



PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúí do Mhúinteoirí



An Roinn Oideachais
Department of Education

LCA Subject Development Day 2022

Session 1	Welcome and Introductions Learning outcomes An Overview of the LCA Programme and assessment
Tea/Coffee Break	
Session 2	Subject specific content Activity and discussion
Lunch	
Session 3	Evaluations Subject area: Practical strategies for teaching, learning and assessment Plenary

By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor.

PDST - Introduction

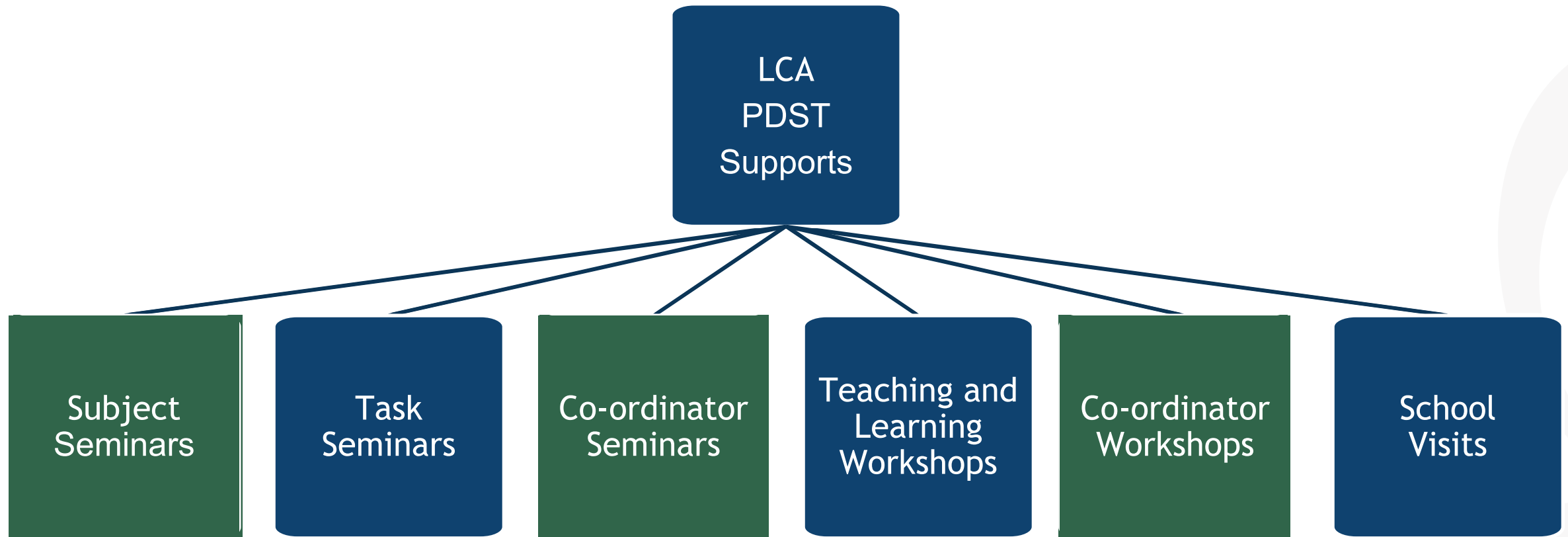
What we are

Teachers & School Leaders
Teacher Educators
Facilitators/Enablers
Purveyors of Lifelong Learning

What we are not

Evaluators
Policy Makers
Curriculum Developers

LCA Supports provided by PDST



LCA Curriculum framework

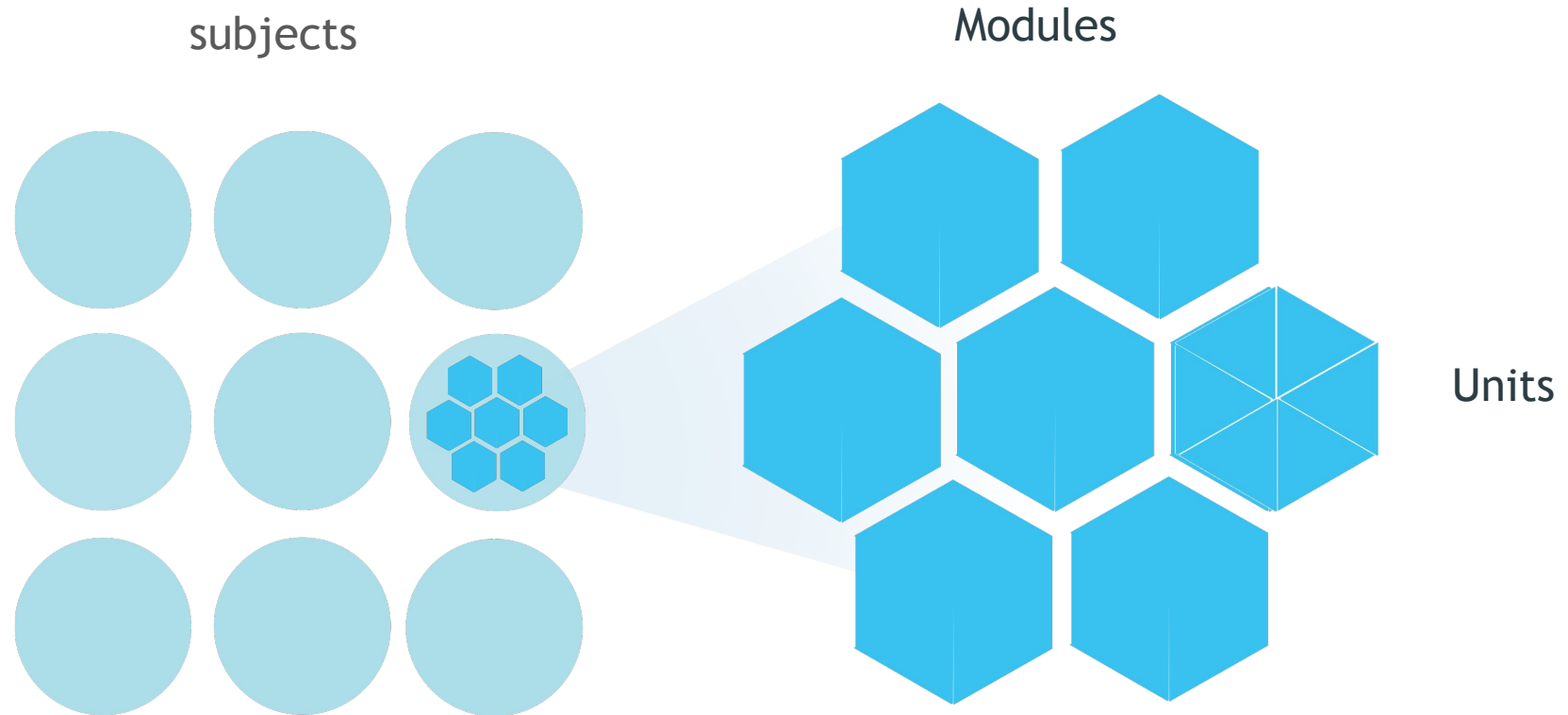
LCA Curriculum Framework & Credits Allocation

Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation	Vocational Preparation & Guidance	→ 2 2	→ 2 Enterprise 2	→ 2 Guidance 2
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media Express Yourself
	VOC. PREP. TASK		PERSONAL REFLECTION TASK PART 1	
	PERSONAL REFLECTION TASK PART 2		PERSONAL REFLECTION TASK PART 2	
Vocational Education	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills Mathematics & Work
	Vocational Specialisms (Choose 2 from 11 options (Exams = 12 credits each))	1 1	1 1	1 1
	Introduction to Information and Communication Technology	→	2	→ 2
	VOC. ED. TASK		VOC. ED. TASK	
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→	2	→ 2
	Social Education (Exam = 10 credits)	1 My/Com →	1 Ctp/tes1 1 Soc/Health	1 Ctp/tes 2 1 Tkl/Change 1 Soc/Health
	Languages (2 exams = 6 credits each)	1	1	1 1
	Leisure & Recreation (including PE.)	→	2	→ 2
	GENERAL ED. TASK		CONT. ISSUES TASK	
Elective Courses	2	2	2	2
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK	
<p>→ Indicates that the module credits may be taught in this session but <u>cannot</u> be claimed until May of that year.</p> <p>□ Indicates that the module credits can be claimed at the end of this session.</p> <p><i>All tasks have a value of 10 credits each</i></p>				

LCA Curriculum Framework

Vocational Preparation	<ul style="list-style-type: none">• Vocational Preparation & Guidance• English & Communications
Vocational Education	<ul style="list-style-type: none">• Mathematical Applications• Vocational Specialisms* (<i>Choose 2 from 11 options</i>)• Introduction to Information Communication Technology
General Education	<ul style="list-style-type: none">• Arts Education (<i>Dance, Drama, Music, Visual Arts</i>)• Social Education• Languages (<i>Gaeilge and French/Italian/German/Spanish</i>)• Leisure & Recreation (<i>including Physical Education</i>)
Elective courses	<ul style="list-style-type: none">• Religious Education (for example)• Science (for example)

LCA Programme Structure



LCA Curriculum Framework

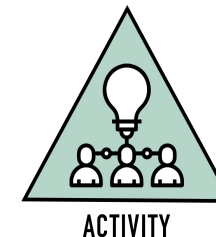
Please fill in:
Two specialisms
 Your own subject (if different)
 Any elective

LCA Curriculum Framework & Credits Allocation

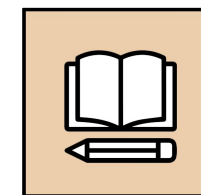
Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation	Vocational Preparation & Guidance	→	→	→ Guidance
		Enterprise		
	English & Communications (Exam = 12 credits)	Personal & Social Communications	Communication & the Digital World	Communication in Media Express Yourself
		VOC. PREP. TASK		
Vocational Education	Mathematical Applications (Exam = 10 credits)	Mathematics & Planning	Mathematics & the World Around Me	Mathematics & Life Skills Mathematics & Work
	Vocational Specialisms (Choose 2 from 11 options (Exams = 12 credits each))			
	Introduction to Information and Communication Technology	→		→
		VOC. ED. TASK		VOC. ED. TASK
General Education	Arts Education (Drama, Dance, Visual Arts, Music)	→		→
	Social Education (Exam = 10 credits)	My/Com	Ctp/Iss1 Soc/Health	Ctp/Iss 2 Tk/Charge Soc/Health
	Languages (2 exams = 6 credits each)			
	Leisure & Recreation (including P.E.)	→		→
		GENERAL ED. TASK		CONT. ISSUES TASK
Elective Courses				
30 Hour Modules (3 to 4 class periods per week)			PRACTICAL ACHIEVEMENT TASK	
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All tasks have a value of 10 credits each

Revised 01/22



ACTIVITY



WORKBOOK

Layout of Module Descriptors



Office Administration
and Customer Care

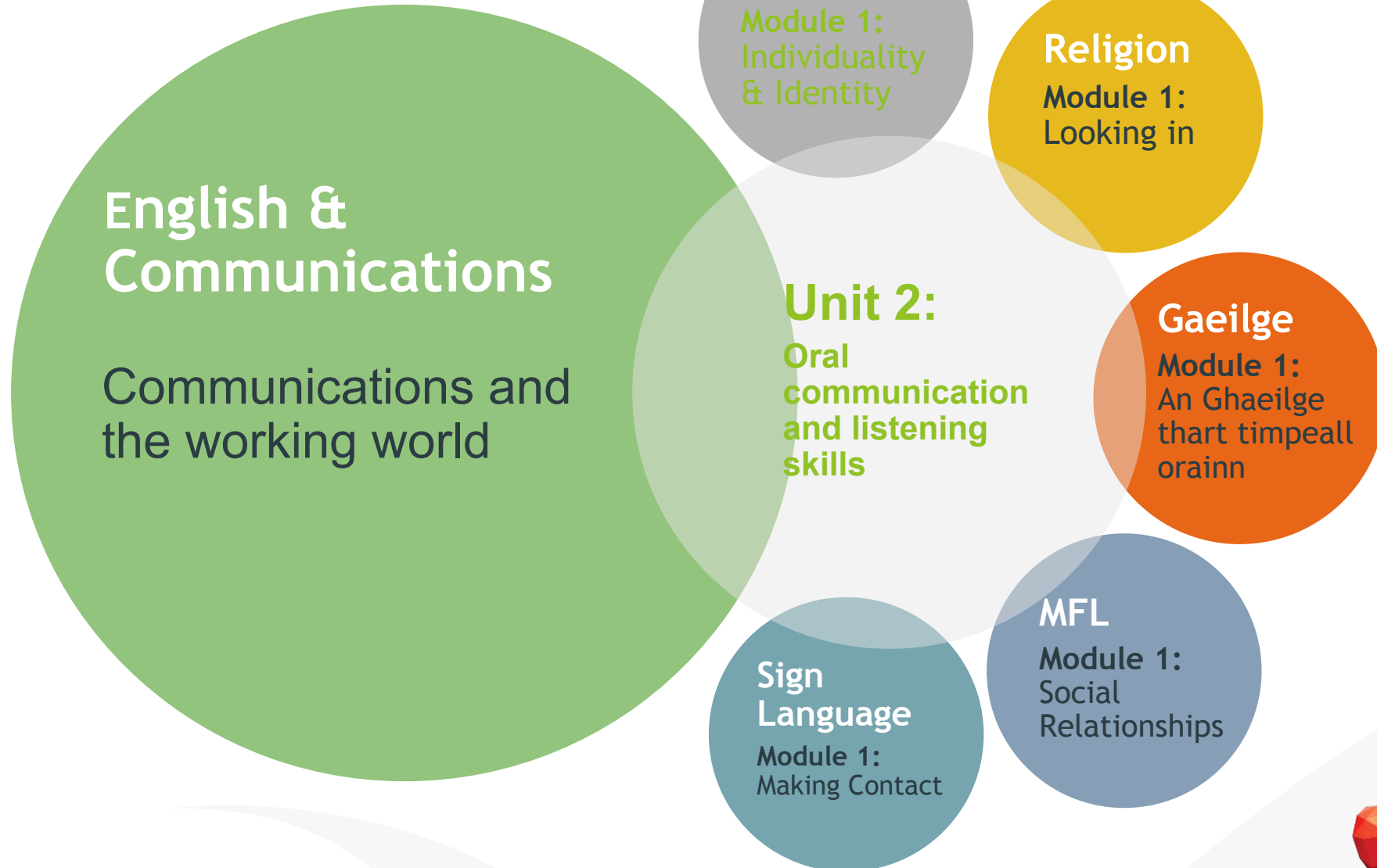


<https://www.curriculumonline.ie/Senior-cycle/LCA/>



LCA
Learning Certificate Applied
An tSéirbhís um Fhorbairt Chairmiúil do Mhúinteoirí

Transdisciplinary Nature of the LCA Course



LCA Certification

Awarded at three levels

Pass

120 - 139 credits

60-69%

Merit

140 - 169 credits

70-84%

Distinction

170 - 200 credits

85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a
'Record of Experience'

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance					62 credits	31%
<ul style="list-style-type: none"> Evidence of completion of key assignments for each module One credit per course module in which there is a final exam Two credits per course module in which there is NO final exam 						
7 Student tasks @ 10 credits each					70 credits	35%
<i>Vocational Preparation</i>		<i>Vocational Education (x2)</i>		<i>General Education</i>		
<i>Contemporary Issue</i>		<i>Personal Reflection</i>		<i>Practical Achievement</i>		
Final examinations					68 credits	34%
English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications		
12 credits	12 credits each	6 credits each	10 credits	10 credits		
Total					200 credits	100%

LCA Modes of Assessment

<p>Satisfactory completion of modules + 90% attendance</p> <p>Evidence of completion of key assignments for each module</p> <p>One credit per course module in which there is a final exam</p> <p>Two credits per course module in which there is NO final exam</p>	<p>62 credits</p>	<p>31%</p>
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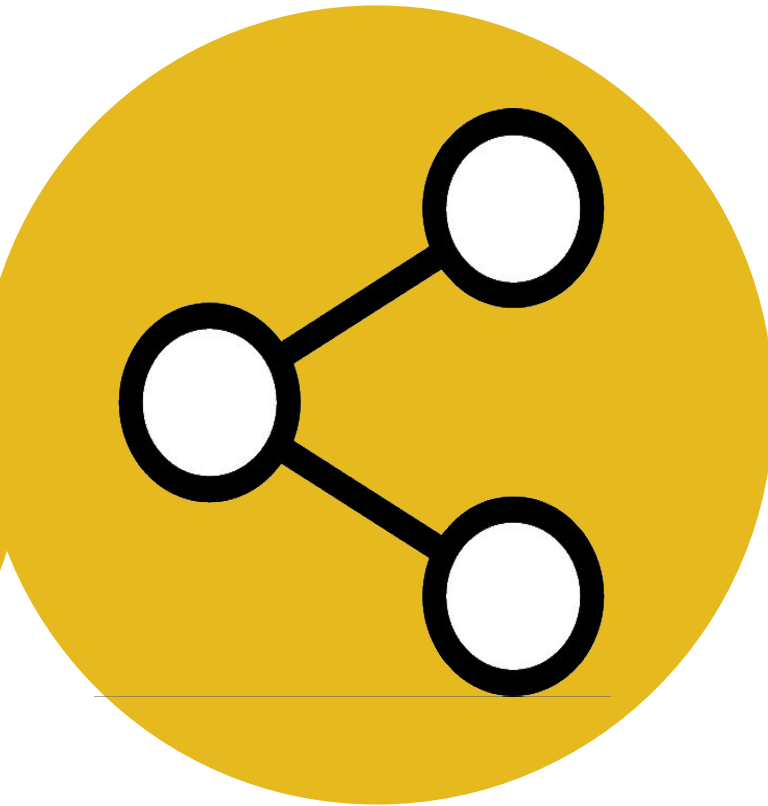
What is a key assignment?



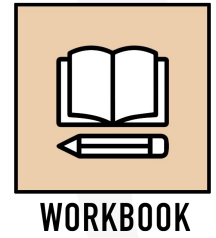
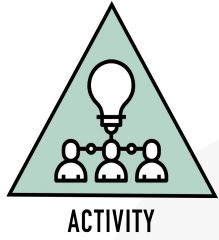
Think



Pair



Share



What is a key assignment?



LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance

Evidence of completion of **4 key assignments** for each module

One credit per course module in which there is a final exam

Two credits per course module in which there is NO final exam

62
credits

31%

7 Student tasks @ 10 credits each

<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>

70
credits

35%

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education <i>Originating in Arts Education, Leisure & Rec., Language or Social Education</i>	10	5	1	Jan/Yr 1
2. Vocational Preparation <i>Originating in either Vocational Preparation & Guidance or English & Communication</i>	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism <i>Originating in one Vocational Specialism</i>	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism <i>Originating in the second Vocational Specialism</i>	10	5	3	Jan/Yr 2
5. Contemporary Issues <i>Anchored in Social Education</i>	10	5	3	Jan/Yr 2
6. Practical Achievement <i>Generally out of school/centre</i>	10	5	3	Jan/Yr 2
7. Personal Reflection <i>Statement 1 from year one will be stored and returned to SEC when statement two is complete</i>	10	5	on-going	May/Yr 2

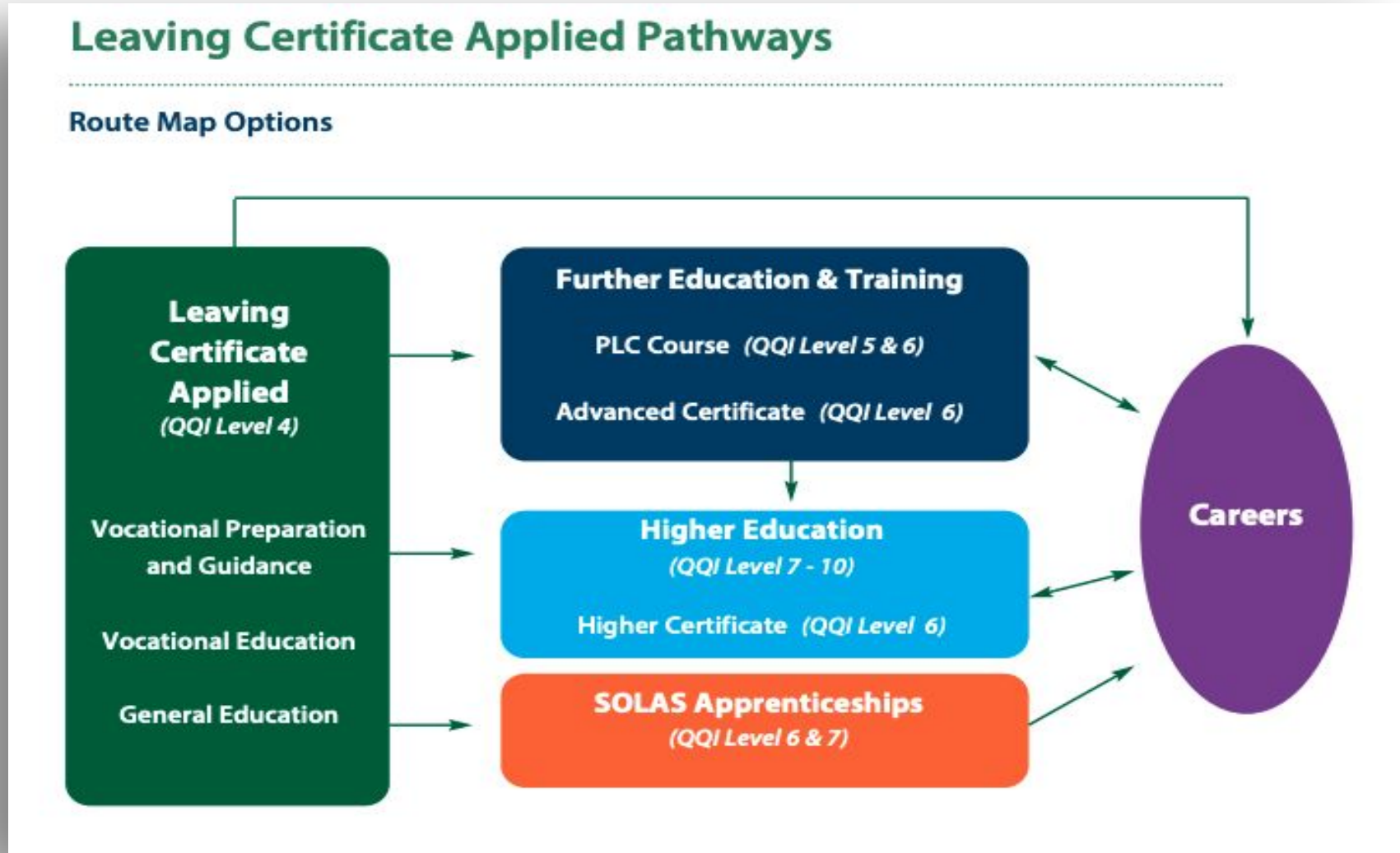
LCA Modes of Assessment

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English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications		
12 credits	12 credits each	6 credits each	10 credits	10 credits		
Total					200 credits	100%

Final Examinations

Area	Credits
English & Communication Oral and written incorporating audio visual	12
Vocational Specialisms (x2) Practical and written – practical briefs issued in advance <i>(see next slide for details)</i>	12 each
Languages (x2) Oral and written incorporating aural	6 each
Social Education Written incorporating audio	10
Mathematical Applications Written – research topic (Q. 2. issued in advance)	10
Total	68

The Leaving Certificate Applied Route Map



Recommended Reading

LCA Chief Examiners Report 2014

For full details go to examinations.ie

DES Inspectorate Report

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/>

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Become familiar with the curriculum and assessment procedures in Leaving Certificate Applied.

Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor



End of Session 1

LCAP Religious Education

Module 1 Looking In

Module 2 Our Religious Story

Module 3 A Living Faith

Module 4 World Religions

Module 1 Looking In

This module presents students with the opportunity to reflect on their present position in relation to issues of religion, faith, prayer and ritual. It also encourages participation in liturgical celebrations.

Module 2 Our Religious Story

This module encourages students to explore religious stories. It asks them to become aware of the power of stories to portray deeper truths about the human condition and the spiritual search for meaning. The module tracks the link between tradition and present day faith in action, while providing students with an opportunity for active participation in, or observation of, their own communities.

Module 3 A Living Faith

This module follows a thematic approach. It focuses on sets of moral issues and asks students to explore religious teachings in relation to them. The views and values of the students are juxtaposed with the moral visions of two religious traditions on the issue. Students will be asked to explore moral dilemmas and observe or participate in a religious service relevant to the issue under examination.

Module 4 World Religions

This module promotes an in-depth exploration of world religions. It focuses on common features while drawing attention to the unique characteristics of the tradition under consideration. The value of diversity in religious traditions is stressed.



LCAP Religious Education

Module 1 - Looking In

Unit 1 - Religion

Religion is defined as :

The belief in and worship of a God or gods.

