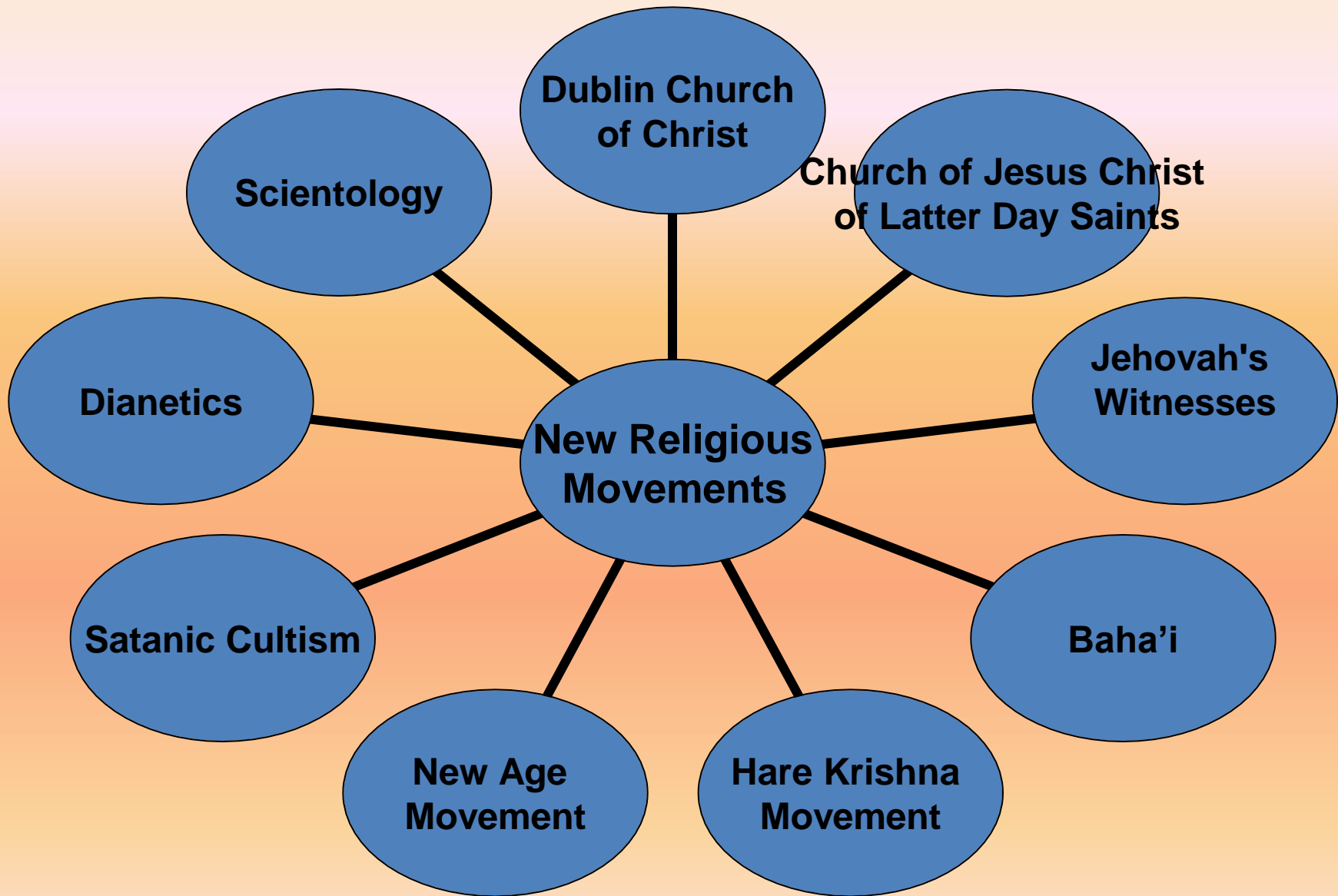
Investigating New Religious Movements

- Present information on new religious movements – e.g. video – identify aims and beliefs.
- Discuss the methods of recruitment, aims and practices of some new religious movements – brainstorm student knowledge.
- Pair-work: research two movements and report back to the class group – teacher should guide students towards resources/information.
- Vary research methods e.g. one pair conduct an internet search, another a library visit, media search, questionnaire to peers, vox-pop.

Questions to ask ?

- Why might someone join a NRM?
- What recruiting methods are used?
- What control characteristics are common?
- What are typical NRM leaders like?
- Why is exclusivity and isolation developed among members?
- What is the role of fundraising?
- What methods are used to fundraise ?