Or

Details of belief as taught or discussed



Looking In

Define what is meant by "religion"

Possible methods

Instragrok or visuwords

Brainstorm or mind map

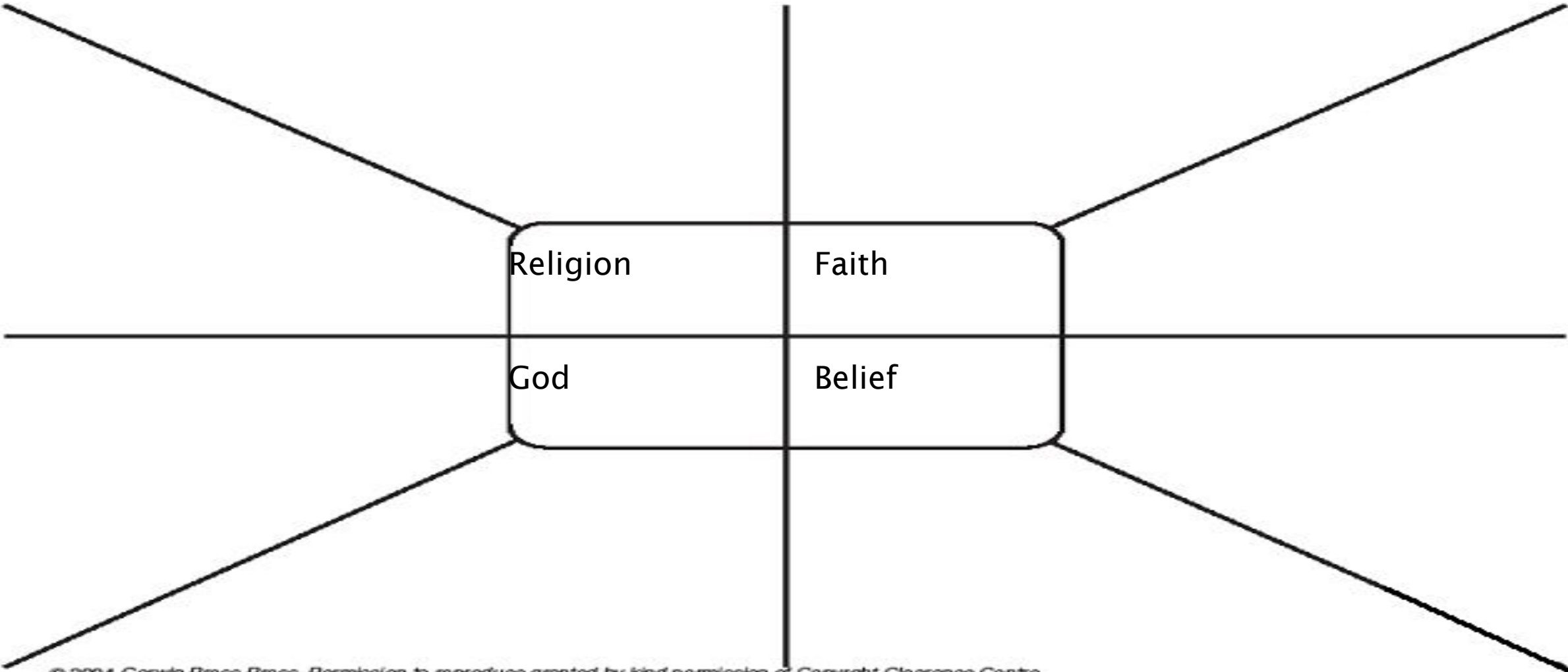
Dictionary search

Placemat

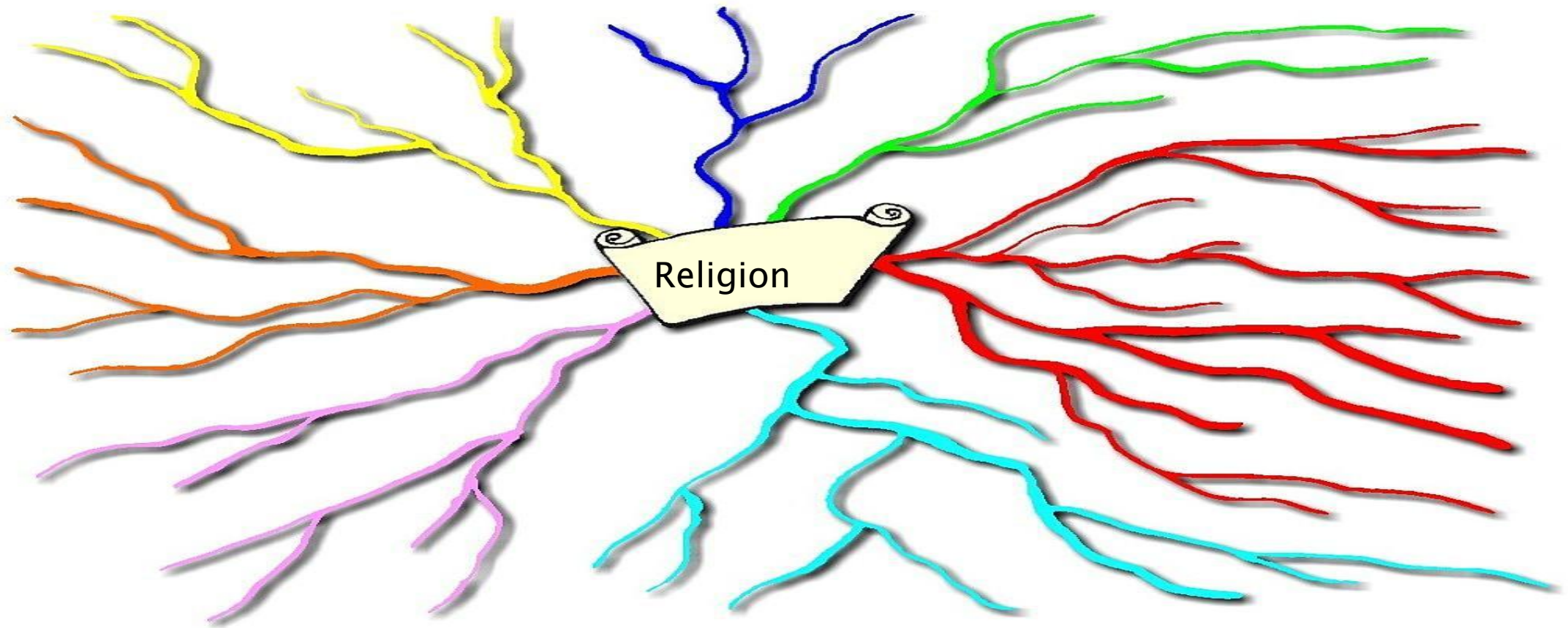
Look at quotes about what people have said religion is to them or listen to them in video clips – come up with definition from what you gather



Brainstorm and identify the similarities and differences between these

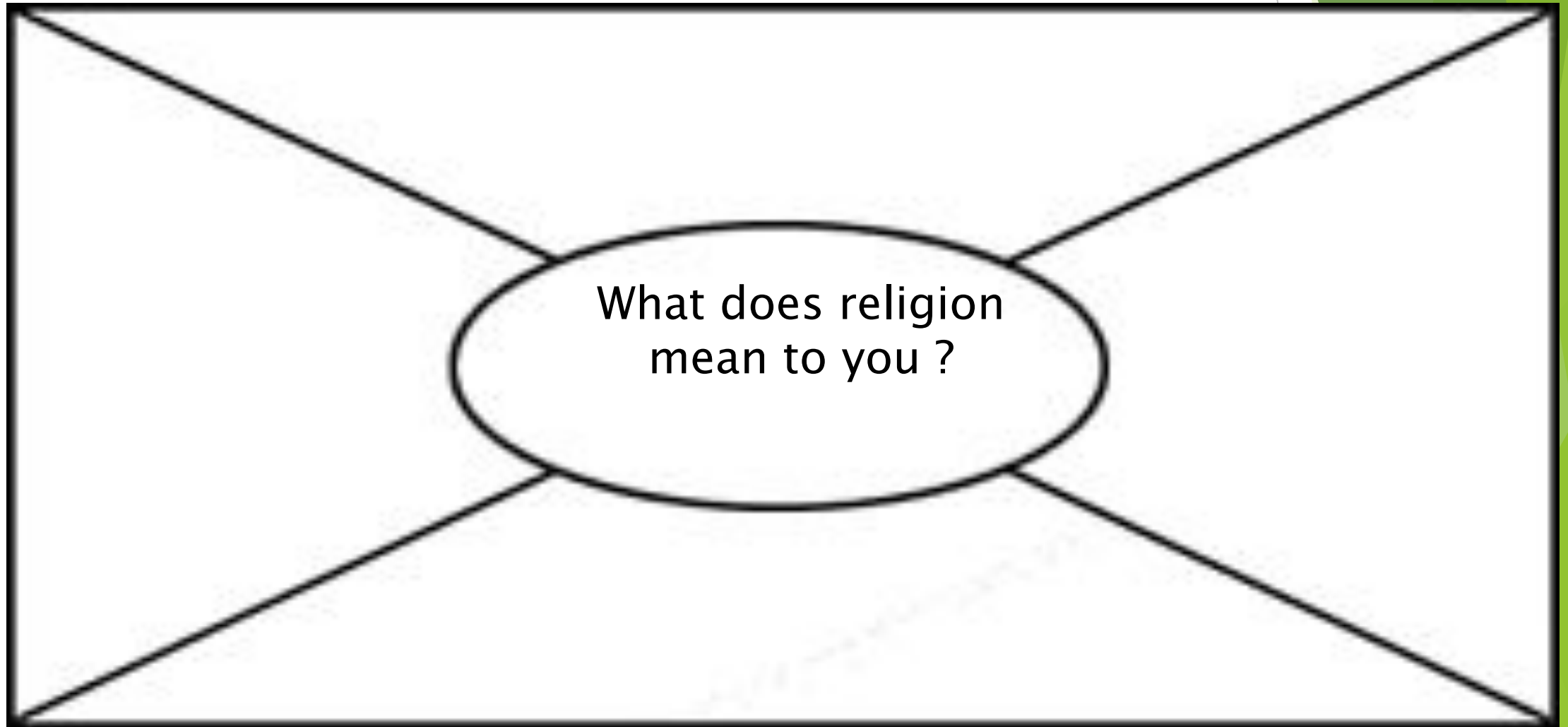


Mindmap





Place mat can be used for a wide variety of topics



Other ideas

- ▶ Handout on how people view/see religion with discussion questions on it
- ▶ **Web clips** - discussion on what religion means to me e.g. Alice Taylor, Mickey Harte and George Hook or videos such as <https://www.youtube.com/watch?v=FM7YMJ33xTw> or <https://www.youtube.com/watch?v=w6NcbRqiXfU>

Other ideas

- ▶ Clips from The Meaning of Life or Would you believe series on what religion means to people ?
http://www.rte.ie/tv/wouldyoubelieve/av_index.html or
<http://www.rte.ie/tv/meaningoflife/player.html>
- ▶ Articles from the Huffington Post
http://www.huffingtonpost.com/gary-laderman/what-does-religion-mean_b_3362228.html
- ▶ Extract from Donal Walsh Saturday Night with Brendan O Connor interview
<https://www.youtube.com/watch?v=Q076my5KCOI> or Katie Taylor interviews after London Olympics
<http://katietailor.ie/faith/>

Looking In - Religion

Outline the beliefs and practices of people in Ireland today

Possible Approaches

- ▶ Survey of family, friends and neighbours. There should be a variety of age , sex , belief and culture. See lesson material and guidelines issued by the pdst for Junior Cert RE http://pdst.ie/sites/default/files/lesson_plan_section_d_part_1.pdf

Survey

- ▶ Teach class how to do a survey/ questionnaire.
- ▶ *Liaise with the Social Education , Maths and /or English teachers hence cross curricular link as well as numeracy and literacy*



Survey

Possible questions could include:

- ▶ How would you describe religion?
- ▶ Is religion important to you? Why/why not?
- ▶ How does religion give meaning to your life on a day to day basis?
- ▶ Have there been any particular times in your life when religion played an important part? If so, when and why?
- ▶ Does religion make any demand on your life in terms of behaviour, thought and action?
- ▶ Do you belong to a particular church?
- ▶ How would you rate your attendance and involvement in your church?

Important to include practical questions:

- ▶ Can you name prayers you learned as a child?
- ▶ Do you have any of the following in your home- grand-parents home: Crucifix holy water, holy pictures or statues, rosary beads, bible,?
- ▶ If you got married would it be in church or registry office?
- ▶ If you had a baby would you have him/her baptised?

You could use this ...

Q1	Q2
Q3	Q4
Q5	Q6

Processing the Research

- ▶ Conduct the class survey but also at home, in the wider school community and in local area to get broad response.
- ▶ Liaise with maths and computer teachers to analyse and display results
- ▶ The results of the investigation should be collated and presented as a wall chart.
- ▶ Make a large display of information gathered and arrange for students to visit other religion classes to explain their work.

The following questions may help to process the survey:

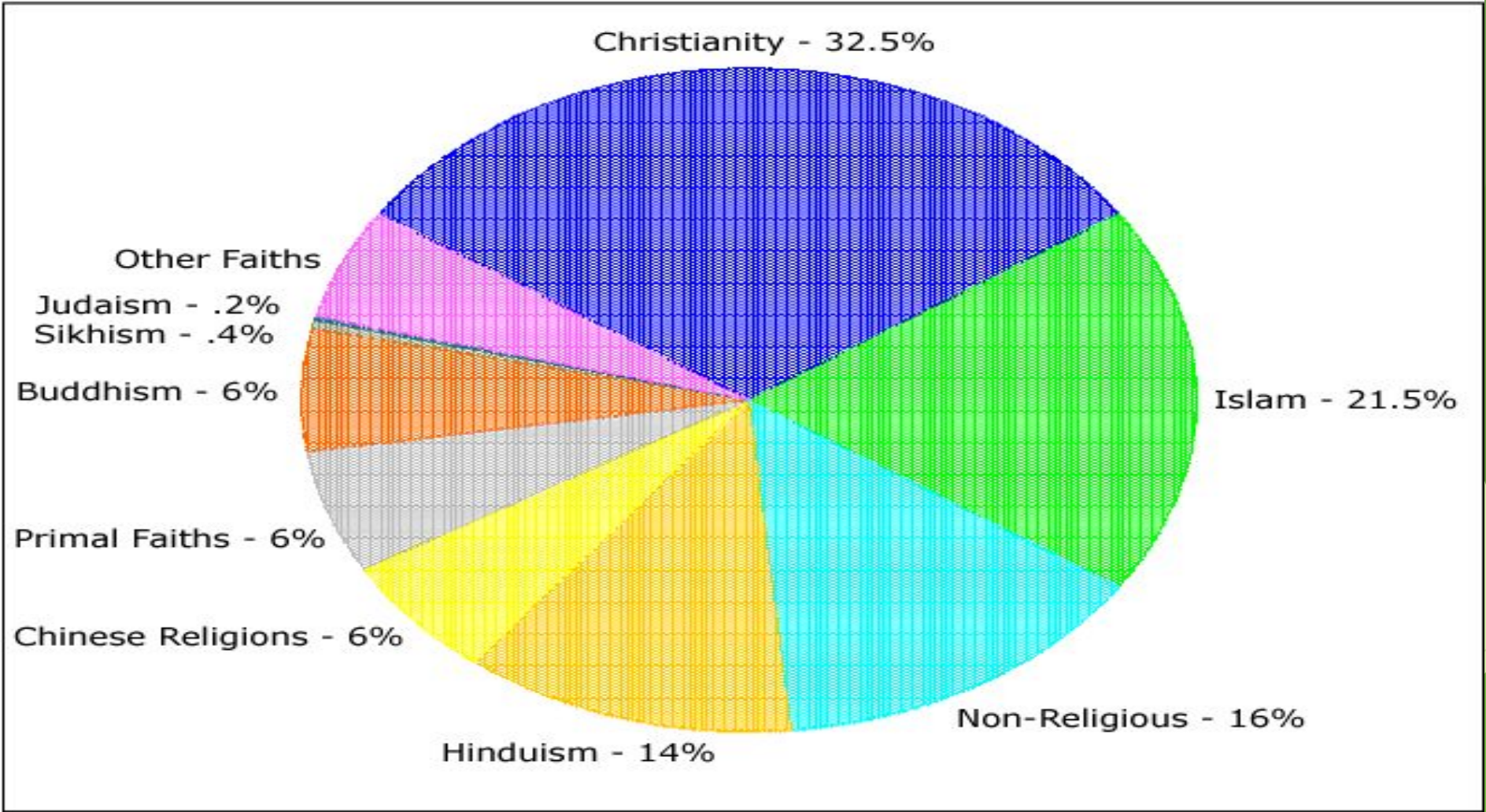
- ▶ What have we discovered about religion?
- ▶ What have we discovered about the practices and attitudes of people with regard to religion?
- ▶ How are important moments in life celebrated? How are these moments celebrated in different religions?
- ▶ Differences/similarities among old/young people.

Present information gathered in a variety of forms :

- ▶ Pie charts
- ▶ Tables
- ▶ Facts
- ▶ Quotes
- ▶ Video
- ▶ powerpoint

Personal Reflection

- ▶ What parts can they most/least identify with?
- ▶ Students should be encouraged to reflect on "where do I stand in relation to this?"



Unit 2 - Belief

Belief is

An acceptance that a statement is true or that something exists.

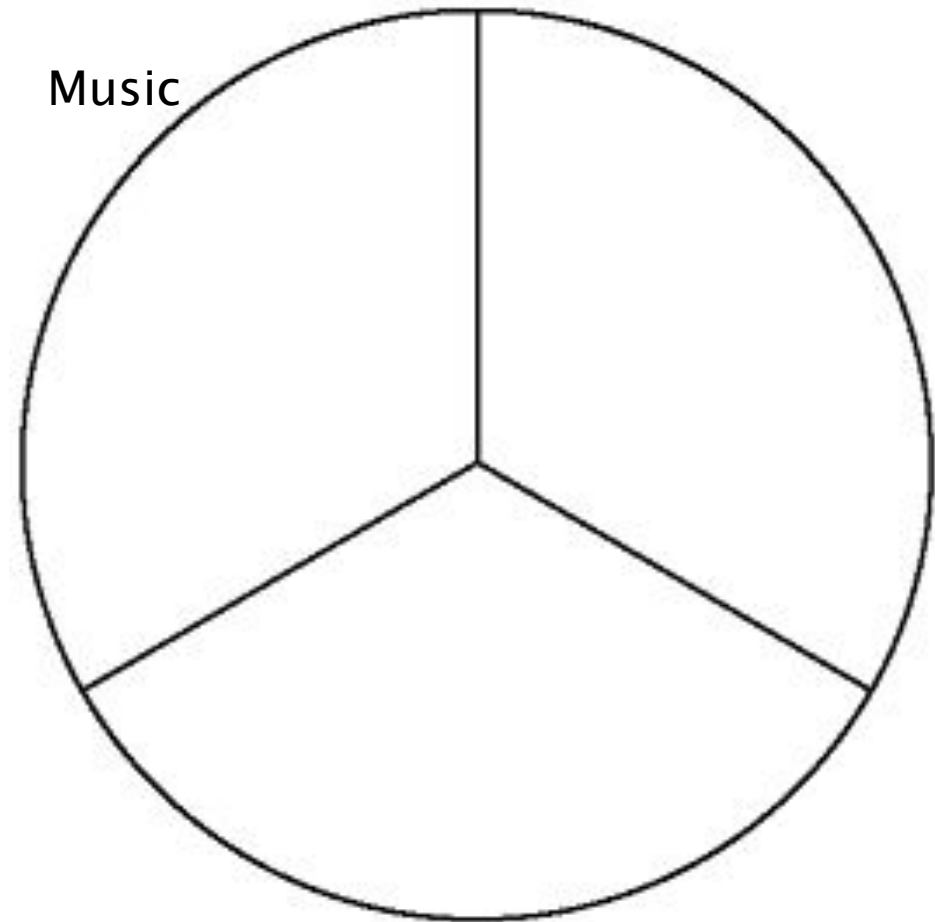
Or

Something one accepts as true or real; a firmly held opinion or conviction.

Belief

- ▶ Brainstorm students on things they believe in. Help them to decide which are religious and which are not.
- ▶ Rank order items on board. Keep a copy in folder.
- ▶ Design a large poster and invite each student to pick one religious belief and illustrate this for the class display.

What do you believe in ?



Music

Religion

Sport

Look at Creed

Look at The Apostles' or Nicene Creeds

and

Make out main beliefs on chart

THE APOSTLES' CREED

I believe in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord.
He was conceived by the power of the Holy Spirit
and born of the Virgin Mary.

He suffered under Pontius Pilate, was crucified,
died, and was buried.

He descended to the dead.
On the third day he rose again.

He ascended into heaven, and is seated at the
right hand of the Father.

He will come again to judge the living and the dead.

I believe in the Holy Spirit,
the holy Catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. Amen.



Nicene Creed

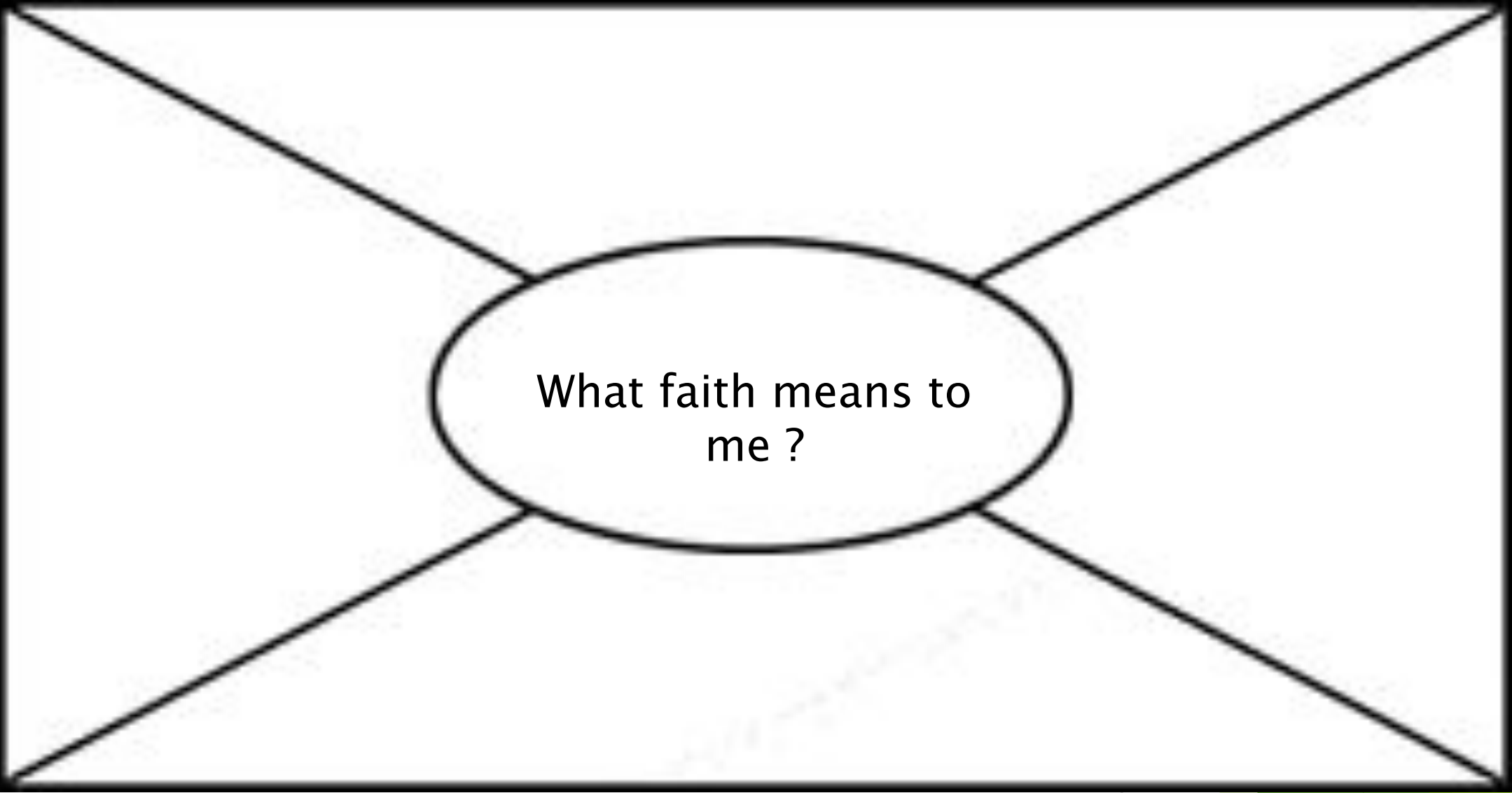
We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten not made, of one being with the Father. Through him all things were made. For us and for our salvation he came down from heaven; by the power of the Holy Spirit he became incarnate from the Virgin Mary and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshipped and glorified. He has spoken through the prophets. We believe in one holy catholic and apostolic church. We acknowledge one Baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come.

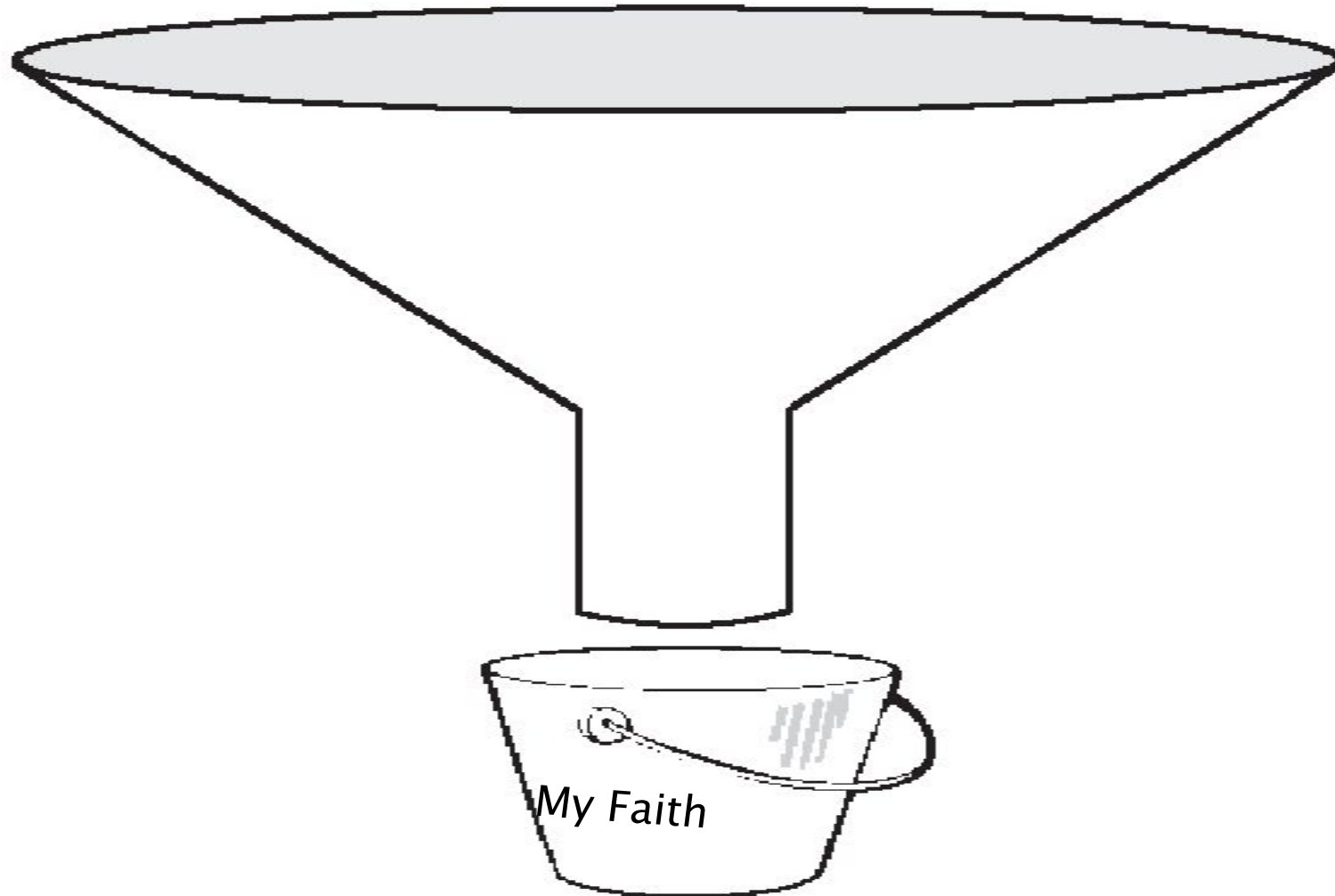
Interview

- ▶ Perhaps holding an interview with the imaginary interviewee who knows nothing at all about religious belief would help students to learn about what questions to ask and what answers they might receive.



What faith means to
me ?

What do I believe in ?



See PDST Junior Cert resources on Faith


- ▶ http://pdst.ie/sites/default/files/lesson_plan_section_d_part_2.pdf
- ▶ http://pdst.ie/sites/default/files/lesson_plan_section_d_part_3.pdf
- ▶ http://pdst.ie/sites/default/files/lesson_plan_section_d_part_4.pdf
- ▶ http://pdst.ie/sites/default/files/lesson_plan_section_d_part_5.pdf

- ## Other approaches
- ▶ Listen to songs about faith or what is belief- what does faith mean to people.
 - ▶ Give students handout with lyrics and play songs such as Shawn Mendes Believe https://www.youtube.com/watch?v=IZMYO_iT-r0
 - ▶ Using large sheets of paper, students work in groups, and try to list as many positive "I believe....." statements as possible. Teachers should look at this list critically and stress faith statements. The teacher should then assist the students in drawing up a **"Young Person's Creed"** or **Class Creed**.
 - ▶ If appropriate use the class creed in a school liturgical activity maybe as part of opening school prayer service or Mass in September.


in **OUR** class

we are a team. 


 We respect each other.

WE TAKE RISKS. 

We learn from our mistakes.

We try our best. 

 **We create.**

We dream big. 

WE CELEBRATE EACH OTHER'S SUCCESS.

Class Promise

When we care about each other and our classroom, we share, take turns and help each other learn. We listen carefully, always try our best, work hard, give each other praise and have fun together. We know that everyone makes mistakes and we won't laugh or make fun of them. We think about what is right and stop when someone asks us to. This is who we are even when no one is watching!

▶ Other approaches

- ▶ Invite a number of significant adults or role models to the classroom to share their beliefs with the students. Examples: School Principal, Chaplain, Local sports personality, shopkeeper, postman, local religious leaders, parents, grandparents and prominent people in the community etc. They could share their beliefs on a number of topics e.g. religion, God, society, future, success, crime, morality, punishment, emigration etc
- ▶ Get students to compile questions before hand and decide who asks what.

More ideas



Songs about Faith

- ▶ <http://www.relevantmagazine.com/culture/mumford-sons-10-best-songs-about-wrestling-faith>

Check the radio stations

- ▶ www.1049theriver.com
- ▶ Spiritfm

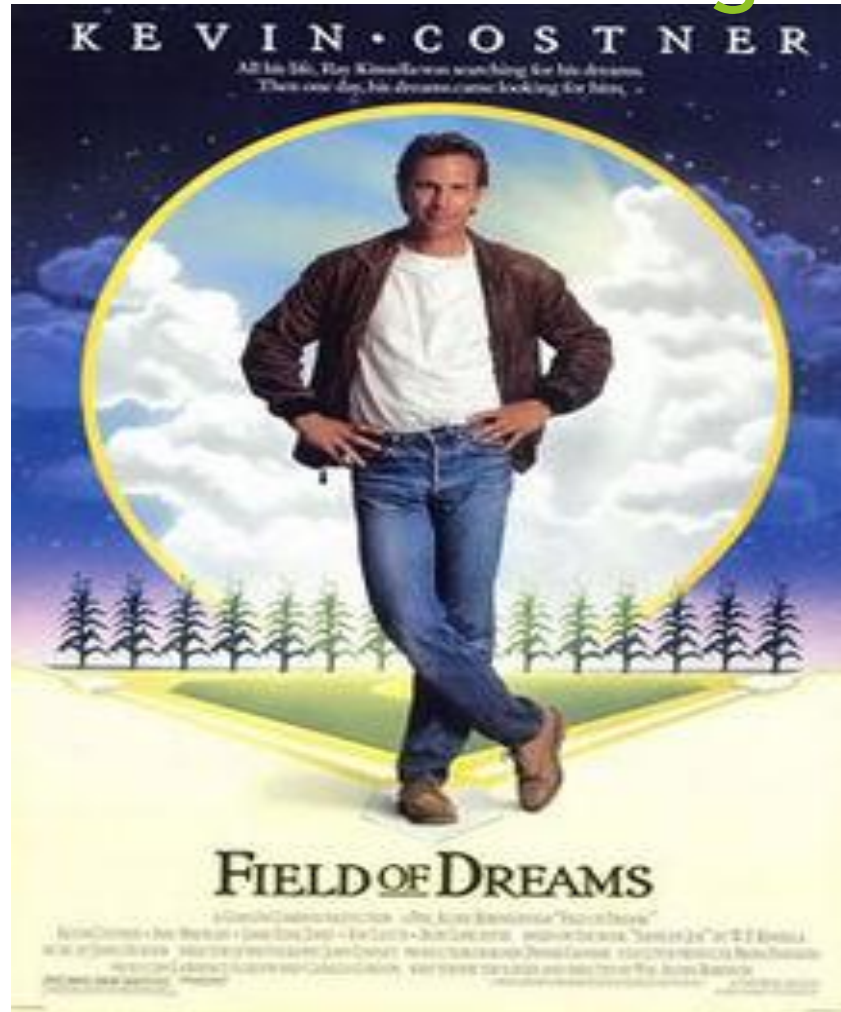
A sample of some songs on the theme of Faith

- ▶ “Carry On Wayward Son”
- ▶ “I Still Haven’t Found What I’m Looking For”
- ▶ “God Only Knows”
- ▶ “Jesus Walks”
- ▶ “Stairway to Heaven”
- ▶ “Don’t Fear the Reaper”

Songs About Doubt and Faith:

- ▶ Leonard Cohen "Suzanne" (1967)
- ▶ The Beatles, "Let It Be" (1970)
- ▶ Jeff Buckley "Hallelujah" (1994)
- ▶ PJ Harvey "Water" (1992)
- ▶ Alanis Morissette "Forgiven" (1995)
- ▶ Belle & Sebastian "If You Find Yourself Caught in Love" (2003)
- ▶ Bonnie "Prince" Billy "I'll Be Glad" (2008)
- ▶ Regina Spektor "Laughing With" (2009)
- ▶ Anais Mitchell "Dyin' Day" (2012)
- ▶ Vampire Weekend "Ya Hey" (2013)

Watch the Film “Field of Dreams” good on Belief



Belief using film/video

▶ <http://www.wingclips.com/themes/faith>

Or

▶ See **Top 100 Spiritually-Significant Films** <http://www.filmsite.org/top100spiritual.html>

Other suggestions

- ▶ Invictus - Nelson Mandela
- ▶ Erin Brockovich
- ▶ Rubin Carter
- ▶ In the Name of the Father

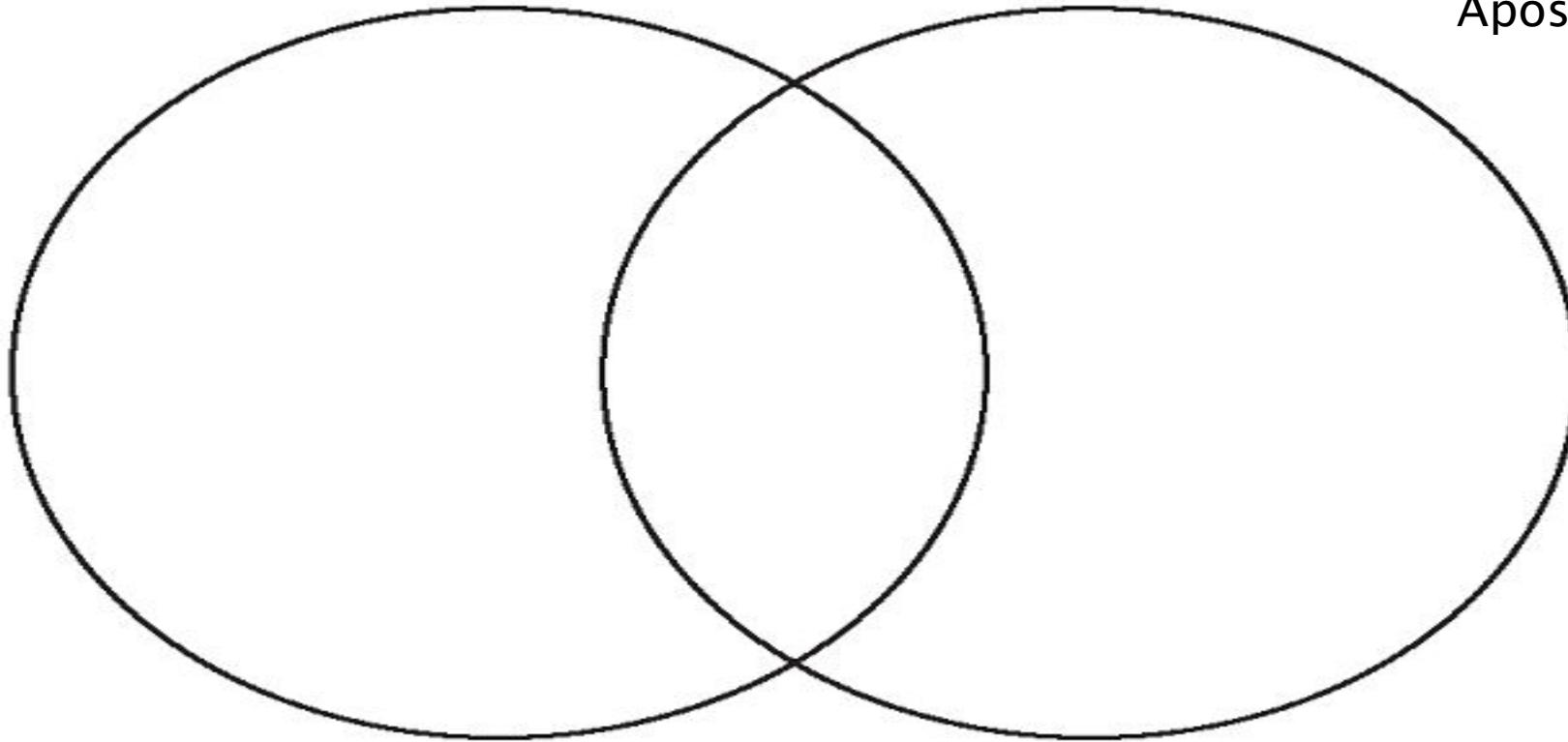
Comparing Creeds

- ▶ Compare the Nicene and the Apostles creeds with those found in major religions. [See examples of creeds children's/Indonesian/ Apostles/Shahada.](#)
- ▶ Activity; read through creed and mark each statement with
 1. A-agree
 2. D-disagree or
 3. ?-don't know

Comparing Creeds

Nicene Creed

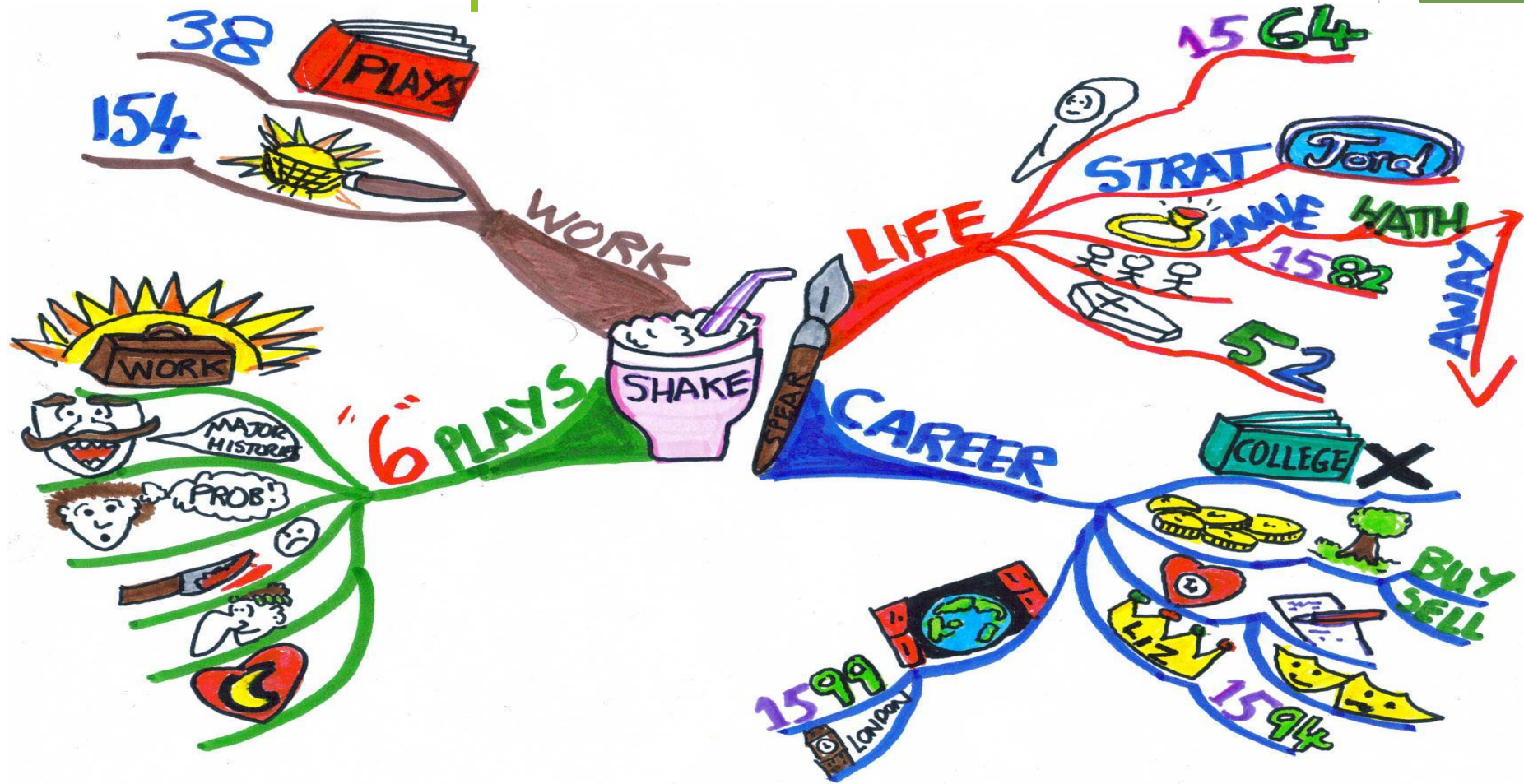
Apostle's Creed



Faith Life

- ▶ Each student could create their own faith profile (similar to lifeline).
- ▶ Students could put together a profile of their religious background to identify how their faith has been shaped up to the present time.
- ▶ Facilitate a class discussion on the factors that influence their religious belief and practice as an adolescent.

Life map - could do similar with faith





learn to ride a bike 4yr.

Went to babysitter 2yr.

Went to kindergarten 6yr.

Born 1986 Yankton

Dad had heart attack 8yr.



Megan's lifetime map

Went to California + Arizona 9 yr.



first kiss 10yr.

learn to ski 12yr.



Went to Florida 14yr.

Got my license 14yr.

Got my first speeding ticket 15yr.



started high school 15yr.

Got a new car 16yr.



Brianne died 13yr.

Brian died 13yr.



Faith Diary

Dear God,

The world is throwing me a million reasons why some things are not going to work out but I'm armed with one reason why it will - You are with me every single step of the way.

[diaryofawomanofGod@tumblr](https://www.tumblr.com/diaryofawomanofGod)

Stages of Faith

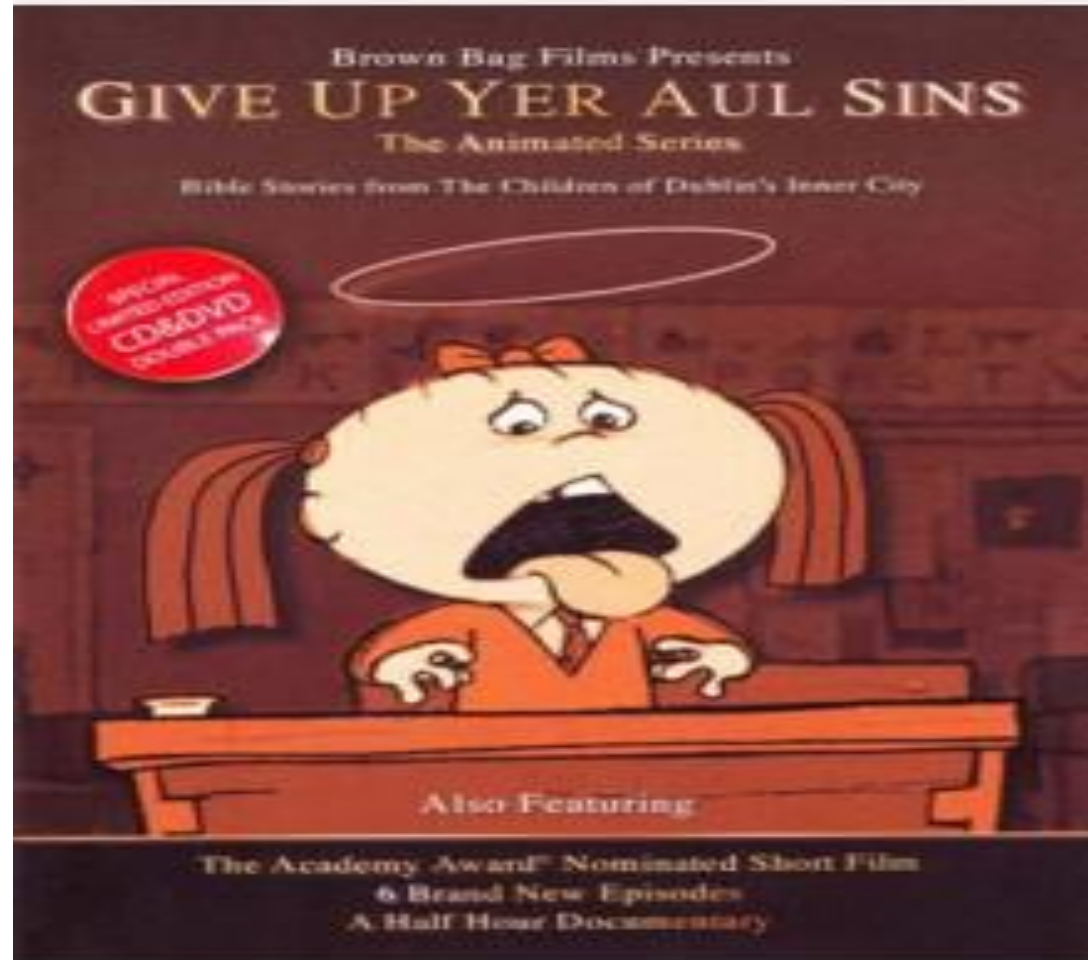
See *A Question of Faith* EDCO P.209 for detailed explanation

Through discussion , explore the move from the "cultural" faith of the child to the "convictional" faith of the teenager. This exercise gives students an opportunity to tell their own story.

Listen to - Give up yer aul sins - your faith was once like theirs - what has changed and why ?

<http://www.thisirishfilm.ie/shorts/give-up-yer-aul-sins>

Give up yer aul sins



Working on what faith means to me.

- ▶ Use large art sheets and colours for this exercise.
- ▶ Discuss significant faith moments in their lives and encourage students to represent them in picture/word on their faith profile.
- ▶ Use magazines/newspapers.
- ▶ Display finished products.

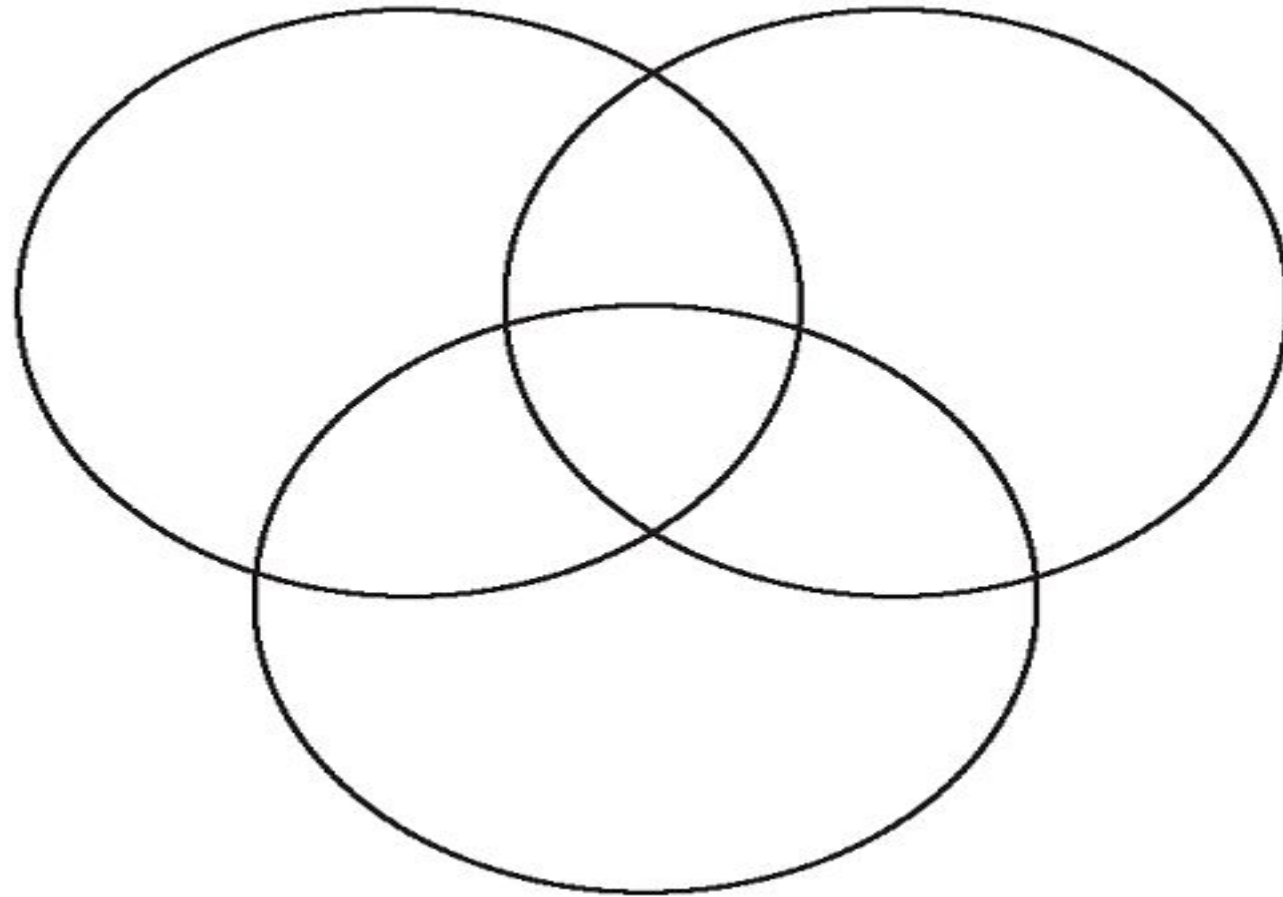
Stages of Faith

- ▶ Present the idea of faith development e.g. Fowler's Faith Stages. (See *A Question of Faith* EDCO P.209 for detailed explanation)
<https://www.youtube.com/watch?v=icp85esMTn8>
- ▶ Discuss this as a class and then each student writes their own evaluation, using their faith line.
- ▶ Best presented as handout or PowerPoint. This is very well dealt with in Junior Certificate textbooks or on religionforliving.com

Fowler's stage of faith (spiritual development)

S. N	Phase	Age	Description
1.	Undifferentiate faith	0-1	Trust, hope, love, complex with environment (no meaning of culture and values)
2.	Intuitive projective faith	1-6	Initiates parenteral behavior and attitude about religion and spirituality (blindly follows parents)
3.	Mythical literal faith	6-12	Accepts existence of a deity religion and moral belief, divine power (believes god and divine power)
4.	Synthetic conventional faith	12-16	Questions , values and religion belief is an attempt from own identity, child starts asking question regarding god and its belief, child getting conflict and curios
5.	Intuitive reflective faith	16+	Trust on own culture and responsible for what we do in case of culture

Stages of Faith or simply childhood, youth and mature



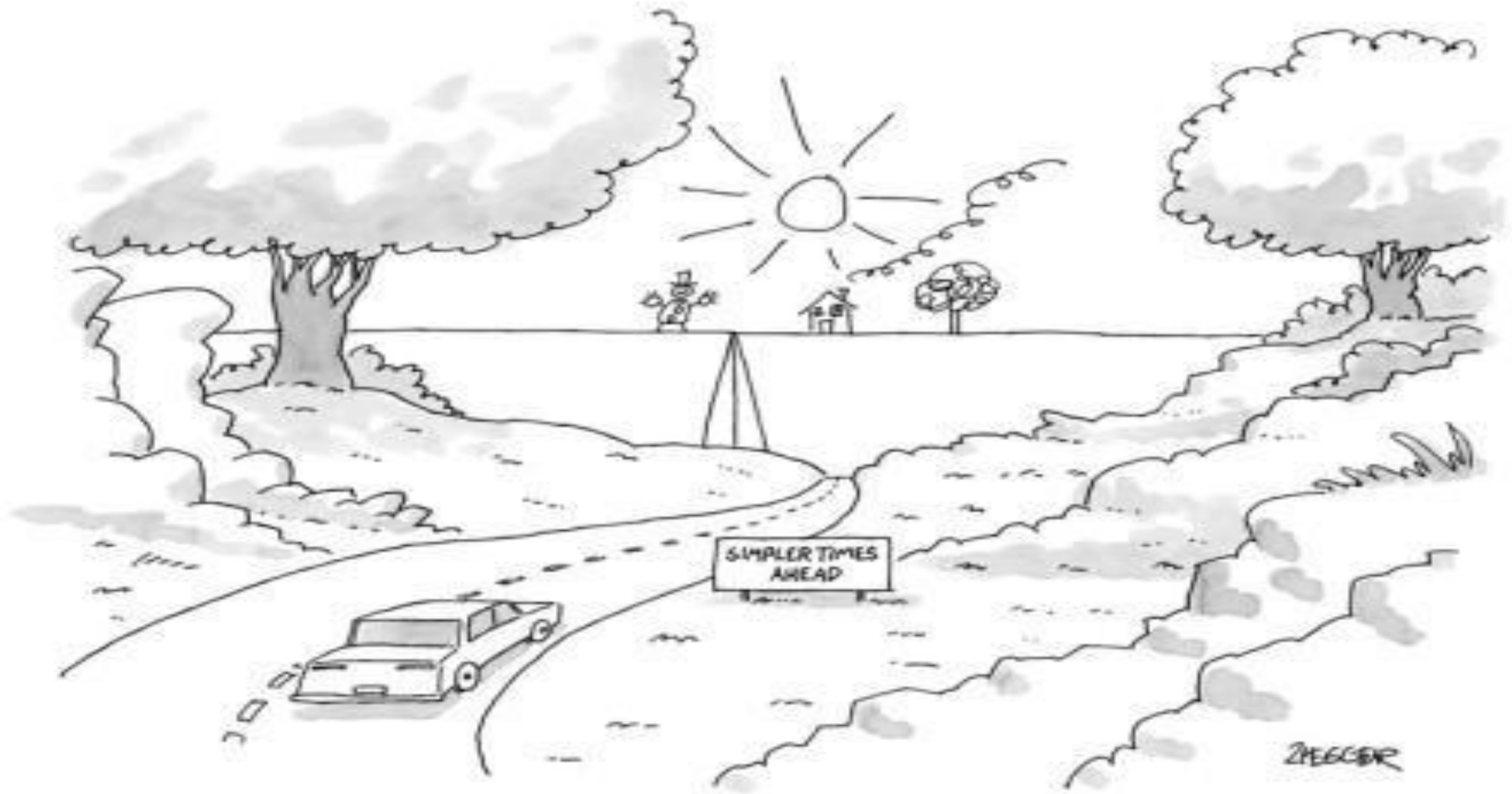
Personal Reflection

- ▶ Students attempt to answer the question:

"Where do I see myself right now?"