- How are critical analysis and independent thinking a threat to the success of the NRM?
- Why is Ireland seen as missionary territory for NRMs?
- What advice would you give a friend worried about a family member and NRMs?
- Why do people leave NRMs after short or long times involved – despite difficulty involved in leaving?



Exploring New Religious Movements

- Name a New Religious Movement?
- If the name suggested by students meets the criteria describing a New Religious Movement note its name on the chalkboard.
- In taking feedback - Discuss: In what sense is this movement 'new'?
- How does it present itself as an alternative to official institutional religion?
- In what sense is this movement 'religious'?
- How does it offer a religious vision of the world?
- How does it respond to the fundamental questions of life?

Worksheet

1. Define 'cult' and give examples
2. Define 'sect' and give examples
3. Discuss why these definitions are contested
4. List common characteristics/features of cults
5. Describe what elements cults and religions share, and how they differ.

Project or newspaper article on a new religious movement

- Give one example of a new religious movement and describe
 - a. its foundations
 - b. major beliefs
 - c. the lifestyle, customs and practices of its members.
- Pick two of the above New Religious Movements and produce an information sheet on each describing their foundations; major beliefs and the lifestyle, customs and practices of their members.

Useful websites on New Religious Movement

- Dialogue Ireland (www.dialogueireland.org);
- Centre for Studies on New Religions (www.cesnur.org/default.htm);
- Factnet (www.factnet.org/index.html);
- American Family Foundation (www.csj.org);
- Apologetics Index (www.gospelcom.net/apologeticsindex);
- Christian Resource Institute (www.equip.org);
- Statistics (www.adherents.com);
- Watchtower Fellowship Inc. (www.watchman.org).

RELIGIOUS CONFLICT

A news clip of religious intolerance from Palestine or the US or wherever could be usVERITASpark discussion. Similarly, a recap of the Golden Rule and its relevance for all the major world religions, as well as its obvious lack of application at times, could be another opener.

See hand-outs

‘Six days that Changed the World’

‘Irish Initiative on Conflict Resolution’

‘What Then...?’

I have a dream that one day
this nation will rise up and live out
the true meaning of its creed.
We hold these truths to be self-evident
that all men are created equal.
I have a dream that one day
in the red hills of Georgia
the sons of former slaves and
the sons of former slave owners
will be able to sit down together
at the table of brotherhood...
This is our hope.
This is our faith that I go back
to the South with.
With this faith, we will be able to
hew out of the mountain of despair
a stone of hope.
(Martin Luther King)

(from Mark Link SJ, *In the Stillness is the Dancing*)

Where to find information
on this section ?

Additional Resources on Religious Trends

READING

Cassidy, E. ed., *Measuring Ireland: Discerning Values and Beliefs* (Dublin: VERITAS, 2002).

Chu, Jeff, 'O Father, Where Art Thou?' in *Time Magazine*, 16/6/2003. (An article about European religious practice.)

Communities of Faith in Ireland Today – a LOGOS CD-ROM (Dublin: Mater Dei Institute of Education, 2002).

Tuohy, D. and Cairns, P., *Youth 2K: Threat or Promise to a Religious Culture* (Dublin: Marino Institute of Education, 2000).

Ward, C. and Greeley, A., 'How 'secularised' is the Ireland we live in?' in *Doctrine and Life*, 50, pp.581-617 (2000).

Additional Resources on Religious Trends

FILMS

Billy Elliot (Directed by Stephen Daldry, 2000)

Gladiator (Directed by Ridley Scott, 2000)

On the Trail of World Religions – a seven part series presented by Hans Küng (DVD ISBN 978-0- 7365-5342)

Prince of Egypt (Directed by Chapman, Hickner and Wells, 1998)

The Truman Show (Directed by Peter Weir, 1998)

The Wind that Shakes the Barley (Directed by Ken Loach, 2006)

INTERNET

www.cso.ie

www.abc.net.au/sundaynights/stories

www.materdei.ie/logos/A3 has a links page to the websites of many of the religious traditions in Ireland today.

Additional Resources on World Religions

READING

- Brodd, Jeffrey, *World Religions A Voyage of Discovery* (Minnesota: Saint Mary's Press, 1997).
- Crim, K. ed., *The Perennial Dictionary of Living Religion* (San Francisco: Harper, 1981).
- Lienhardt, R.G., 'Primitive Religion' in *Encyclopaedia Britannica*.
- Smith, J. Z. ed., *The Harper Collins Dictionary of Religion* (San Francisco: Harper, 1996).
- Beck, M. et al. ed., *Exploring Religion*, Chapter 11, 'Religious Rites' (Australia: Oxford University Press, 1997).
- Drumm, M., *Passage to Pasch* (Dublin: The Columba Press, 1998).
- Gutierrez, G., *A Theology of Liberation*, Chapter 9 'Liberation and Salvation' (New York: Orbis Books, 1973).
- *The Usborne Internet-Linked Encyclopedia of World Religions* (E.D.C. Publishing, 2002).
- *The New Lion Handbook, The World's Religions*, ed. C. Partridge (Oxford: Lion Hudson, 2005), part six.
- Owen O'Sullivan OFM Cap., *One God, Three Faiths* (Dublin: Columba Press, 2002)