To keep this simple:

Do handout of road with signposts and ask students to draw in their faith journey so far , using signs to show significant times along the way.



Unit 3 Images of God

- ▶ Introduce with people talking about their image of God - from the Meaning of Life interviews or Teens encounter God <https://www.youtube.com/watch?v=WktJcnbBFHw>
- ▶ Put words or images up around the room and ask the students to sit under the word that most describes their image of God
- ▶ Discuss reasons for choice afterwards.
- ▶ What other words could be included?



Imaginery

- ▶ Encourage students to bring in their favourite song , picture , poem and try to explain the imagery in the song to class.



What about

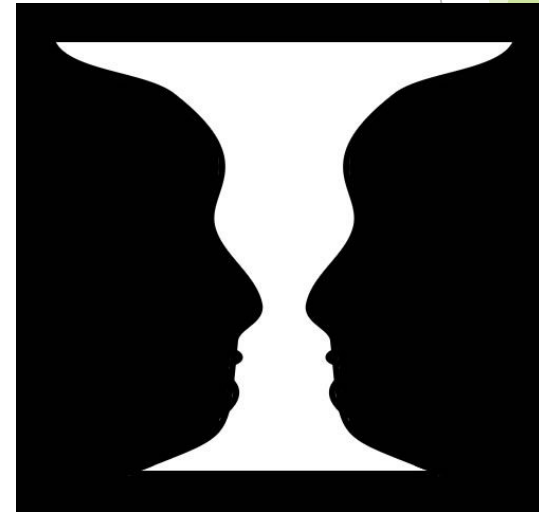
- ▶ Rolecards
- ▶ Activity cards
- ▶ Think Pair Share with images
- ▶ Other Peoples Views

You could use this ...

Q1 What	Q2 Why ?
Q3 When ?	Q4 Who ?
Q5	Q6

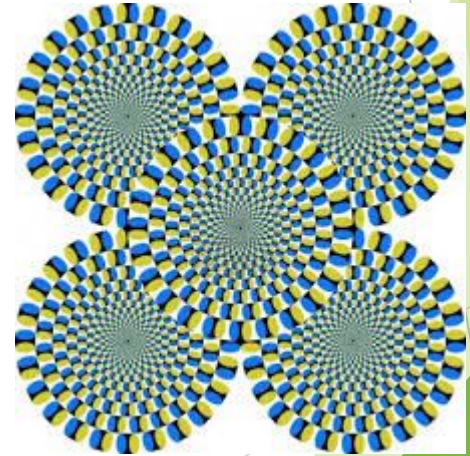
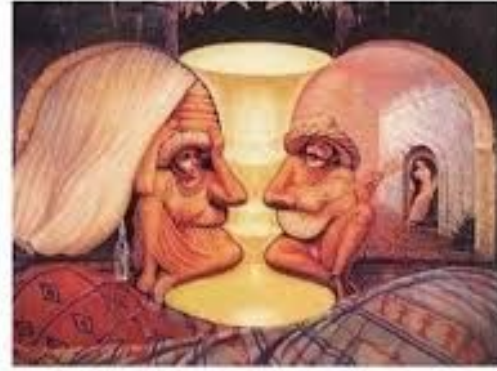
What do you see?

- ▶ Handout on perspectives or PowerPoint :
Optical Illusions This or That

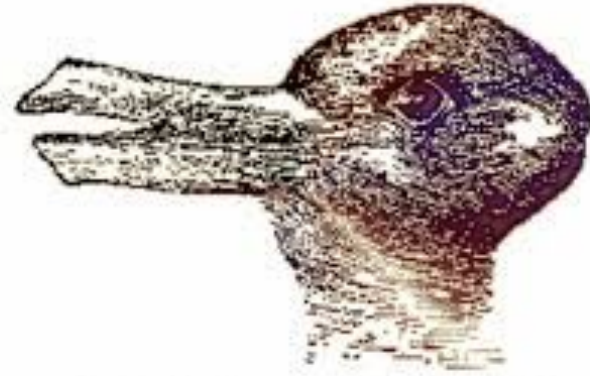




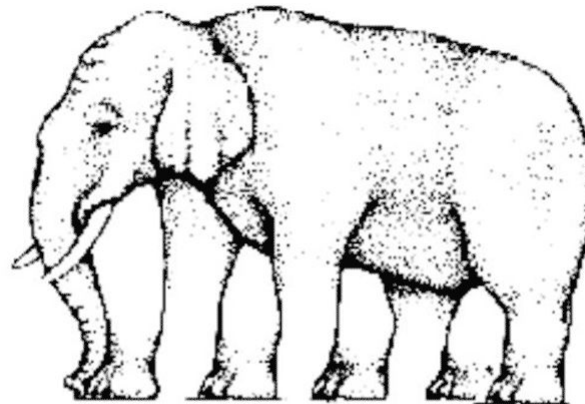
Two elderly faces, or a larger scene?



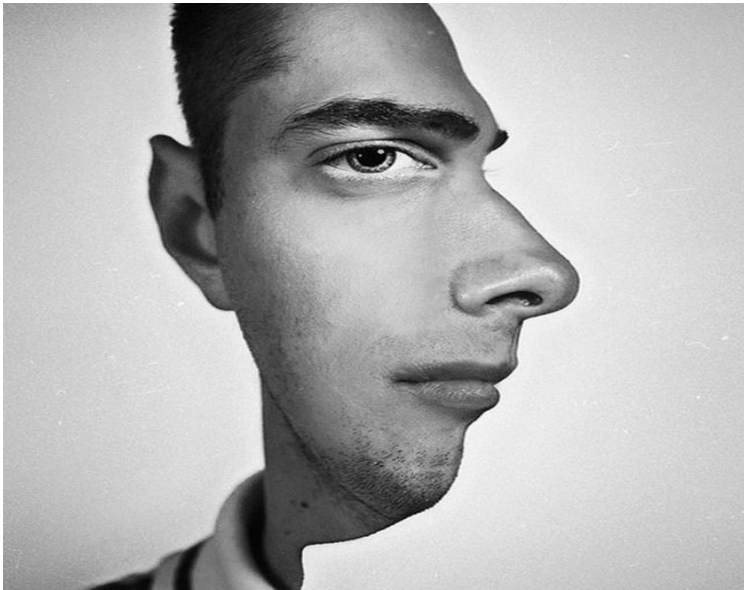
How many animals do you see in the image below?



Answer: Look closely, you should be able to see a rabbit and a duck.



How many legs does this elephant have?



What colour is the dress ?



Images of God

- ▶ Identify their present image of God and compare it with possible childhood images. Or show them drawings of childrens' images of God and compare with their own now. Imagine revisit copy from 1st or 2nd class .
- ▶ Students can be given time to draw or write "My image of God " - they could revisit their Faith Line and identify images they had as children.

- ▶ Play an extract from “Give up yer aul sins” or similiar, of children talking about their image of God
- ▶ Interview and record young children talking about God

What if

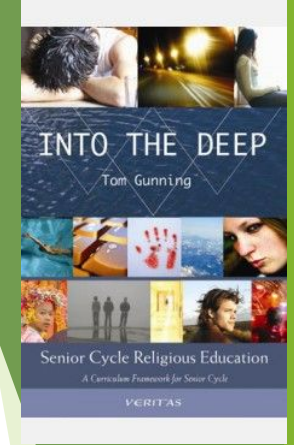
- ▶ Say which image they are most comfortable with and why

Or

- ▶ Give reasons why they have no image of God

God in all places -

see Into the Deep Ch. 11-13 and
Time to Journey GM p. 204-222



Examine the images of God found in

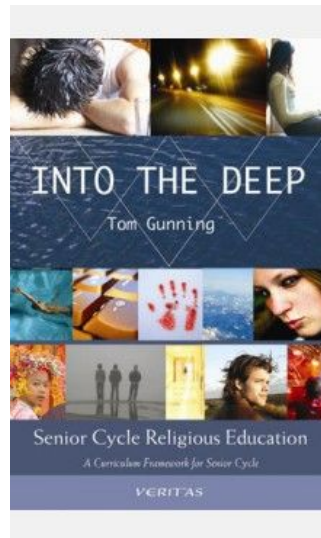
- ▶ (a) Ancient religions - pagan and Celtic

(b) World religions, exploration of the images of God found in Christianity, Islam, Buddhism, Hinduism, and Judaism. This can be done through group/ project work.

- ▶ (c) The modern world. This can be achieved through the use of video, music, art, poetry, newspapers, film, exploration of their own experience, Sacred Text/bible stories, stories, interviews with adults/teenagers/children. See www.faitharts.ie and www.todayismygifttoyou.ie

Other possibilities

- ▶ *Into the Deep* Ch. 7 - Visit to Glenstal Abbey - Icon Chapel etc.
- ▶ God, gold and me - the story of Katie Taylor in *Time to Journey* GM p.21-25



Collage and cd

- ▶ Prepare a collage of all the different images (in groups or as a class). These could be images of God that they hold or images of God in our world today.
- ▶ Create a cd playlist of music on the God or images of God theme

Handout on Images of God from Art

- ▶ Examine the images on handout or from the collage and say how they affect growth in faith.
- ▶ Students should now select an image of God which has particular appeal for them. They should be able to justify their choice.

God in the media

- ▶ Tracking the internet media/newspapers. Make posters of findings.
- ▶ Group work looking for images of God in our world today - examples of care, justice, love and commitment





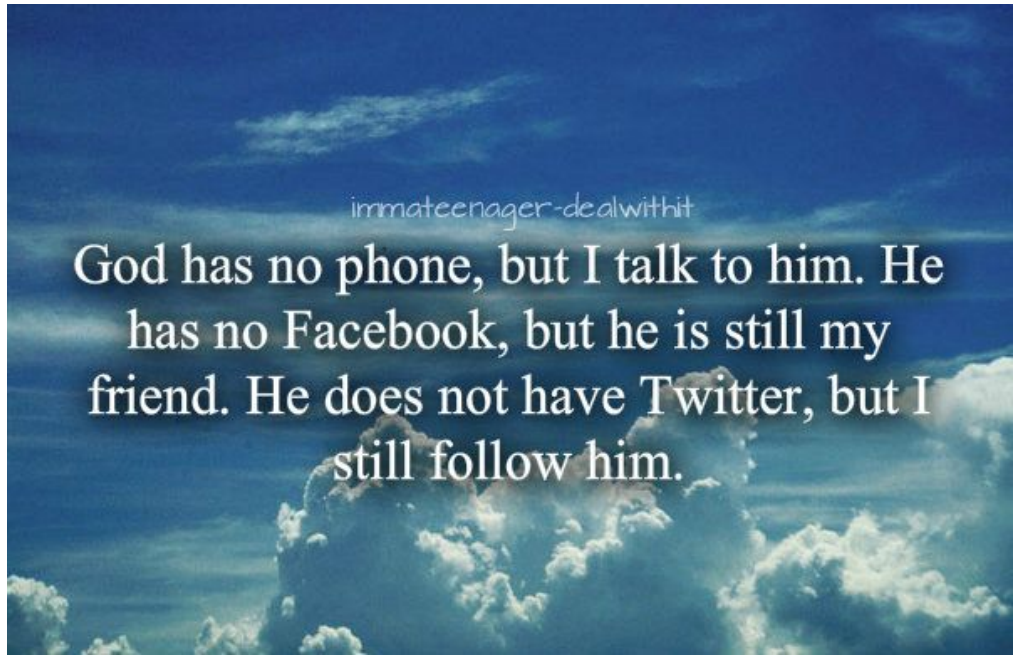
Crucifixion vs. Resurrection

- ▶ Work with with wood work teacher. Ask them to make a cross approx 4/5 feet high. Class to gather newspaper photos/images of crucifixion in world today. Eg devastation in war torn countries. Stick images onto cross and display.
- ▶ For contrast draw giant butterfly on cardboard and do collage of Resurrection /new life images.



Handout / Worksheet

- ▶ Handout with famous Images of God , quotes, poems etc ...discuss contents and come to conclusions why people might have written what they did .
- ▶ Interview God handout
- ▶ Create a facebook page profile for God - what would he put on his timeline.



message from GOD



Useful Films

- ▶ **The Usual Suspects**
- ▶ **Bruce Almighty**
- ▶ **Groundhog Day**
- ▶ **The Truman Show**
- ▶ **Gandhi**
- ▶ **Slumdog Millionaire**
- ▶ **The Diary of Anne Frank**
- ▶ **Do you Believe ?**

Other Films

'THE LORD OF THE RINGS'

- ▶ *The Lord of the Rings* trilogy follows hobbit Frodo Baggins (**Elijah Wood**) as he embarks on a journey with his friend Sam (**Sean Astin**) and hobbit-turned-Gollum (**Andy Serkis**) to destroy the One Ring. The series parallels multiple Biblical themes, including temptation, the fight over good and evil and the fall of mankind to the seduction of power. **J.R.R. Tolkien** was known for his devout Catholic faith and was friends with fellow fantasy religious writer **C.S. Lewis**.

'SOUL SURFER'

- ▶ Based off the true story of professional surfer **Bethany Hamilton**, *Soul Surfer* takes audiences on the faith journey that Hamilton and her family and friends embarked on following life after her near-death accident. While surfing, Hamilton was attacked by a shark that resulted in her losing her left arm, but her faith and trust pushed her to continue surfing. *Soul Surfer* stars **AnnaSophia Robb**, **Dennis Quaid**, **Helen Hunt** and **Carrie Underwood**.

'THE GOOD LIE'

- ▶ Starring **Reese Witherspoon**, *The Good Lie* follows an employment agency counsellor (Witherspoon) aid four Sudanese refugees with establishing a new life in America. The film grapples faith, trust, belief in God and resilience, and sees a brother sacrifice life in America for a second chance of a long-lost family member.

'THE HIDING PLACE'

- ▶ **Corrie ten Boom** and her father and sister were thrown into concentration camps by Nazis for helping and hiding Jews during World War II. The Dutch Christian's story was turned into a historical depiction film – *The Hiding Place* – and shows audiences how and why her family helped the Jews, surviving life in the camps, not tiring of doing good and how her faith in God strengthened her.

'UNBROKEN'

- ▶ The **Angelina Jolie**-directed drama *Unbroken* tells the story of former Olympian and World War II veteran and survivor **Louis Zamperini**. The Prisoner of War endured extenuating circumstances and trials that he prayed he could survive, but it wasn't until after he was saved and returned home that he became a Christian at a **Billy Graham** evangelical crusade and later launched a career as a Christian inspirational speaker. The film addresses faith, resilience and trust in a higher power.

'THE MISSION'

- ▶ The 1986 drama *The Mission*, starring **Robert De Niro**, was nominated for seven Oscars and took home the gold statue for best cinematography. De Niro plays Rodrigo Mendoza, a former slave trader who seeks redemption and joins Jesuit Priest Father Gabriel (**Jeremy Irons**) at a South America mission. They seek to convert the natives to Christianity. *The Mission* addresses faith, redemption and forgiveness, amongst other Biblical themes.

Worldviews

These are well covered in all Junior Certificate RE books e.g.

A Question of Faith p.218

Know the Way - Orla Walsh Ch.89

Useful worksheets in the accompanying workbook

Faith Alive - p. 244-264

Useful worksheets in the accompanying workbook

Secular and non religious answers

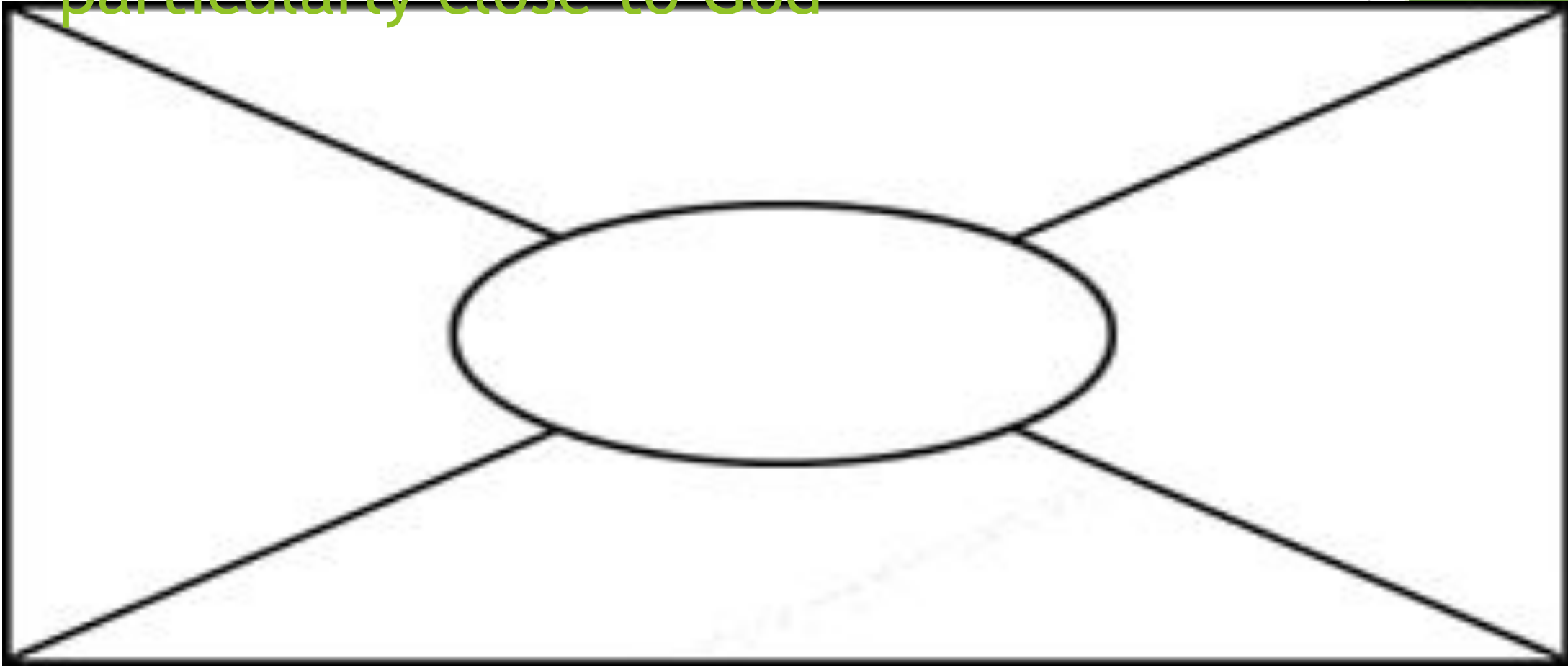
All well explained with examples in JC Books

See www.religionforliving.com

List secular/non religious answers to the meaning of life. Explain the following in some detail and giving concrete examples from everyday life that students can easily identify with.

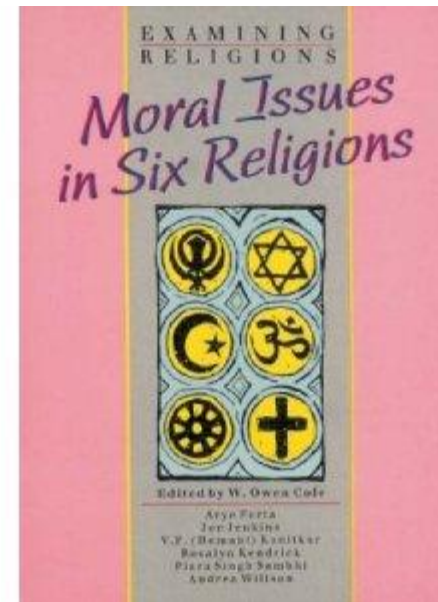
1. Atheism
2. Agnosticism
3. Fundamentalism
4. Indifference
5. Apathy
6. Positivism
7. Materialism
8. Humanism

List occasions when young people may feel particularly close to God



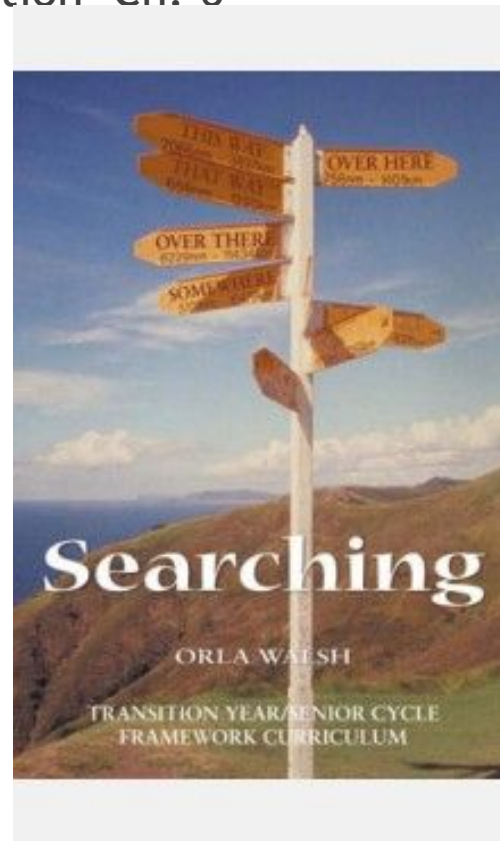
Suffering and Evil

- ▶ Outline the views of two major religious traditions on suffering and evil
- ▶ See : *Moral Issues in Six Religions*



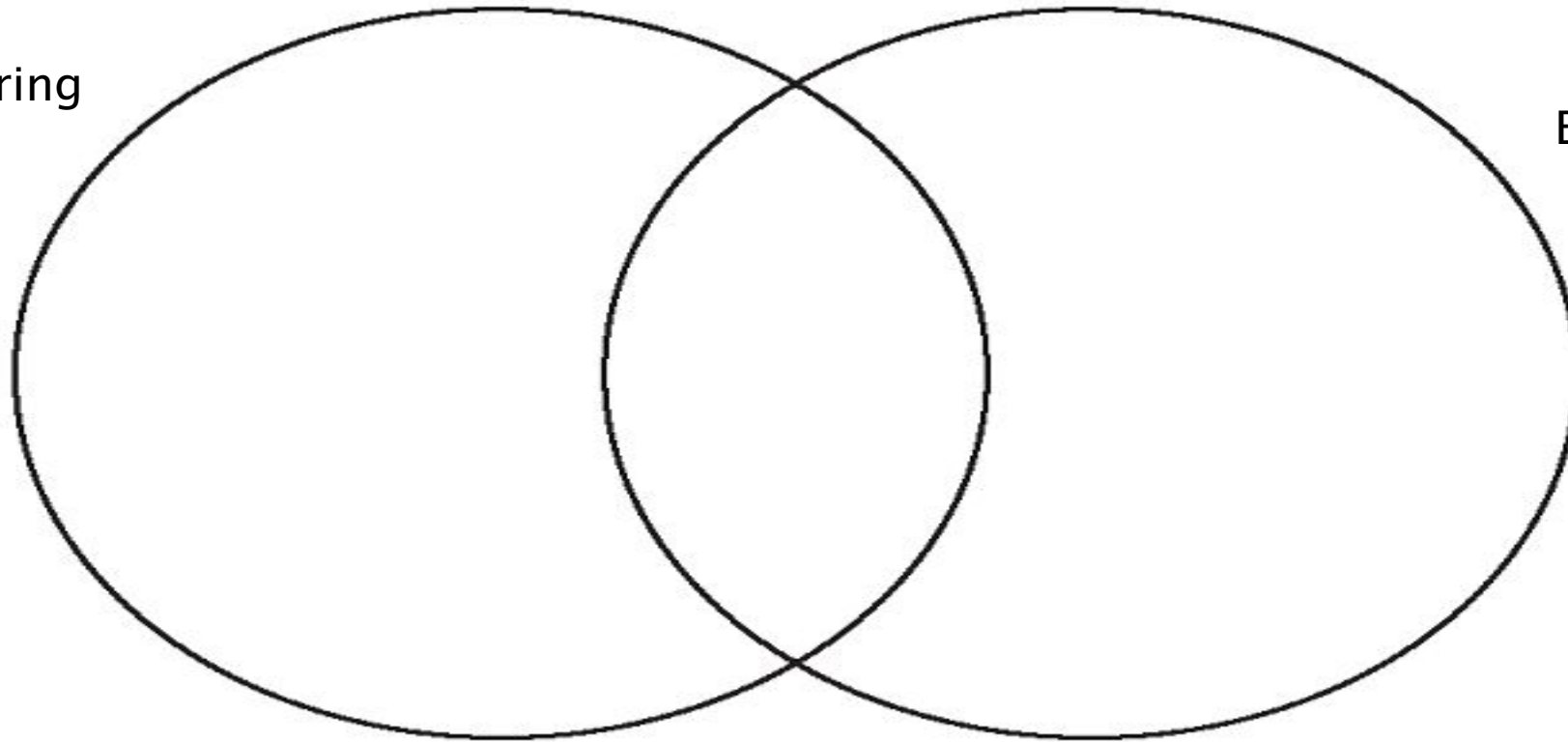
Other options

- ▶ Searching by Orla Walsh or Faith In Action Ch. 6



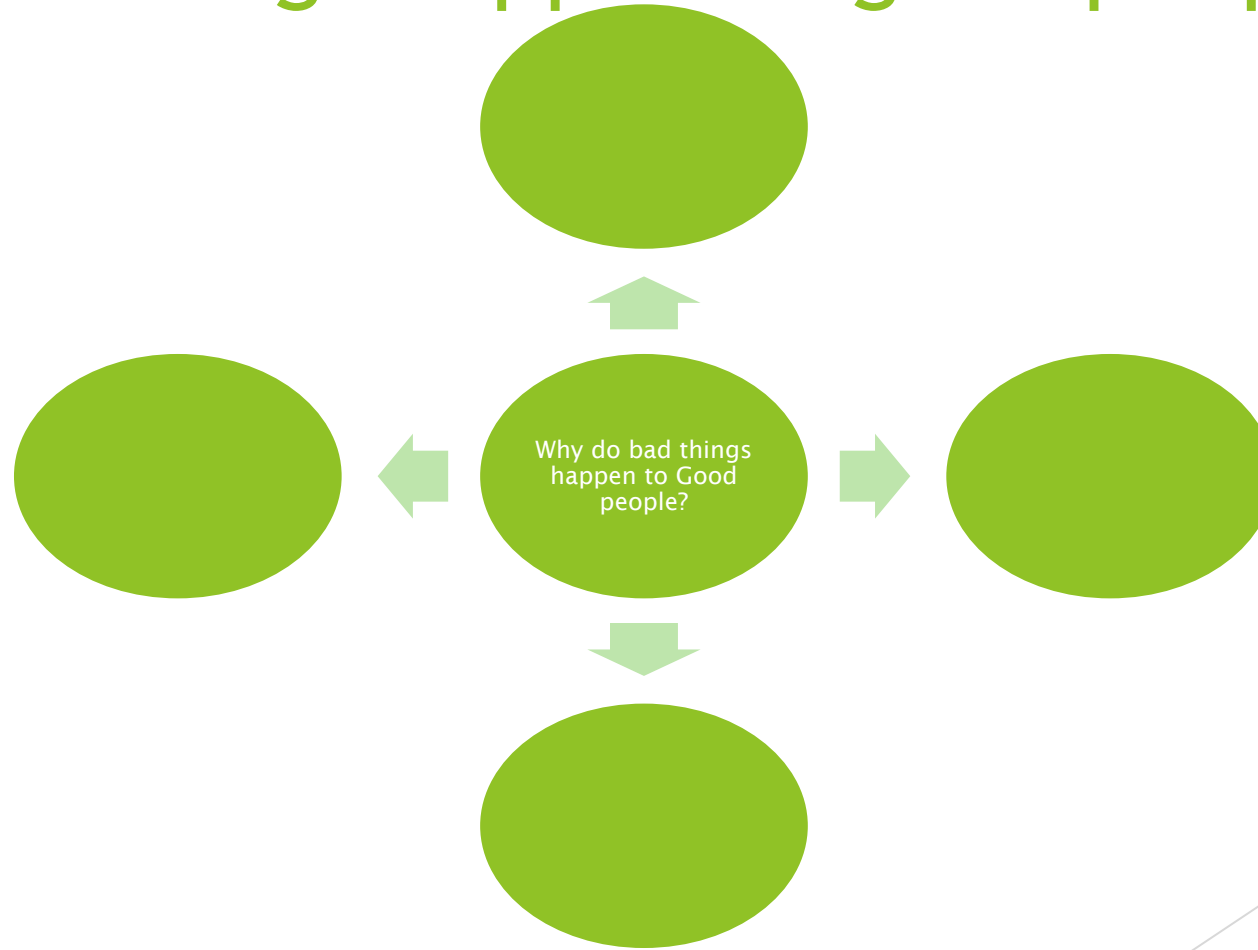
Suffering and Evil

Suffering



Evil

Why do bad things happen to good people?



Our world today.

- ▶ In groups look at our world today and draw up a list of questions that need to be answered e.g. famine in Africa, ethnic cleansing, a child with Down Syndrome losing medical card, Mother dying of hunger, homeless person begging , refugees, terrorism victim, natural disasters.
- ▶ Search newspapers for articles, photographs, watch the news.
- ▶ Report to class.

People of Hope

The list is endless

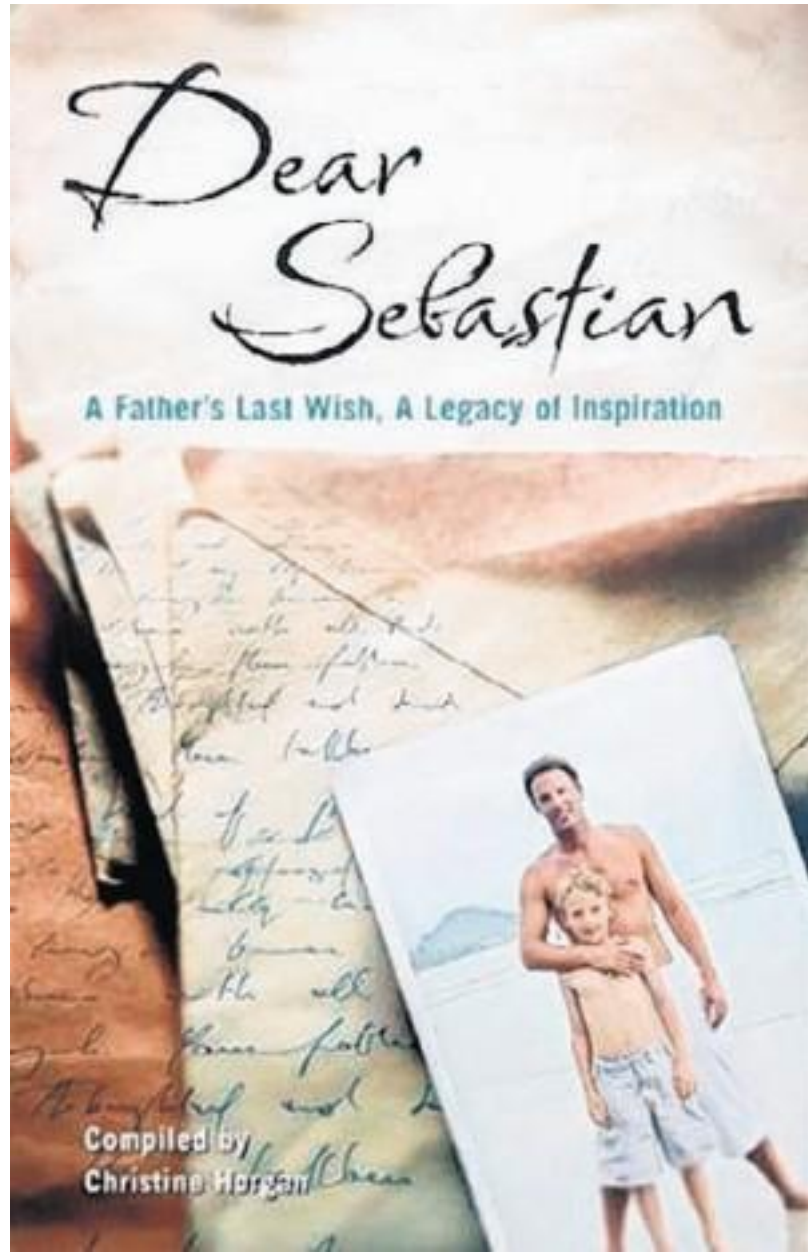
Gary & Paul O Donovan
Adi Roche
Joanne O Riordan
Mickey Harte
Sports teams

Possible ideas

- ▶ Profile
- ▶ Download interviews
- ▶ Invite into class

Dear Sebastian

A Father's Last Wish, A Legacy of Inspiration



Compiled by
Christine Horgan

When Jordan Ferguson was diagnosed with terminal cancer at the age of thirty-five and told he had only months to live, a psychologist advised him to write a letter to his nine year old son Sebastian for when he wasn't there - a letter with words and advice to help him when he was growing up.

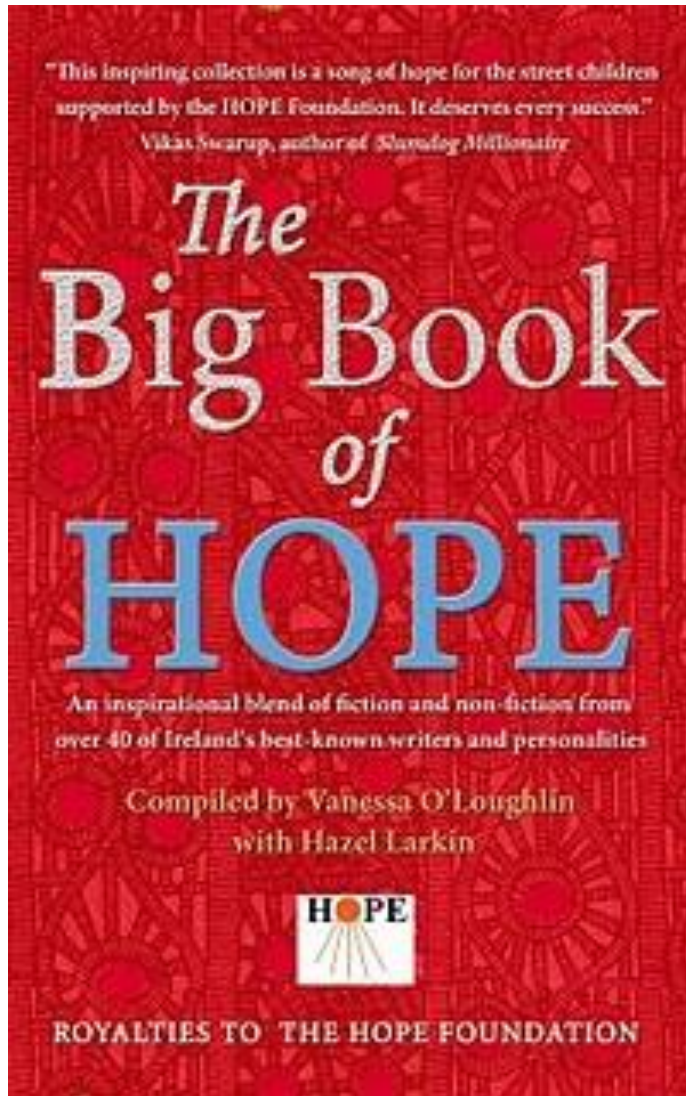
But Jordan wanted to leave a lasting legacy for his son. He decided to gather together words of wisdom and advice from a host of Irish people who have succeeded and excelled in life.

The result is Dear Sebastian, a collection of letters to a young boy from writers, politicians, artists, clergy, sports stars, musicians and business people with their poignant, honest and inspirational thoughts on living life in the best way possible. The letters in Dear Sebastian deal with the pain of loss but above all they speak of hope, of the optimism of life, and the enduring power of love.

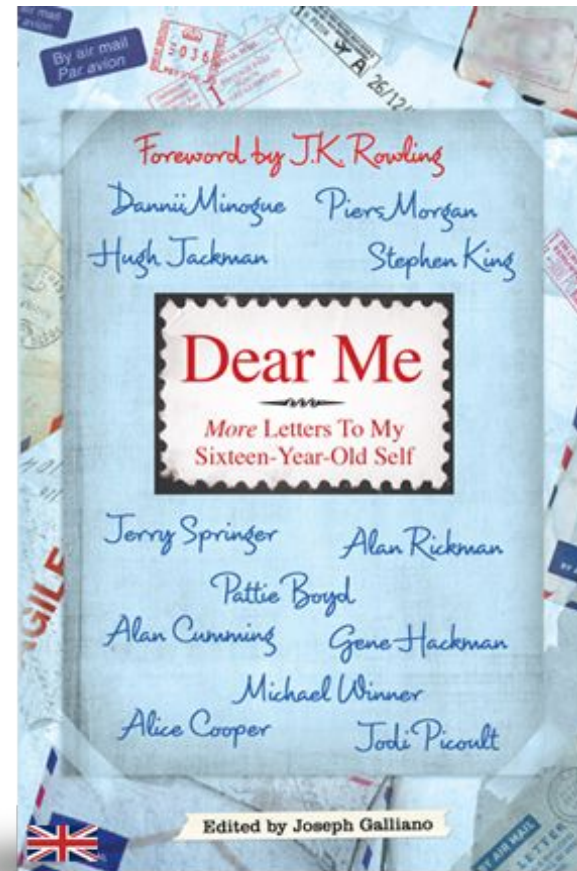
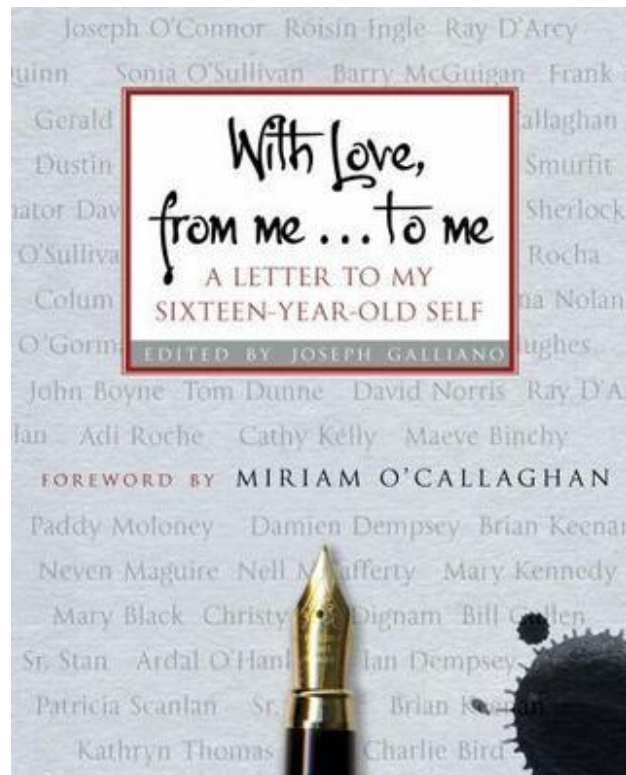
Jordan passed away quickly and without having had the chance to write his own letter to Sebastian. In his final days, he asked his mother to complete the book. She gave him her word that she would do this. Jordan died on 27 June 2008.

Dear Sebastian is a father's remarkable legacy of love to his son.

Contributors include: Gay Byrne, Ronan O'Gara, Shay Given, Derek Davis, Christy Moore, Pat Kenny, JP McManus, Gloria Hunniford, John Magnier, Daniel O'Donnell, Sr Stan, Brian Cowen TD, Pauline Bewick, Patrick Kielty, Nicky Byrne and many others.



► <http://www.hopefoundation.ie/>



If you could write a letter to your 16-year-old self, from the perspective of who you are now, what would you say?

This was the challenge put to a number of Ireland's best-known people, including writers, musicians, broadcasters, politicians, sports stars, actors, comedians, businesspeople, models, and one superstar turkey. Their letters are by turns poignant, hilarious, confessional, confrontational and surprising. They are never less than thought-provoking.

“Life itself is a journey. You can draw your own maps.” - *Brian Keenan*

With Love, From Me...To Me gathers these words of advice, reassurance, admonition, praise and comfort. The letters range from funny to encouraging, hopeful to regretful, but always heartfelt. Contributors include Miriam O'Callaghan, Joe O'Connor, Ray D'Arcy, Sonia O'Sullivan, Maeve Binchy, Charlie Bird, John Boyne, Jason Sherlock, Nell McCafferty, Paddy Moloney, David Norris, Ross O'Carroll Kelly, Ardal O'Hanlon, Patricia Scanlan and Victoria Smurfit.

Review Time

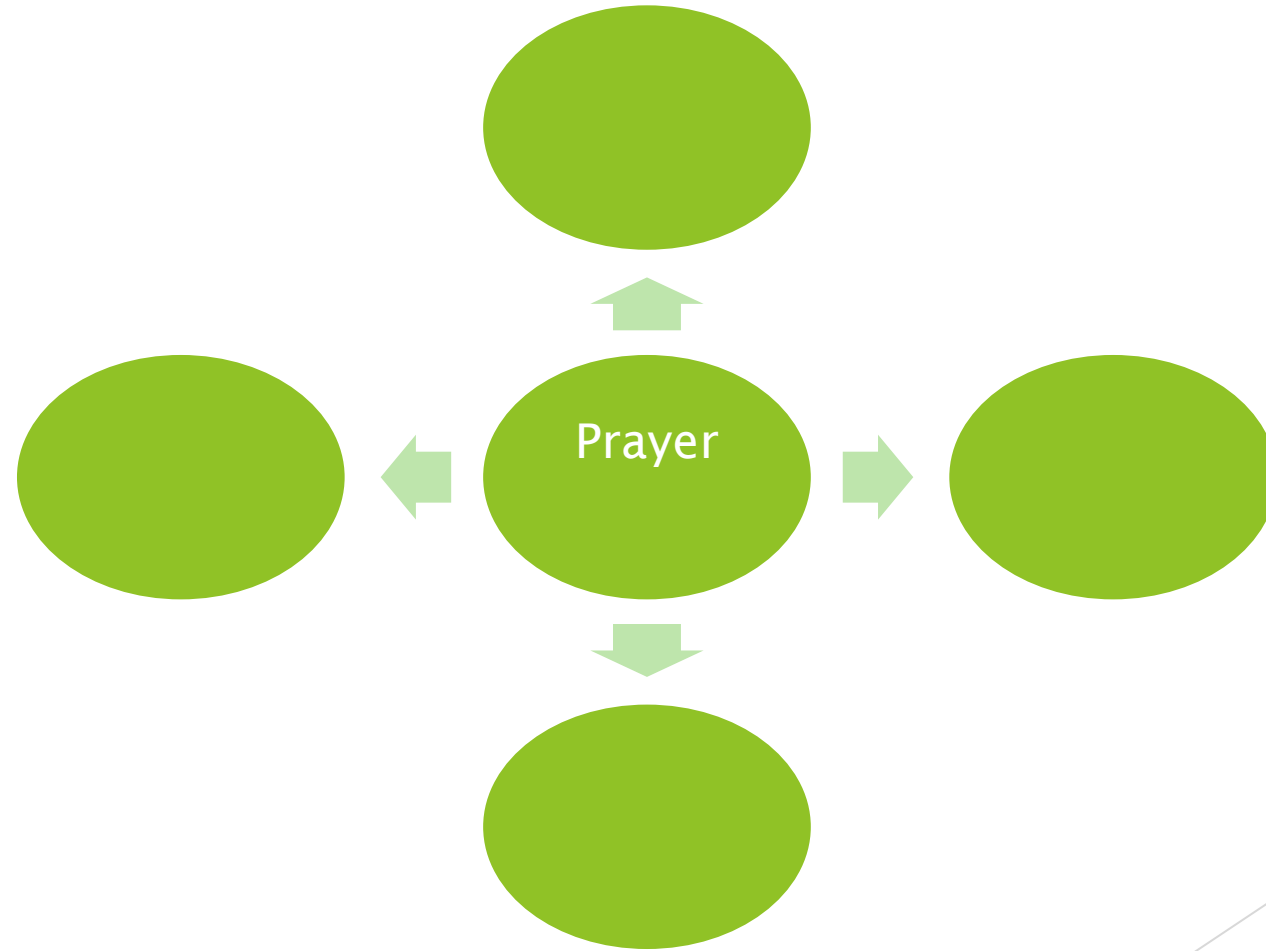
Make posters of ;

1. Quotations on hope
2. Songs about hope
3. People of Hope

Review a book, film or series about hope - see wingclips for film ideas

Detail your hopes for the future and weave into a prayer service

Prayer



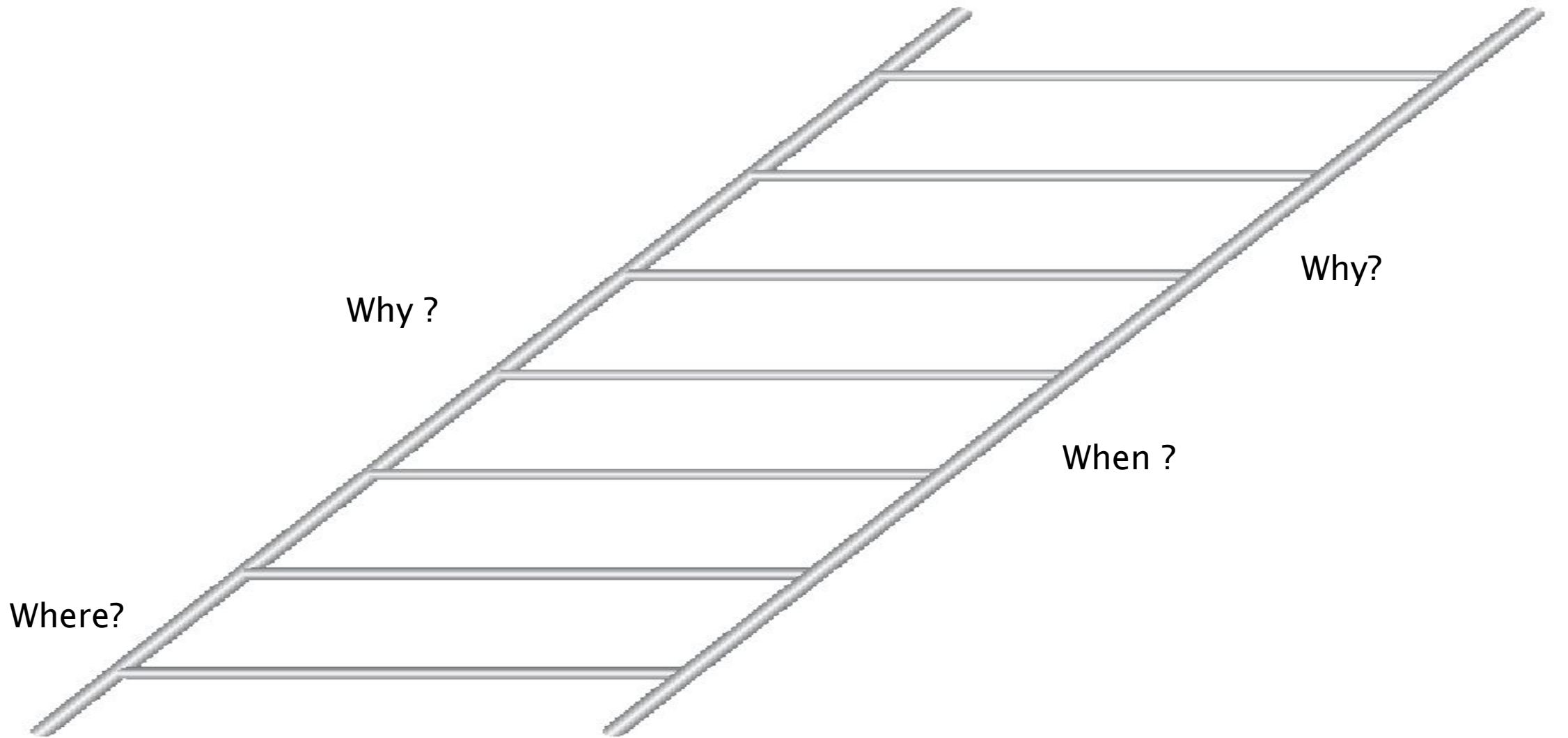
Unit 4 - Prayer

- ▶ Opening by showing images of people at prayer from all cultures
- ▶ Watch clip of family Rosary or similar or look at prayer during an Irish wake
- ▶ Discuss why, how, when and where people pray or maybe present as a worksheet or placemat.

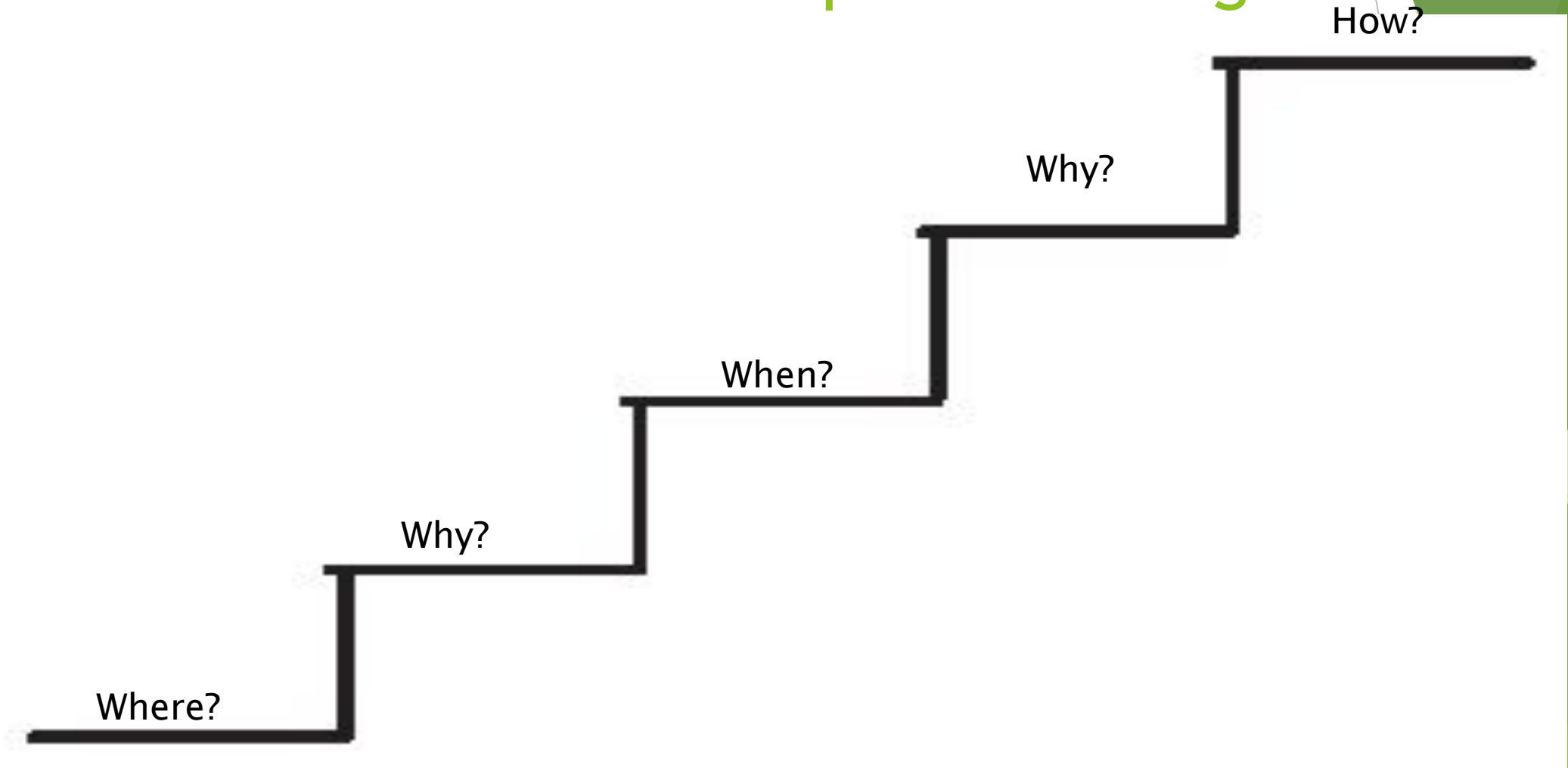




Must find out something new for each rung



Write a word on each step and findings underneath



Facts

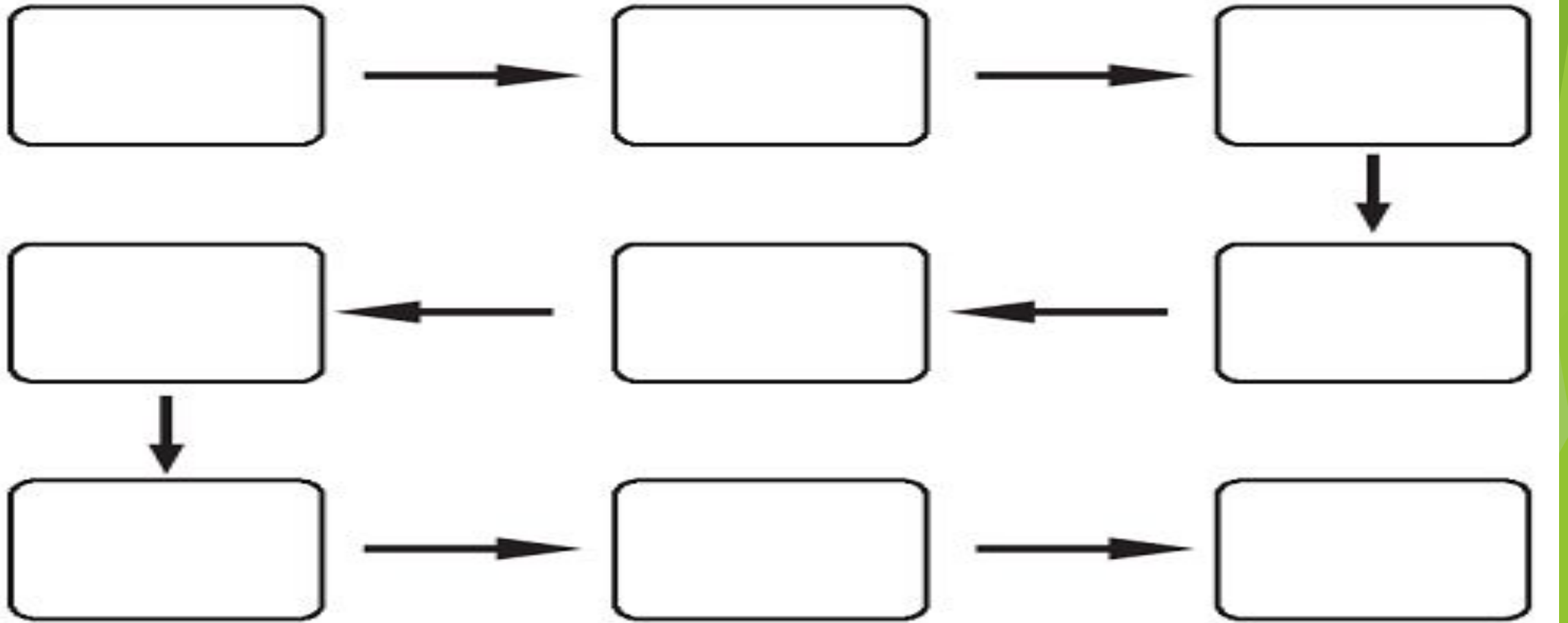
- ▶ Handout or powerpoint on prayer - types, examples etc
- ▶ Prayer in other faiths
- ▶ Prayer as lifestyle
- ▶ Webclips showing people praying

Prayer Survey

- ▶ Using skills learned from class survey on “Religion” students carry out a prayer survey among their peers, family and wider community.
- ▶ Do survey here of prayers students learned as children, where did they learn them home /school/church?
- ▶ What prayer would they be most likely to say in times of worry/sadness/happiness etc?
- ▶ Focus here on prayers said during funerals, baptisms, weddings.