Additional Resources on Cults, Sects and New Religious Movements

Reading

- Bartley, Peter, *Mormonism, the Prophet, the Book and the Cult* (Dublin: Veritas, 1989)
- Barker, Eileen, *New Religious Movements* (London: HMSO, 1991)
- Coulter, Carol, *Are Religious Cults Dangerous?* (Dublin: Mercier, 1984)
- Harris, Doug, *The Jehovah's Witnesses. Their beliefs & practices* (London: Gazelle Books, 1999)
- Harrison, Shirley, *'Cults', the Battle for God* (London: C. Helm, 1990)
- Hassan, Steven, *Combating Cult Mind Control* (Aquarian Press, 1988)
- LeBar, James J., *Cults, Sects, and the New Age* (Indiana: OSV, 1989)
- Vilar, Juan Diaz, *Religious Sects, A summary of their basic beliefs* (New York: Catholic Book Publishers, 1992)
- *Useful series: Zonderan Guide to Cults and Religious Movements.*

Websites on Cults, Sects and New Religious Movements

- American Family Foundation www.csj.org
- Apologetics Index www.gospelcom.net/apologeticsindex
- Centre for Studies on New Religions www.cesnur.org/default.htm
- Christian Resource Institute www.equip.org
- Church of Scientology www.scientology.org
- Dialogue Ireland www.esatclear.ie/~dialogueireland
- Factnet www.factnet.org/index.html
- Hare Krishna movement in Ireland www.krishna.ie
- Religious Tolerance www.religioustolerance.org/cultmenu.htm
- Statistics www.adherents.com
- Watchtower Fellowship Inc. www.watchman.org
- www.religioustolerance.org/newage.htm

Explore the veneration of places as sacred:

<http://www.arthistory.sbc.edu/sacredplaces/sacredplacesintro.html>

A useful website comparing rites of passage is: <http://re-xs.ucsm.ac.uk/re/passage>

A useful resource to begin this study in an interactive way is *The Usborne Internet-Linked Encyclopaedia of World Religions*.

www.multifaithnet.org

www.interfaithcalendar.org (to make a calendar of the seasons celebrated in your chosen traditions)

www.adherents.com (lists twenty-two of the major world religions)

www.oikumene.org (website of the World Council of Churches)

www.beliefnet.com

www.sundayschoolresources.com/timeline

www.bbc.co.uk/religion/religions

www.tcd.ie/ise/

www.islamireland.ie

FILMS with world religions theme

- *Jesus of Montreal* (Directed by Denys Arcand, 1989)
- *Brother Bear* (Disney, 2003)
- *Gandhi* (Directed by Richard Attenborough, 1982)
- *Vanilla Sky* (Directed by Cameron Crowe, 2001)
- *Schindler's List* (Directed by Stephen Spielberg, 1993)
- *The Pianist* (Directed by Roman Polanski, 2002)
- *Fiddler on the Roof* (Directed by Norman Jewbon, 1971)
- *Compassion in Exile: The Story of the 14th Dalai Lama* (Directed by Mickey Lemie, 2003)
- *Little Buddha* (Directed by B. Bertolucci, 1993)
- *Peace is Every Step, Meditation in Action: The Life and Work of Thich Nhat Hanh* (Directed by Gaetano Kazua Maida, 1998)
- *The Apostle* (Directed by Robert Duvan, 1987)
- *ET* (directed by Stephen Spielberg, 1982)
- *City of God* (Directed by Fernando Meirelles and Katia Lund, 2002)
- *Inside Islam* (video presented by the History Channel)
- *Malcolm X* (Directed by Spike Lee, 1992)

Useful websites on Judaism

Glossary of terms, etc.:

<http://www.jewfaq.org/glossary.htm>

Extensive information with links:

http://www.bbc.co.uk/worldservice/people/features/world_religions/judaism.shtml

General Information on all religions:

<http://www.omsakthi.org/religions.html>

Organization of religion:

<http://uwacadweb.uwyo.edu/religionet/er/judaism/Jorgs.htm>

General information and links:

<http://www.mnsu.edu/emuseum/cultural/religion/judaism/judaism.html>

Useful websites on Hinduism

Introduction:

<http://www.religioustolerance.org/hinduism2.htm>

The Caste System:

<http://uwacadweb.uwyo.edu/religionet/er/hinduism/HORGS.HTM>

Time and Worship:

<http://uwacadweb.uwyo.edu/religionet/er/hinduism/HTIME.HTM>

Hinduism - Introduction (BBC):

http://www.bbc.co.uk/worldservice/people/features/world_religions/hinduism.shtml

Extensive information with links:

http://www.bbc.co.uk/worldservice/people/features/world_religions/hinduism.shtml

General information on all religions:

<http://www.omsakthi.org/religions.html>

General information and links:

<http://www.mnsu.edu/emuseum/cultural/religion/hinduism/hinduism.html>

Useful websites on Buddhism

Information i.e. terms, holidays, texts:

<http://wrc.lingnet.org/buddhism.htm>

Extensive information with links:

http://www.bbc.co.uk/worldservice/people/features/world_religions/buddhism.shtml

General Information on all religions:

<http://www.omsakthi.org/religions.html>

Organization of religion:

<http://uwacadweb.uwyo.edu/religionet/er/buddhism/BORGS.HTM>

General information and links:

<http://www.mnsu.edu/emuseum/cultural/religion/buddhism/buddhism.html>

Useful websites on Christianity

General

<http://uwacadweb.uwyo.edu/Religionet/er/christ/Cglossry.htm>

Extensive information with links:

http://www.bbc.co.uk/worldservice/people/features/world_religions/christianity.shtml

General Information on all religions:

<http://www.omsakthi.org/religions.html>

Organization of religion:

<http://uwacadweb.uwyo.edu/religionet/er/christ/Corgs.htm>

General information and links:

<http://www.mnsu.edu/emuseum/cultural/religion/christianity/christianity.html>

Useful websites for Islam

Introduction

<http://www.geocities.com/mihraab786/Termi.html>

Extensive information with links:

http://www.bbc.co.uk/worldservice/people/features/world_religions/islam.shtml

General Information on all religions:

<http://www.omsakthi.org/religions.html>

Organization of religion:

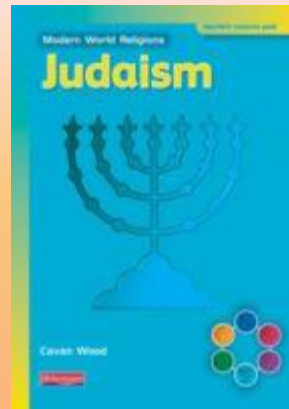
<http://uwacadweb.uwyo.edu/religionet/er/islam/iorg.htm>

General information and links:

<http://www.mnsu.edu/emuseum/cultural/religion/islam/islam.html>

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Author

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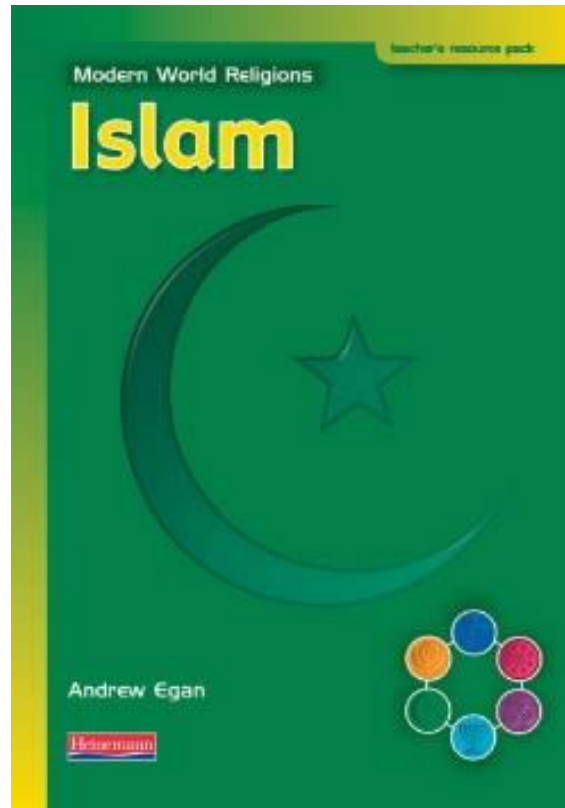
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- clear guidance to both specialists and non-specialists on key concepts and expected learning outcomes;
 - fully differentiated homework and activity sheets which support students of all abilities;

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<http://www.pearsonschoolsandfecolleges.co.uk/Home.aspx>

Modern World Religions: Islam Teacher Resource Pack

Egan, Andrew



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