- ▶ *Why do people pray?* To be close to God in times of need, sadness, happiness.
- ▶ *When do people pray?* Times of prayer, morning, evening, Sundays, death, sacred times e.g. Christmas, Easter, Lent, Ramadan, Diwali etc.
- ▶ *What do people pray?* Traditional set prayers, praying through Sacred Text, prayer of the Church, song, spontaneous prayer, Eucharist, meditation, mantras etc. Collect examples of each.
- ▶ *Where do people pray?* Synagogue, Mosque, Church, Shrines and Holy places etc. Visit some of these where possible.
- ▶ *How do people pray?* The use of symbol, words, song, dance, contemplation, communal, personal, guided etc.

Exploring types of prayer or places of prayer

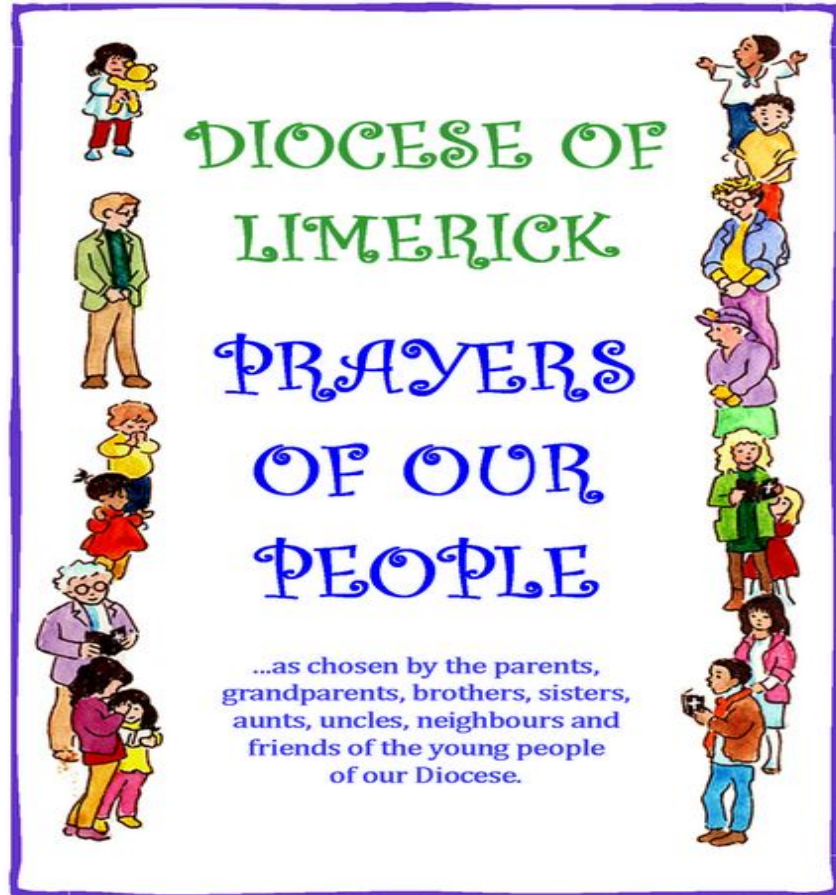


Must write a fact in each square

You could use this ...

Q1	Q2
Q3	Q4
Q5	Q6

Prayers of Our People



The prayer book is available for €6 from [Limerick Diocesan Pastoral Centre](#) contactable at **061-400133** and all funds raised go to support youth ministry in the diocese of Limerick.

Great exercise for including students of all religions.

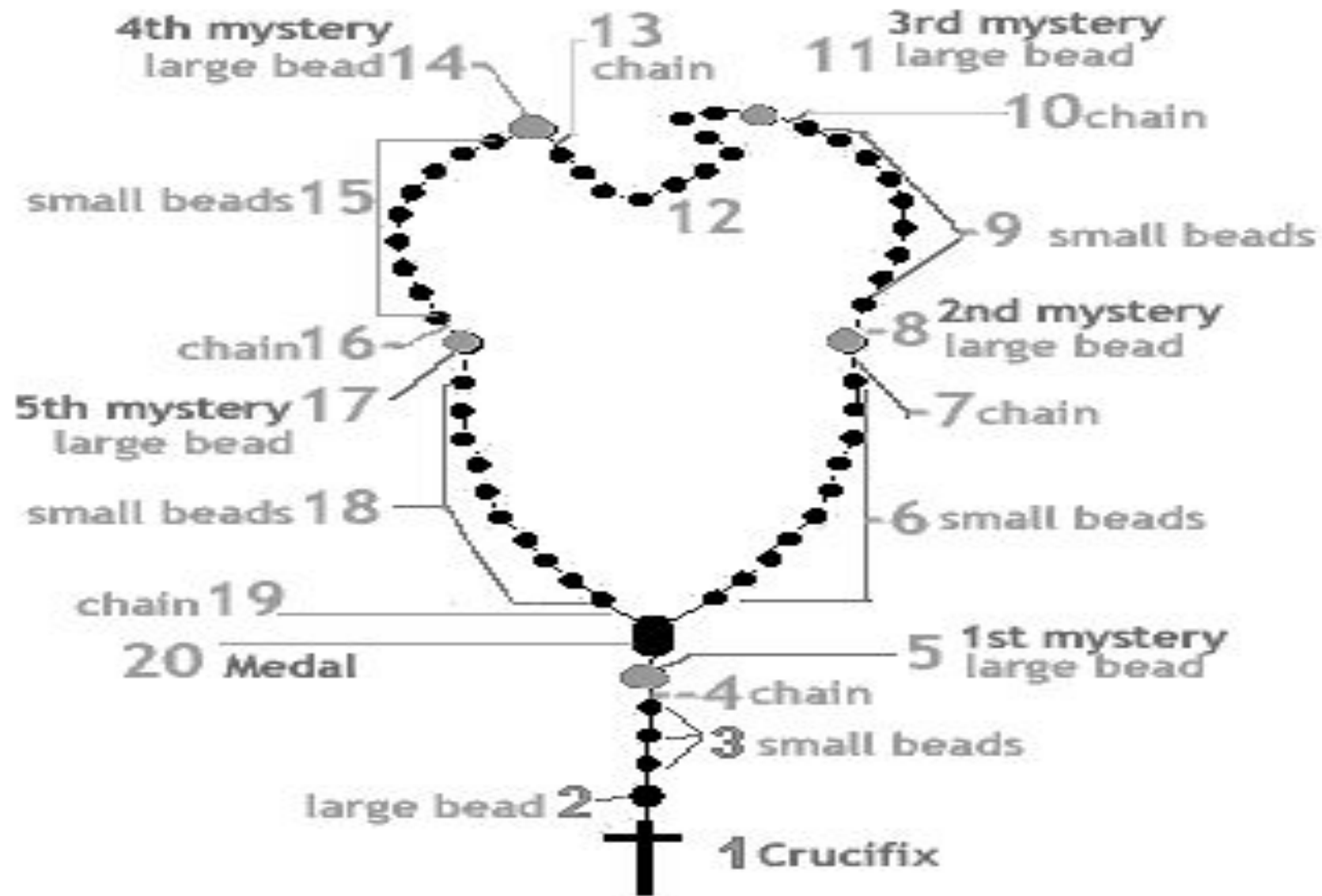
- ▶ Students should put together a prayer book containing children's prayers, prayers for exam time, the elderly, a mother's prayer, favourite prayers from Sacred text, their own prayers etc. similar to Prayers of our People.
- ▶ Students should visit local places of worship and write a report on the similarities and differences noted.
- ▶ Explore the symbols used for prayer in their own and in other religious traditions; water, crosses, candles, incense, musical instruments etc.
- ▶ Compile a pictorial representation of words, symbols, ideas drawn from their own religion.

SACRED SPACE BOX

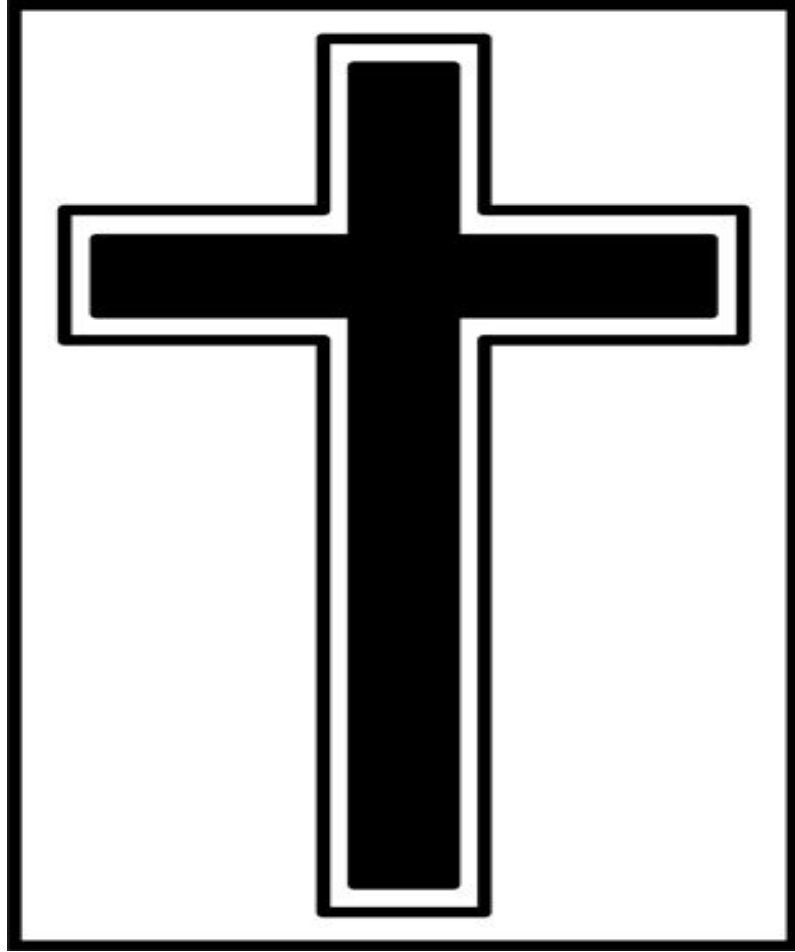
- ▶ Many teachers spend a lot of time trying to find suitable objects to create a Prayer or Sacred Space for their classroom. Veritas has developed a Sacred Space Box which contains all that you need for this. It includes different coloured cloths, pictures and thirteen themed objects to see you through the Liturgical Year in the Classroom.



- ▶ Use the Sacred Space box, photos or bring in rosary beads, infant of Prague, holy water font, sacred heart picture, cross, bible, scapular, etc . Discuss their meaning and also share their understanding and use of them .
- ▶ Draw some of those mentioned above - explain their significance and say how they can help people to pray.
- ▶ Ask students of other faiths to bring in their own Religious objects and symbols and explain their significance
- ▶ Visit Local Churches/Mosque - compare and contrast



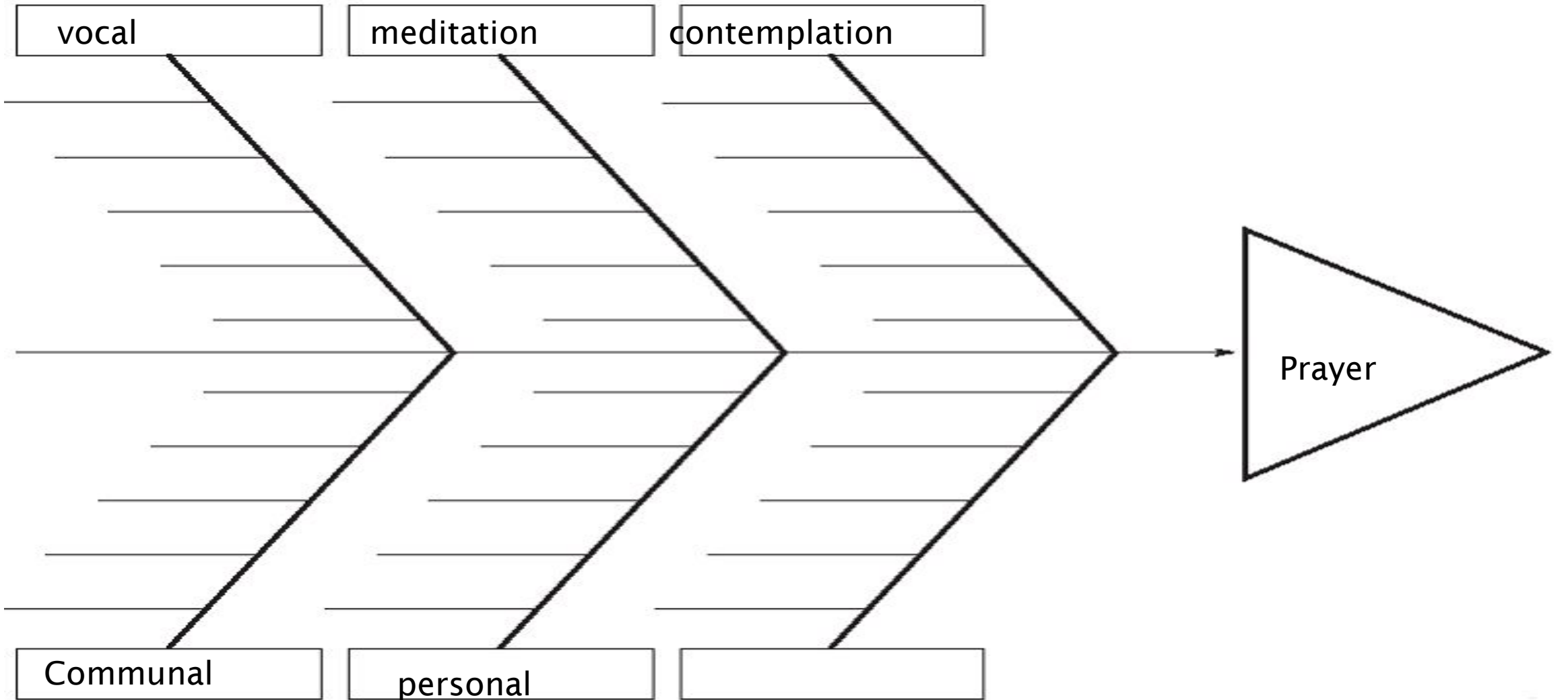
How to Pray the Rosary Using the Rosary Beads



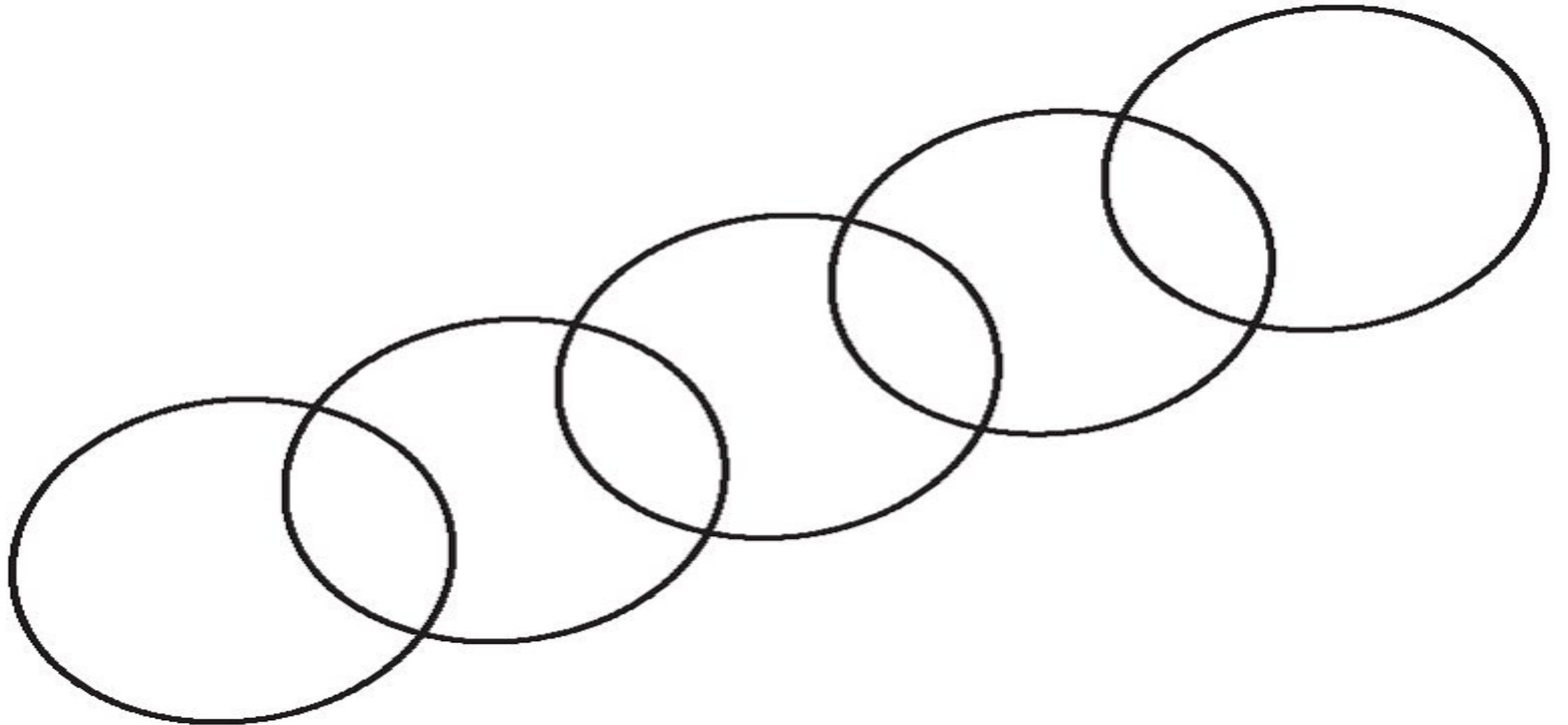
- ▶ Invite visitors from different religious traditions into the classroom to demonstrate or discuss various prayer forms with the students.e.g. Maybe some one speak on meditation
(see www.christianmeditation.ie)
- ▶ Hold a prayer service using their prayer book and some of the prayer forms they have studied.
- ▶ Practise using different types of prayer, vocal, meditation, and contemplation. Communal prayer/personal prayer.

(See h/o or ppt on types of prayer)

Types of Prayer



What have the types of prayer in common or different



Prayer Services + Retreats

- ▶ Handout of different prayer services that could be used through the school year. It would be very important here that students get a chance to participate in different forms/types of prayer.
- ▶ Students should be offered the opportunity of going on retreat or to experience prayer in another tradition. Create diary/blog.
- ▶ After retreat carry out evaluation. As part of this ask students to identify the different types of prayer they participated in.

Unit 5 - Ritual

- ▶ Brain storm on what happens in your house on Christmas Eve (Especially around preparations for Santa). or on a birthday ?.
- ▶ Draw out elements of ritual involved.

Ritual

See Time to Journey GM p.164-172

- ▶ Present ritual and identify areas of ritual through image
 - going to a disco - what do we do?
 - preparing for graduation - what is the procedure?
 - marriage preparations - what are they?
- ▶ Are they similar for most people?
- ▶ Encourage students to chart ritual in their lives.
- ▶ Discuss why we have ritual - security, continuity with tradition, habit.

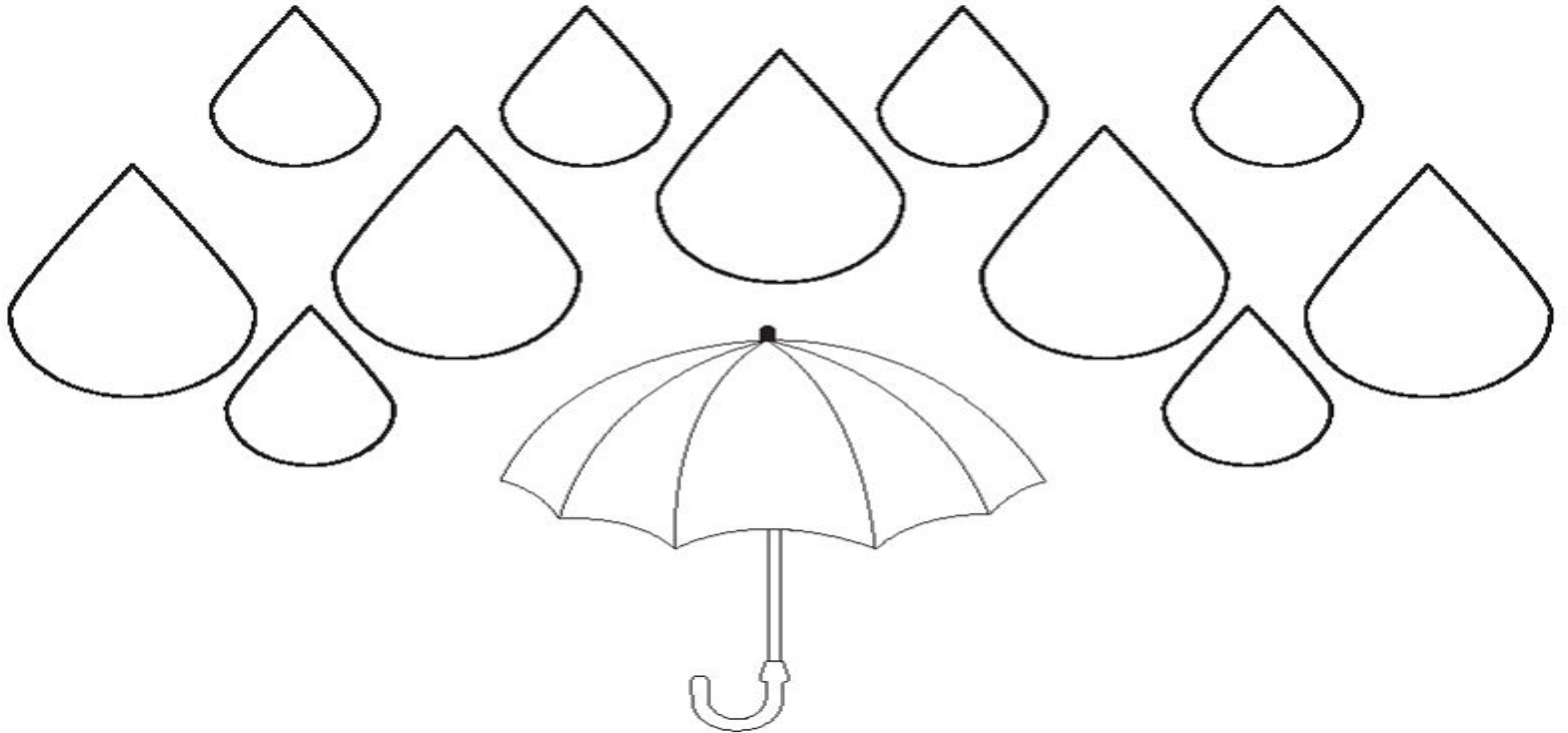
Ritual in Ireland

- ▶ Research ritual in Irish society - buildings, sites.
- ▶ Why are these important? - meaning of ritual.
- ▶ **See Article “10 Irish Sacred Sites” - An Tobar vol8 issue 7**
- ▶ Link back to Funerals, weddings, baptisms

Ritual in Religion

- ▶ Brainstorm or placemat occasions /examples of ritual in religion.
- ▶ Present ritual in religious community as an expression of faith. Brainstorm different forms of worship - attend liturgy or view on youtube or from a local church which streams via the internet- analyse ritual in liturgy.
- ▶ Invite lay ministers and youth ministers to discuss their involvement in ritual.

Examples of Ritual in my Life



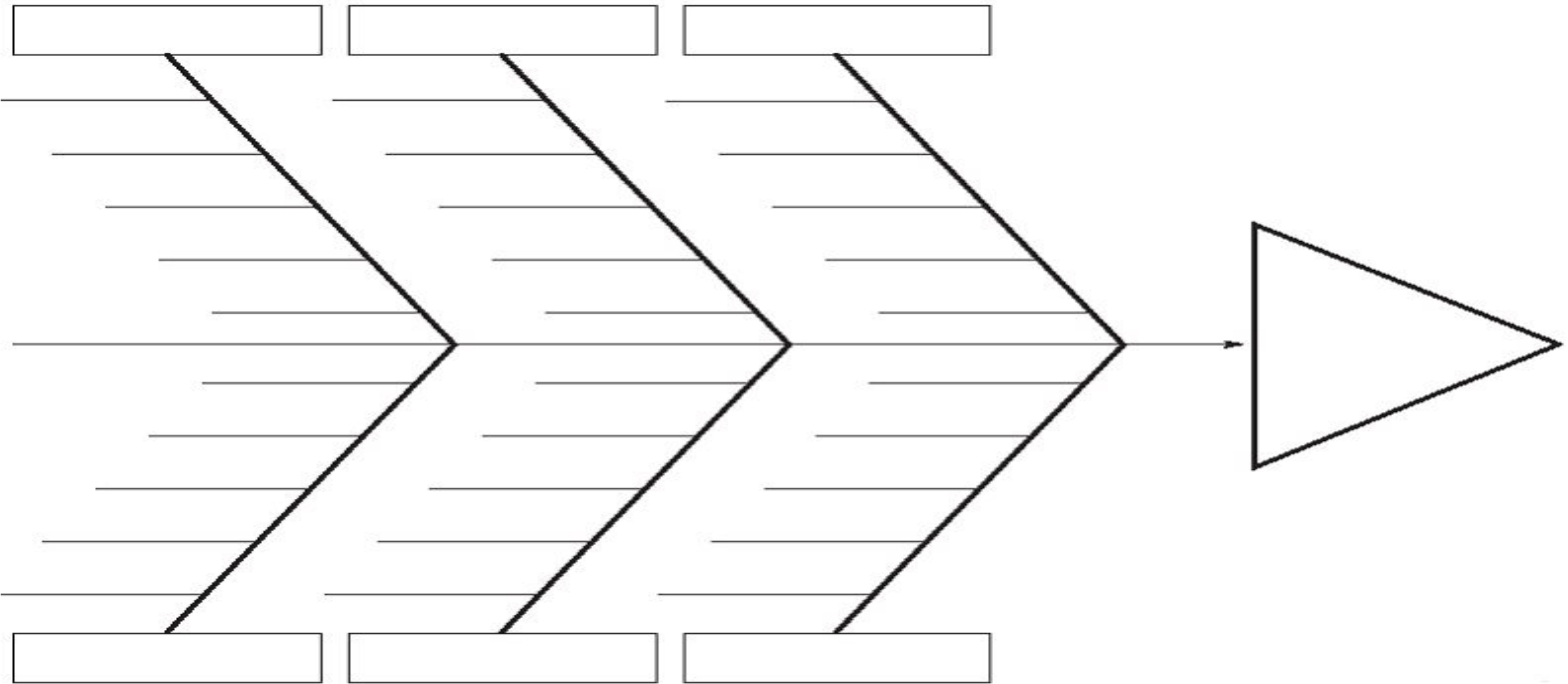
Places of Pilgrimage

- ▶ Use internet to find information on places of pilgrimage in Ireland and analyse the rituals associated with these sites.
 - ▶ Gougane Barra
 - ▶ Knock
 - ▶ Clonmacnoise
 - ▶ Sceilig Mhichil
 - ▶ Glengalough
 - ▶ Lough Derg

Useful information

- ▶ Lough Derg - Religion in the Modern World p.236
- ▶ Croagh Patrick A Question of Faith p.232
- ▶ The Reek DVD distributed by the RTAI
 - ▶ Lourdes
- ▶ What brings thousands of pilgrims to Lourdes every year?
<https://www.youtube.com/watch?v=9VvSdEjhzas> or
https://www.youtube.com/watch?v=XtQpuvqcq_Mc
- ▶ The Hajj
- ▶ <https://www.youtube.com/watch?v=ZZ4GP01y5rM>

Places of Pilgrimage



Visiting a holy place

- ▶ Organise a visit to a local holy site.eg holy well, mass rock, place of pilgrimage.
 - ▶ Lough Derg Religion in the Modern World p.236
 - ▶ Croagh Patrick A Question of Faith p.232
 - ▶ The Reek DVD distributed by the RTAI

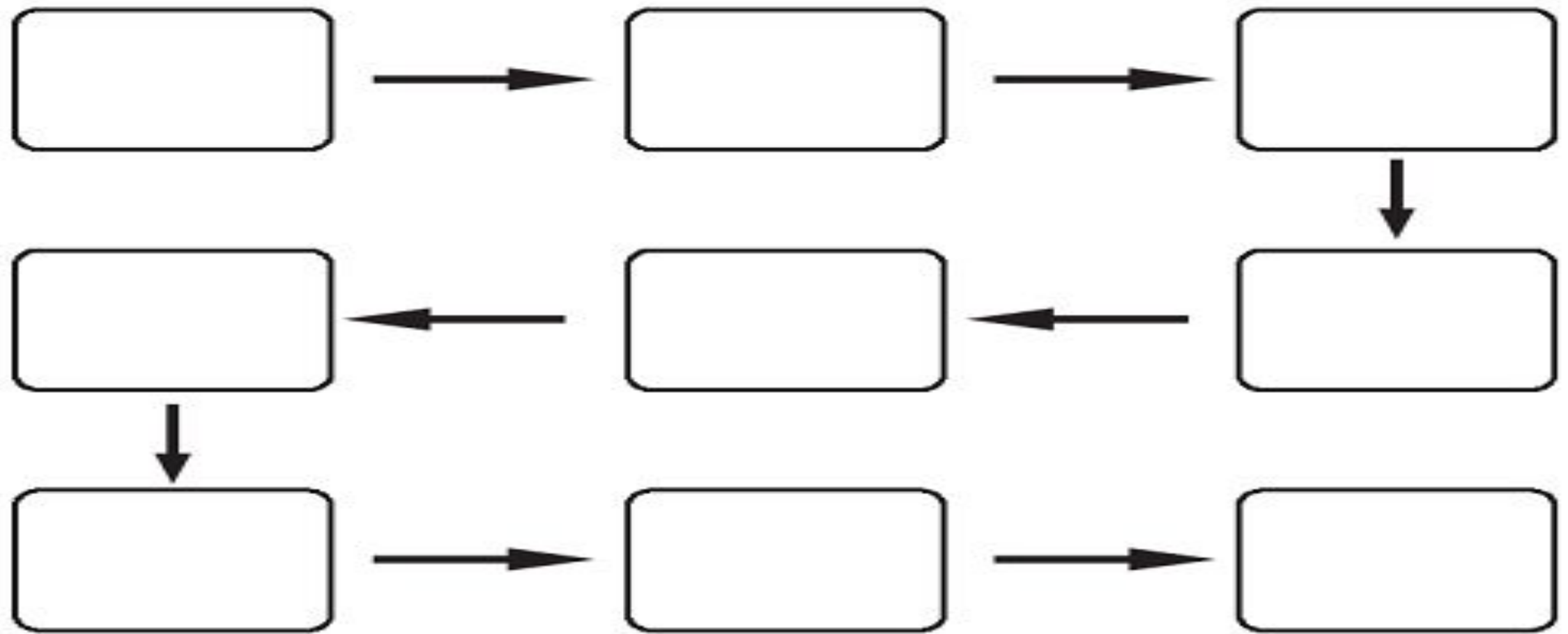
Sacraments

see Into the Deep Ch. 9

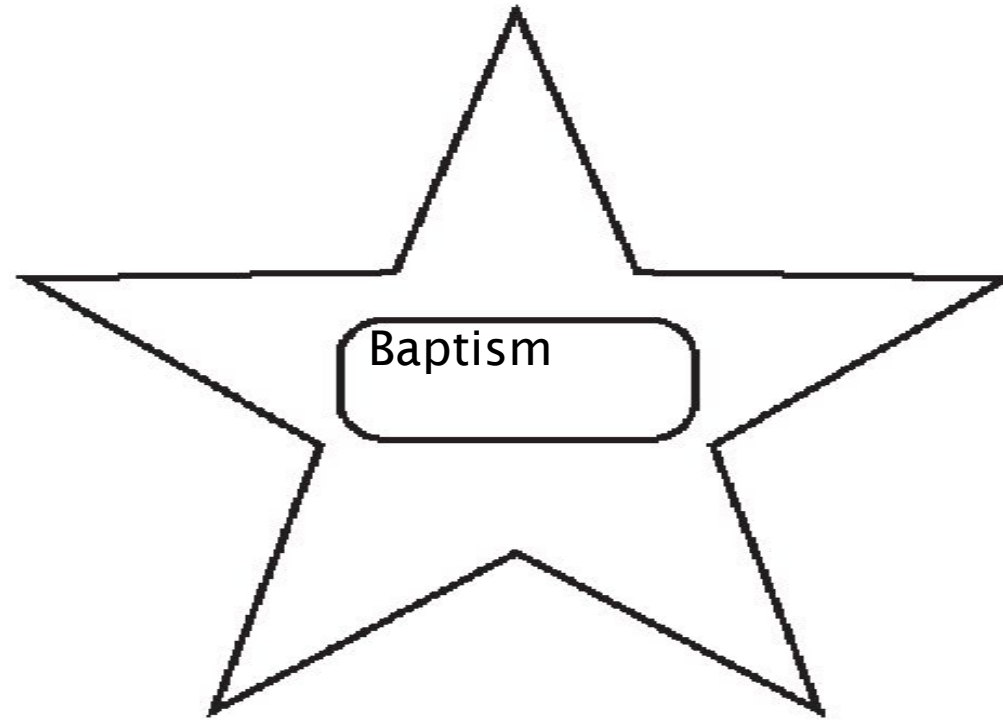
- ▶ Present sacraments (or celebrations of significant moments in two major world religions) and explore/discuss/compare the symbol, ritual, meaning and significance of the celebration for the community of believers.
- ▶ **Pair work** - students research a sacrament or similar celebration under headings of symbol, ritual, significance, community involvement, meaning - present report to group - possibility for use of home video of Baptism, Confirmation ceremonies here.

- ▶ Explore the ritual of blessing. Why do we bless ourselves with holy water?
- ▶ Ask chaplain to invite students to participate in short blessing of hands with chrism and explain meaning.
- ▶ Invite students to help prepare a short assembly for whole school for Nov 1st.
- ▶ Do large wall chart of 7 sacraments, with columns for 7 sacraments, stage of life when they happen, drawings of the signs and symbols associated with each or photographs of students on day they received sacrament.

Exploring the Sacrament of _____



What rituals or symbols are associated with _____?



Name	Stage of Life	Sign	Symbol
Baptism			
Penance			
The Eucharist or Holy Communion			
Confirmation			
Marriage			
Sacrament of the Sick			
Holy Orders			

Other ideas

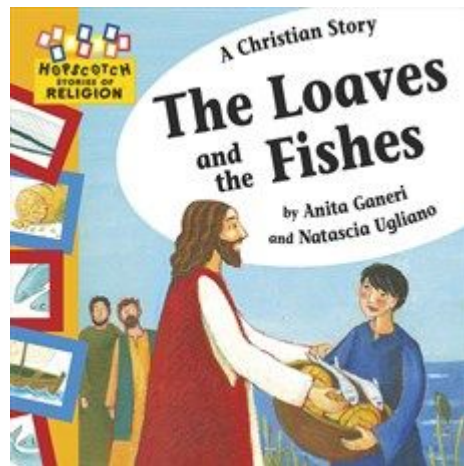
- ▶ Ask students to bring in any of the symbols associated with the sacraments they have at home, eg shawl, white robe, baptismal candle etc
- ▶ If enough could produce their baptismal candle chaplain could offer opportunity to renew baptismal VOWS.

Students participate in or observe different types of liturgical celebrations

- ▶ Experience 2 or 3
- ▶ These will be covered in the following five units

Module 2

Our Religious Story



What is it about ?

This module encourages students to explore **religious stories**. It asks them to become aware of the power of stories to portray deeper truths about the human condition and the spiritual search for meaning. The module tracks the link between tradition and present day faith in action, while providing students with an opportunity for active participation in, or observation of, their own communities.

Unit 1: Religion and Story

- ▶ Explore the concept of story using videos, such as Disney's *Beauty and the Beast* and *The Lion King* or the *Irish tradition of story telling*
- ▶ Discuss the power and richness of story. Explore morals, myth and symbolism. Use examples of each.
- ▶ Present stories from sacred texts such as Creation stories, prophets, kings, during story-telling sessions in class.

Examples of Story

▶ Tedtalks

▶ Youtube

Irish Story tellers

- ▶ Pat Speight <https://www.youtube.com/watch?v=uc1tcbQCAFA>
- ▶ Eamon Kelly https://www.youtube.com/watch?v=f0gJZKu_CuU
- ▶ Eddie Linehan
<https://www.youtube.com/watch?v=dpXnls57678>

Approaches

- ▶ www.faitharts.ie is invaluable here.
- ▶ Can also use Narnia here. www.sparknotes.com for teachers notes on film
- ▶ Worksheet to explain myth and symbolism in Narnia

Stories from Sacred Texts

- ▶ Present stories from sacred texts such as Creation stories, prophets, kings, during story-telling sessions in class.
- ▶ Art activity; small groups. Large sheet and colours. Divide sheet into 7 sections draw the creation story, one picture for each day
- ▶ Circle time: Each student researches a story from Sacred text. Allow time so students can learn their story and tell it rather than read it out. Follow up discussions re meaning and message

- Identify the messages that are told in each story.
- Relate the message of the story to life today.
- Examine the story of a major religious leader e.g. Jesus, , Gautama, Mohammed. Using relevant sacred texts tell his story.
- Examine parables - ancient and contemporary - as a story-telling form and say how they are relevant today.
- Make a compendium of favourite stories from among those studied - (Produce a storybook).

The Celtic Story

- ▶ Research our Celtic story under the following headings:
 - The burial of the dead.
 - Sacred art and artefacts
 - Rites of passage and initiation
 - Rites of sacrifice
 - Spirituality and nature.

Celtic Spirituality

Find *Celtic Spirituality* edited by Connie Duffy as it is excellent for this section.

It is an exploration of Catholic Faith rooted in our Celtic Heritage.

What can we do ?

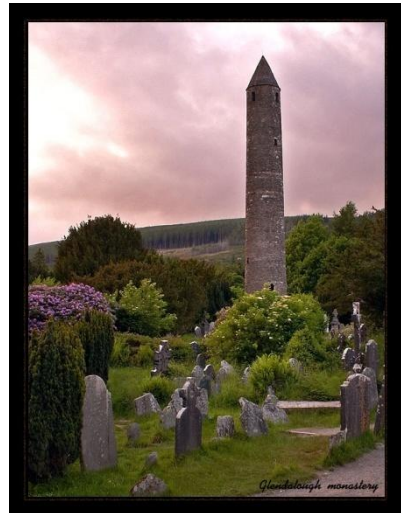
- ▶ Use legends, history books, the internet, film to explore this topic.
- ▶ Conduct interviews with older members of the community, parents and siblings

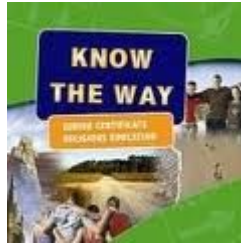
Using parables

- ▶ Invite students to tell the story of Jesus etc in picture and symbol.
- ▶ Begin each class with a parable and have students illustrate the meaning
- ▶ Use stories used in previous lessons. Print and bind it.

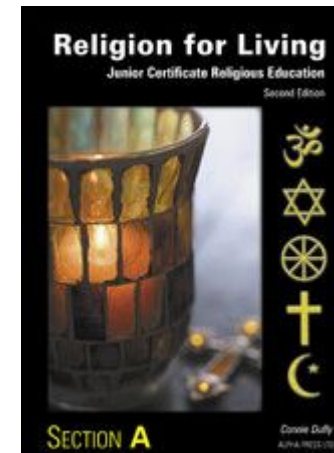
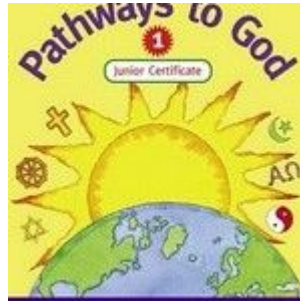
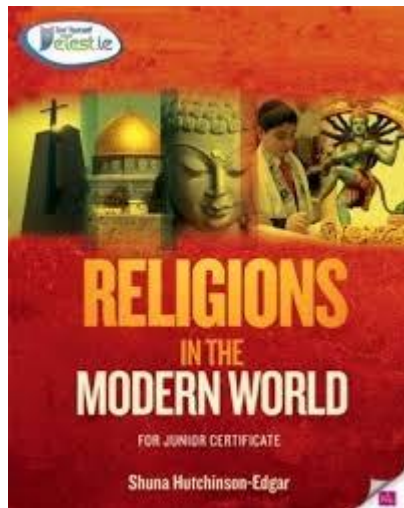
Visit

- ▶ Newgrange
- ▶ Glendalough
- ▶ Gougane Barra etc





Worksheets for same are available in the *Celtic Spirituality* edited by Connie Duffy or check out places of pilgrimage in the Junior Certificate books



Religion then and now

- ▶ Do a comparative study on "*Religion in Ireland today and religion in Ireland 50 years ago.*" Look at religious traditions, births, weddings, death, Lent, devotions, family prayer, rosary, confessions, holy places, special blessings, etc.
- ▶ Compile a storybook of local religious traditions, places etc.

Films

- ▶ **The Magdalene Sisters**
- ▶ **A Love Divided**
- ▶ **Evelyn**
- ▶ **Song for a Raggy Boy**
- ▶ **The Field**

See www.faitharts.ie

The Irish Wake

- ▶ The Irish Wake <https://www.youtube.com/watch?v=EZsx3ohSe3E>
- ▶ Pilgrimage to Lough Derg Donegal <https://www.youtube.com/watch?v=CVnAJdXRRqc> and <https://www.youtube.com/watch?v=6OcJgc3pEMs>

Unit 2 - Religious Communities and Ecumenism



Ecumenism

What is Ecumenism?

The term 'Ecumenism' comes from a Greek word meaning 'the inhabited earth'. The word occurs in the New Testament in Luke 2:1, where it is translated as 'all the world'.

Inter-faith dialogue...

Inter-faith dialogue...

- attempts to resolve and avoid conflict between religious groups
- attempts to build peace and justice among people;
- attempts to put into effect the Golden Rule, which is central to many religions;
- recognises that we are all 'pilgrim people' on our journey throughout life and that we need to respect one another's beliefs.

Inter-faith dialogue is dialogue between different faiths, e.g. Christians and Muslims, Christians and Jews.

Intra-faith dialogue is dialogue between different branches/denominations of the one faith, e.g. Catholicism and Anglicanism.

Useful websites on Inter-faith dialogue –

www.columban.ph/SeanDwan_interreligious_dialogue.HTM;

www.multifaithnet.org ;

www.religioustolerance.org

Possible approaches

Explain the concepts of inter-faith dialogue and ecumenism.

Reinforce with photographs, media coverage of inter denominational events, incidences of ecumenical controversy
And discuss.

Facilitate class discussion on the value/importance/need for ecumenism. Check out www.irishchurches.org and <http://www.ctbi.org.uk/>

Design a poster promoting inter-faith dialogue and ecumenism.

Invite people engaged in the promotion of inter-faith dialogue or ecumenism to discuss these issues with the class.

**Inter Faith
Dialogue
In Ireland**


Purpose

Nature



Examples

The Future


Posters on ECUMENISM



TRUTH
It's an Adventure, Not an Axiom.
A Story Still Unfolding, Not a Tale Already Told.
The Journey Is What Counts, Not the Destination.
Right?



TOLERANCE
Let's Celebrate Our Differences and Diversity
Even Though You are Clearly Wrong



Denominations

- ▶ Look at the CSO statistics for denominations in Ireland today and compare same with 10, 25 and 50 years ago
- ▶ Create handout on the main denominations in Ireland with size, leader, place of worship with photos i.e. Catholic, Church of Ireland, Methodist, Presbyterian, Baptist, Quakers etc..

Explain the/similarities and differences between these religious communities

This could be done through :

- ▶ Research
- ▶ Handout
- ▶ Powerpoint

Inter-faith Dialogue & Ecumenism

- ▶ Explain the concepts of inter-faith dialogue and ecumenism - reinforce with photographs, media coverage of inter denominational events, incidences of ecumenical controversy - discuss.
- ▶ E.g. Inauguration of Michael D. Higgins, Union Hall fishing tragedy, Queen's visit, Holy Cross School Belfast, marching season in northern Ireland , Taize and commemoration of 9/11

More approaches

- ▶ Need to define both and give examples from history and recent times
- ▶ Video clips - such as Fr. Troy
- ▶ Collect Newspaper articles
- ▶ Student experiences from Co-operation north , Coorymeela, Taize pilgrimage group etc

Discuss

- ▶ Facilitate class discussion on the value/ importance/need for ecumenism.
- ▶ Design a poster promoting inter-faith dialogue and ecumenism using either art or IT.
- ▶ Invite people engaged in the promotion of inter-faith dialogue or ecumenism to discuss these issues with the class. Prepare questions for this.

Religion and the local community

- ▶ Driving through _____ what evidence is there of a religious presence or action in the area ?



Begin

- ▶ List the support groups operating within the community
 - Brainstorm
 - Use Golden pages or local directory
 - What needs are met by these?
 - Community needs vs. needs of the individual

More approaches

- ▶ Visit local places of worship. Local Heritage Centre/Tourist offices and historical societies may be useful.
- ▶ Most areas have a holy well or mass rock. Check out local history group or library.
- ▶ Organise a pilgrimage
- ▶ Liaise with Social Education for Module "My Community "Joint project here

Project - Research

- ▶ Students should carry out research on a local place of worship. This can include site visits using video and camera, local historians visiting the classroom, a visit to the local library. [See Parish Project doc or journal work resources from pdst for 2013 jc journals](#)
- ▶ These could include the following :

1. History of the Area

- ▶ *History of the area* - local saints, famous members of the worshipping community, past and present, places of significance (churches, graveyards, holy well, grottos, shrines, marian crosses, mass rocks, etc)
- ▶ **Faces and Places in my Parish Calendar**

2. Religious Organisations/Communities

- ▶ ***Religious organisations*** in the community e.g. St Vincent de Paul, religious denominations (Roman Catholic, Church of Ireland, Christian Fellowship), communities of sisters, brothers and priests (e.g. Sisters of Mercy, Spiritans, Poor Clares), Pioneers,, bible groups, Mothers' Union.

3. Religiously motivated support groups

- ▶ *Religiously motivated* support groups in the local community e.g. bereavement, marriage guidance etc.
Cura, Accord



4. Religious groups or Congregations

- ▶ The *contribution of religious groups or congregations*, in terms of education, health, social services in the community.



Action

- ▶ Invite speakers in or organise visits out
- ▶ Exhibition of work
- ▶ Section on school website or on digital noticeboard
- ▶ Promote involvement in community/parish and create opportunities for same.
- ▶ Organise Info Day on the local community

Unit 4- Faith in Action

- ▶ Identify key religious figures
- ▶ Explain the commitment and motivation of these figures
- ▶ E.g. Jesus, Mohammad, Pope John Paul II, Pope Benedict, Mother Teresa, Desmond Tutu, Mahatma Gandhi, Fr. Ted, Fr. Adrian Troy, Dalai Lama, Mary Aikenhead, Catherine McAuley

Key Religious Figures

- ▶ Group/Pair work - Study key religious figures Jesus/ Mohammed, modern figures such as Gandhi, The Dalai Lama, Mother Teresa, Jean Vanier - use of documentary, film, articles etc. See profiles in all Junior Certificate RE books under persons of faith
- ▶ Explore their commitment, inspiration, motivation, approach, the community they built around them, their way of teaching, and caring.

Persons of Faith

Book	Person	Page
Know the Way	Sr. Stan	p.301
	Gandhi	p.304
Faith Alive	Dalai Lama	p.92
A Question of Faith	Mother Teresa	
	Katie Taylor	
	Donal Walsh	

More to do ...

- ▶ Present Findings to class - compare aims, approaches lifestyles.
- ▶ Invite key figures from the local religious communities to address the class - how is their faith a living faith, an active faith, how does the community nourish and support their faith. [See JC Journal Guidelines](#)

More

- ▶ Where appropriate students assess their role as members of religious communities - responsibility to the community - how young people can become actively involved in their religious communities...pastoral councils/pastoral areas. Invite speaker to explain .
- ▶ **Faith Friends Programme.** It may be possible to engage students in this or another witnessing programme.
- ▶ Organise a class retreat - to allow the students present themselves as a community of believers.

A Lived Faith



Recognise a lived faith in community -

- Visit a community of faith / congregation esp. Poor Clares
- Interview a person of faith - priest
- View clips of people talking about their faith - George Hook, Alice Taylor, Mickey Harte

Watch

- ▶ Gandhi
- ▶ The Heart has its Reasons
- ▶ The Passion of Christ
- ▶ Garvan Byrne



Unit 5 - The Story of Living Faith

*This unit involves the students undertaking a **Community Action Project**. This project could involve them in areas such as:*

- Older People,
- People with Disabilities,
- Homeless People.

Option 1 - Working with Older People

See ppt

The Story of Older People

Option 2 & 3

- ▶ People with disabilities or homeless people - lesson packs/school packs on homelessness available from



Unit 6 - Religion and the Media

- ▶ Analyse the treatment of religion and moral issues in the media - collect a number of articles from a positive and negative angle.
- ▶ Look for the "God slot" on television, radio programmes, the print media, music and the internet. Conduct a survey of all the different media types to establish the extent of coverage given to religion. The following areas could be looked at:

TV & RADIO

- ▶ Examine television and radio schedules in terms of timing, length, audience etc.
- ▶ Identify and name the different types of religious programmes e.g. worship and magazine type programmes, religious documentaries, religious and moral issues in soaps and dramas.
- ▶ View the various types of programmes in the classroom - Would you believe? , Gay Byrne The Meaning of Life , Mass, Worship, Angelus

Print media

- ▶ Examine newspapers and magazines for their treatment of religious issues. Explore any bias, prejudice or hidden agenda present.
- ▶ Examine the lyrics of popular music for their treatment of religion.
- ▶ Conduct a survey of religious sites on the internet. Comment on their frequency, content, presentation, target audience etc.

Possible Approaches

Divide class into groups and allocate a medium to each:

- ▶ Newspapers
- ▶ TV factual
- ▶ TV soaps/drama
- ▶ Radio
- ▶ Music
- ▶ Internet sites
- ▶ Work with maths teacher to present data in pie and bar charts

Face Up





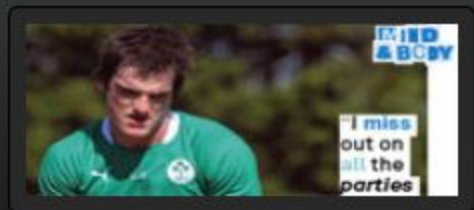
the number one student magazine - take part in the action

- HOME
- THIS MONTH
- ABOUT US
- CONTACT US
- WORK FOR US
- ADVERTISE WITH US
- TEACHERS FORUM
- SUPPORT FACEUP

Find Us Online:

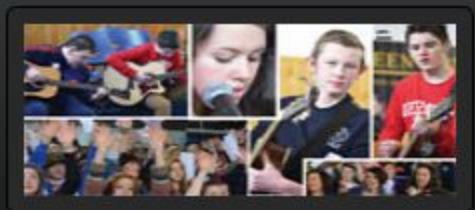
- Campaign
- Mind and Body
- Radar
- Real Life
- Spirit and Soul
- Student Life
- VIP

FEATURED NEWS POSTS



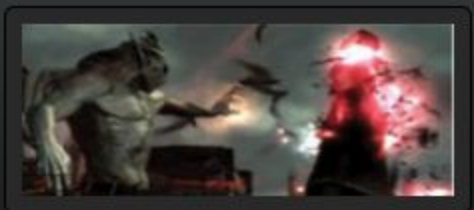
"RUGBY IS MY NUMBER ONE PASSION"

August 20, 2012 • Posted by: rcireland
Sports-mad student Thomas Daly, 19, reveals just how much he's had to give up...



"WHEN I SING I FORGET MY WORRIES"

August 20, 2012 • Posted by: rcireland
How shy student John Ivory transformed himself into a solo star on the stage....



TECH TOYS AND GAMES

August 20, 2012 • Posted by: rcireland
Vampire-slaying sagas, juicy Apple upgrades and schedule sorting apps....



GET YOUR AC

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Help Trocaire break and raise some seri...

THIS MONTH



September edition now available

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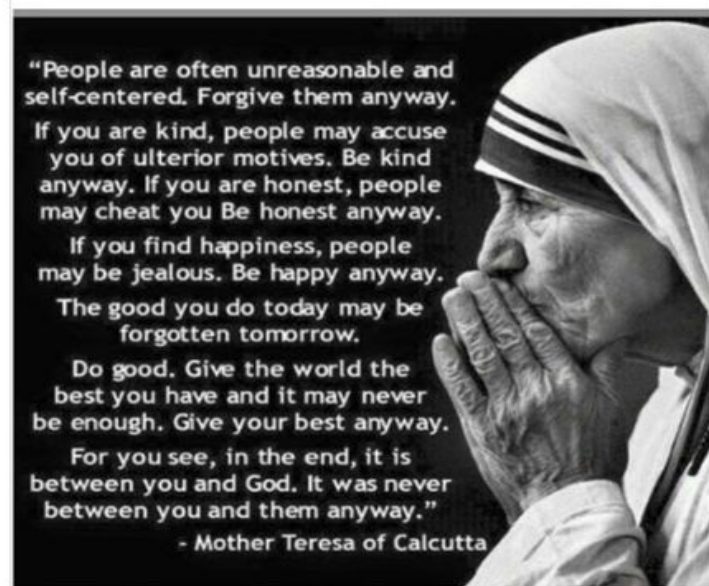
Videos

Posts

Manage Tabs

Promote

Teaching Religious Education shared RTAI - Religion Teachers' Association of Ireland's photo. 2 hrs ·



RTAI - Religion Teachers' Association of Ireland September 4 at 6:17pm ·

http://www.catholicireland.net/mass-canonisation-mother-te...

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- Add Website Promote Website

PAGE TIPS

- Create a Username for Your Page That's Easy to Remember
A username helps people find and remember your Page.
- How Do Facebook Ads Work?
Reach all the right people where they're active and engaged.
- What's a Boosted Post?
A boosted post is the easiest way to reach more people on Facebook.

See All Page Tips

PHOTOS



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- [Pastoral Letters](#)
- [Important Dates](#)

Horizons Radio

EVERY SUNDAY MORNING FROM 9.00-10.00AM ON RADIO KERRY
The Religious and Social Affairs Programme for the Diocese of Kerry



search for mass times

- select your parish -

or search by map →



upcoming events

21
Sep

Evening Of Pray...
With Eddie Ston ...

28
Sep

Reflective Weekend
"Begin with the ...

07
Oct

Annascaul To Knock
Annascaul Parish Ann ...

important dates



Dates to remember
[click here for more](#)



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The Irish Catholic

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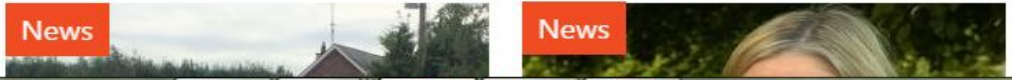
NOVENA Knock Novena 14-22 August

National education conference THE FUTURE OF FAITH-BASED SCHOOLS IN A PLURALIST SOCIETY

Search this site... 3,963 Followers 0 Fans



Digital Edition The Irish Catholic At Teresa of Calcutta



Action

- ▶ Identify current trends in the way religion is treated in the media.
- ▶ The class could produce a show for the local radio station. It should include religious items of interest/songs etc.

See Diocese of Kerry and Radio Kerry

Module 3

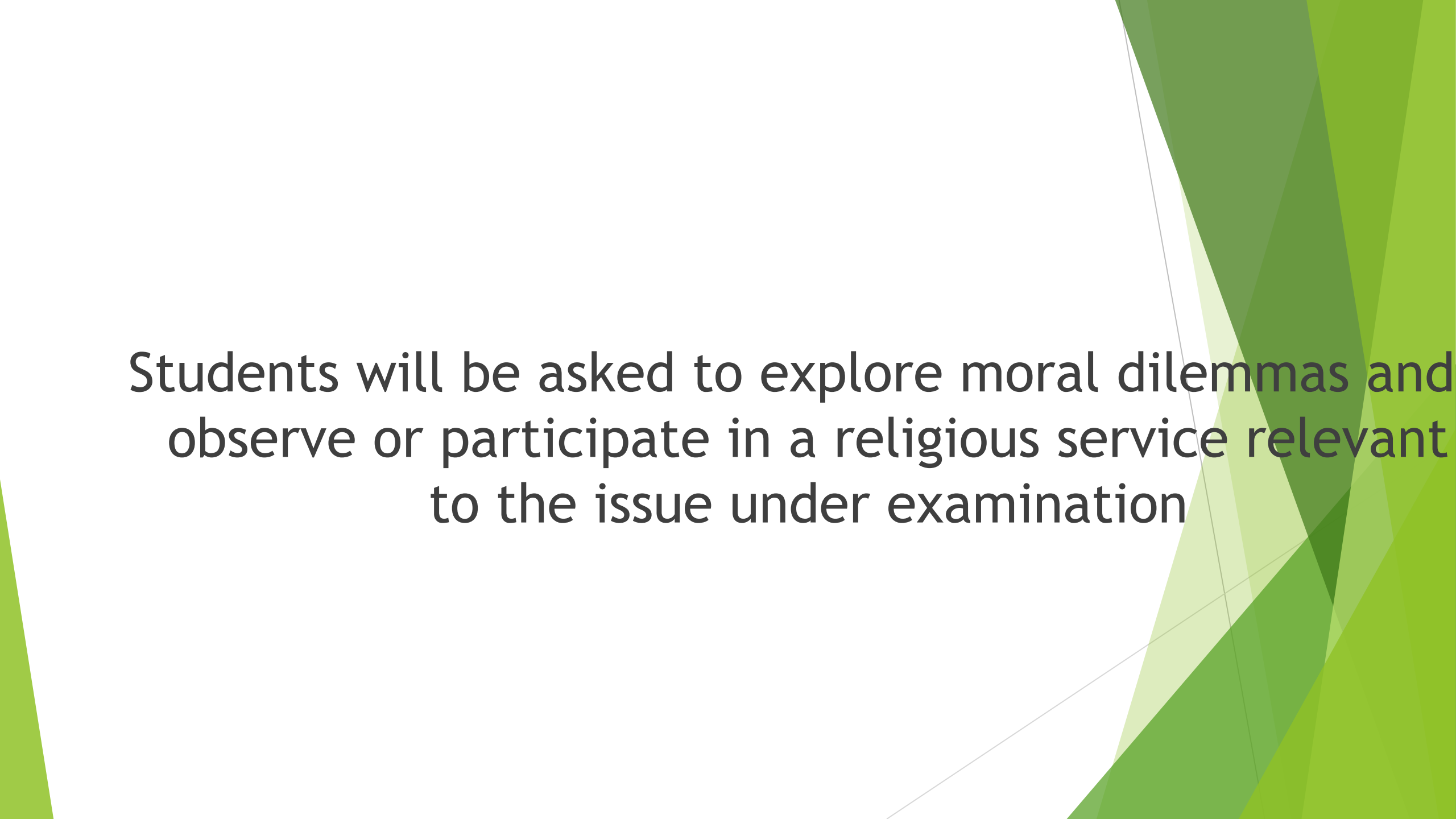
A Living Faith

Summary

This module follows a thematic approach. It focuses on sets of moral issues and asks students to explore religious teachings in relation to them.

The views and values of the students are juxtaposed with the moral visions of two religious traditions on the issue.

.

The background features abstract, overlapping green geometric shapes in various shades, including light lime green, medium green, and dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text is centered on the left side of the slide.

Students will be asked to explore moral dilemmas and observe or participate in a religious service relevant to the issue under examination

A thematic approach

The following themes should be studied:

Life Issues

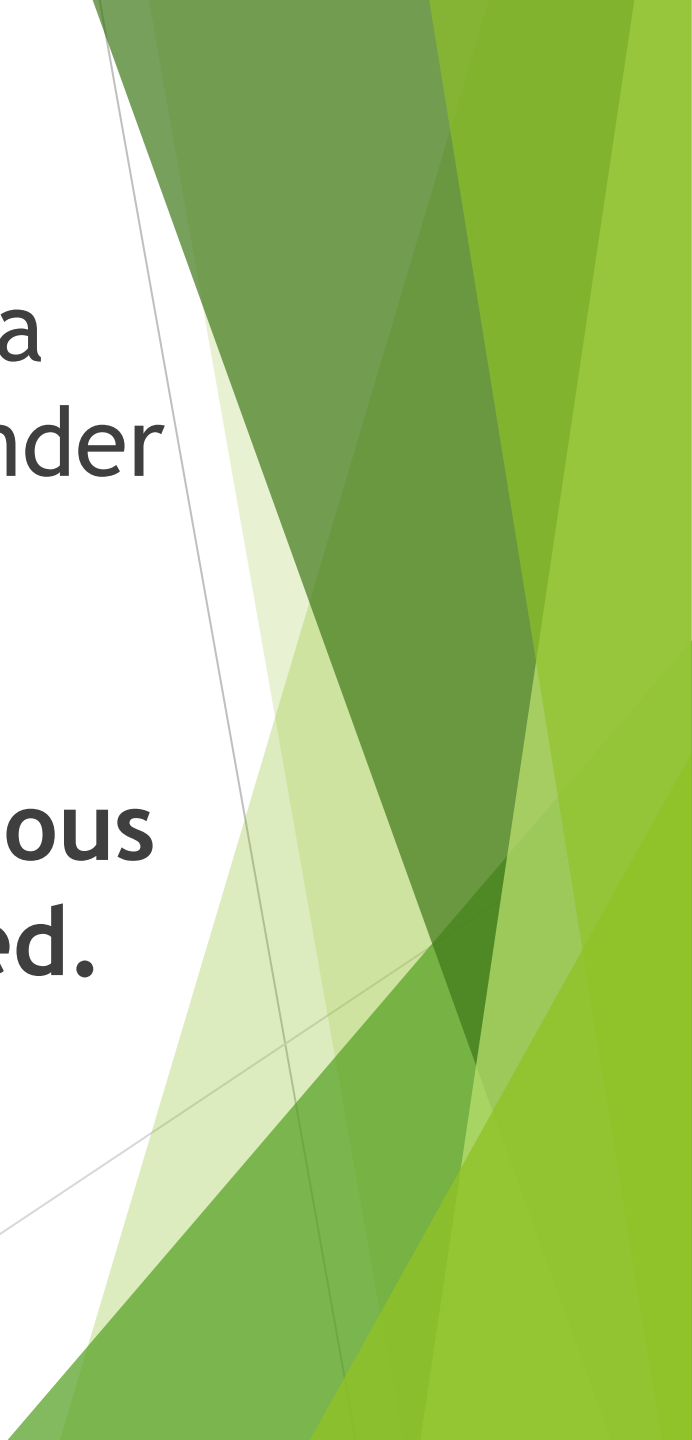
Relationship Issues

Justice and Peace

Morality in the Workplace.

Requirements

- ▶ Teachers will choose *four* issues from *each* theme.
- ▶ The focus is to examine the current reality of each issue in society today.
- ▶ Then the views and values of the students are juxtaposed with the teachings of two religious traditions on the issue.

- 
- ▶ Students will be asked to explore moral dilemmas and observe or participate in a religious service relevant to the issue under examination.
 - ▶ **It is important to stress that the religious dimension of each issue is to be studied.**

Life Issues

- Sanctity of human life
- Respect for persons, physical/sexual abuse. stereotyping
- Abortion
- Suicide
- Family planning

□ Euthanasia

□ Birth Technologies

□ Violence

□ War

□ Terrorism

□ Capital punishment.

□ Drugs/alcohol/smoking

Relationships Issues

- Human relationships
- Sexuality
- Family planning
- Marriage
- Divorce
- **Sexual orientation**
- **Aids**
- **Rape**
- **Sexual abuse**
- **Pornography**

Justice and Peace Issues

Human dignity and equality

Global solidarity

Social justice

Discrimination

Civil Rights

Homelessness

- Poverty in Ireland and the Third World
- Distribution of wealth
- Institutional structures Personal experience of being wronged
- Human Rights
- Peacemaking
- Social teaching of the Churches.

Morality in the Workplace

- Why work?
- Work and a job
- Work and young people
- Values and work
- Rights/responsibilities of the worker
- Rights/responsibilities of the employer
- Women's work/Men's work
- Work and technology
- Work and the environment
- Work and leisure
- Unemployment
- Honesty
- Fraud
- Trade Unions.

To begin with

► Start with a look at “what is morality?” worksheet with dilemmas:

1. You are given change of a 20 euro note when you handed in 10 euros. Would you give back the money?
2. Hospital in a rural town has one ventilator. Two teenagers after a car crash require it. The father of one boy is a big \$ supporter of the hospital. Who gets the ventilator?
3. Boss goes golfing you take a half day. You work for a stationary company. You help yourself to paper pens etc on a regular basis. Is this stealing?

Ask 3 questions for each dilemma

1. What would you do?

2. What would be the right thing to do?

3. How do you know it's the right thing to do?

Methodology

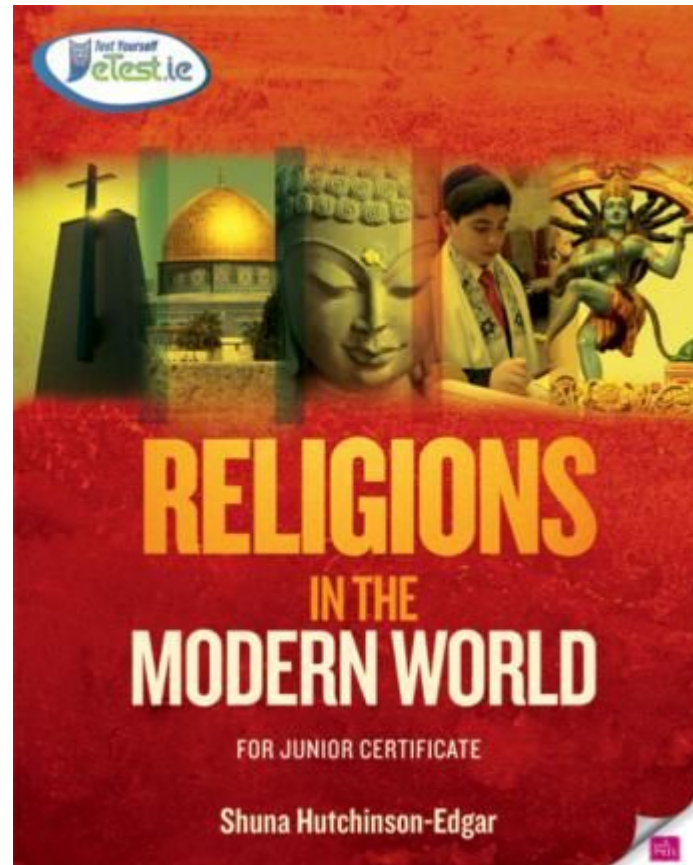
- ▶ Choose themes that are current and relevant to student needs, interests and ability.
- ▶ Conducting a vox pop in the school corridors/main shopping area etc. is a good way of establishing current reality of any issue. Collate and display main findings.
- ▶ Exploration of these issues in two religious traditions. Guest speaker opportunity or internet research.

More Approaches

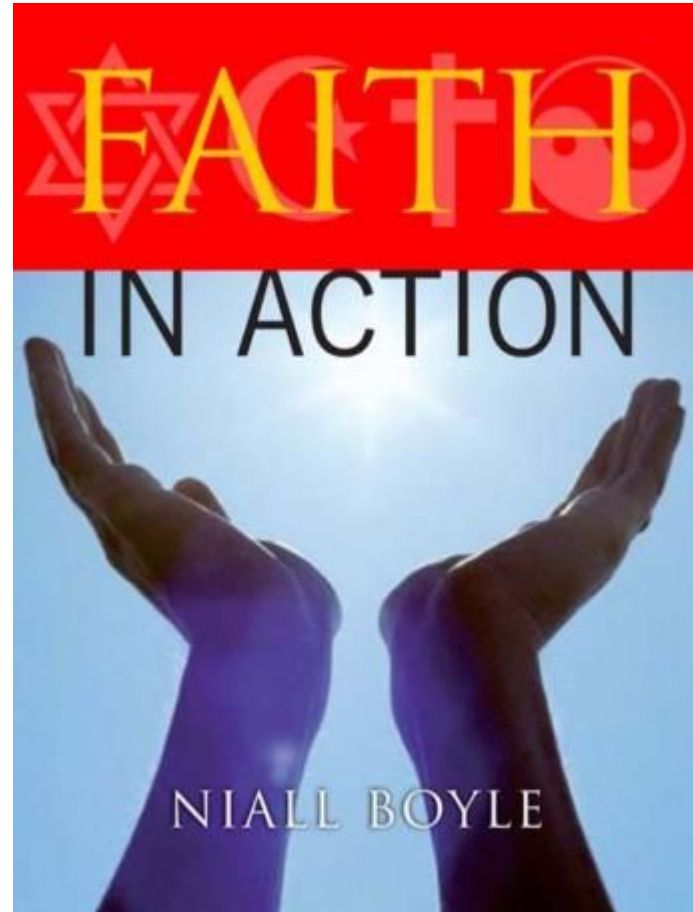
- ▶ Dilemma worksheet and case studies are good here
- ▶ Class discussion/debate on each issue “what do we think?”
- ▶ Resource File
- ▶ Speakers

Useful texts

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

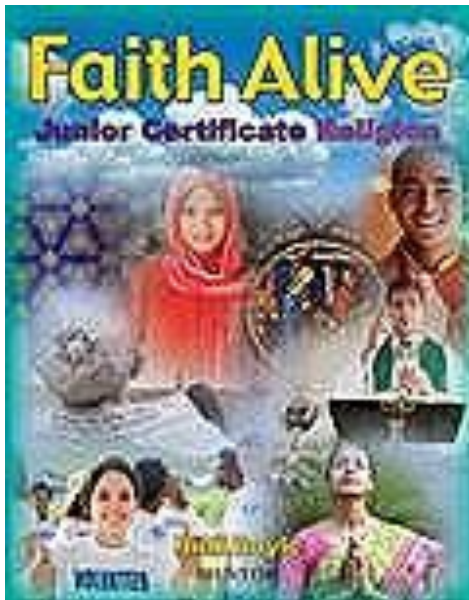


Faith in Action – Section C



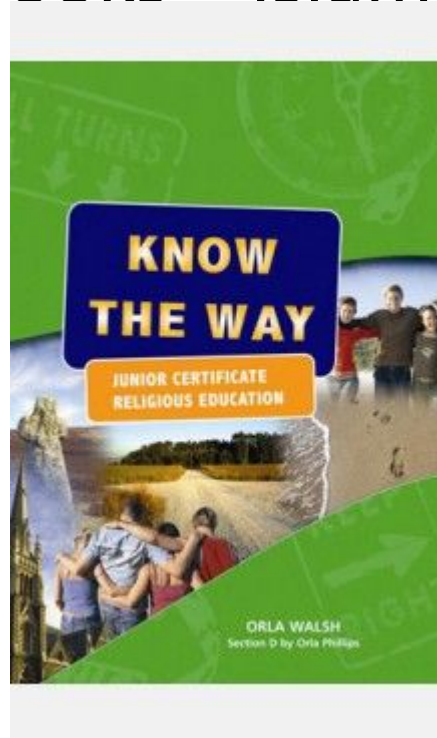
Faith Alive Mentor

- Great workbook also – Islam covered well



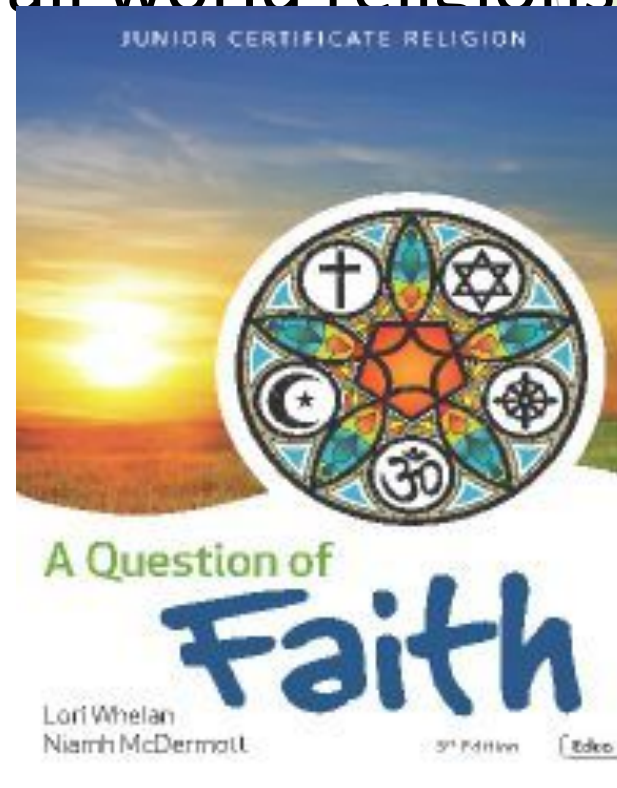
Know the Way

- 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.

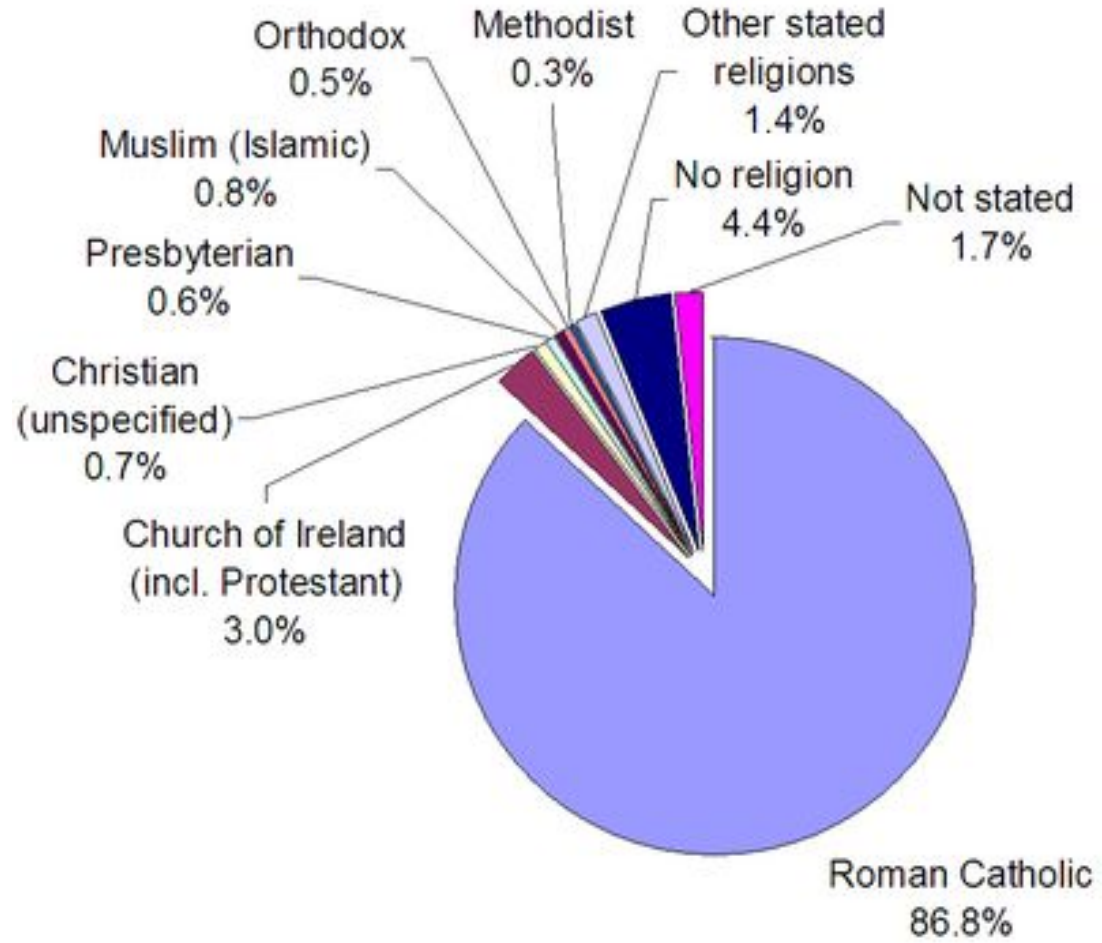
These might include:

- 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?

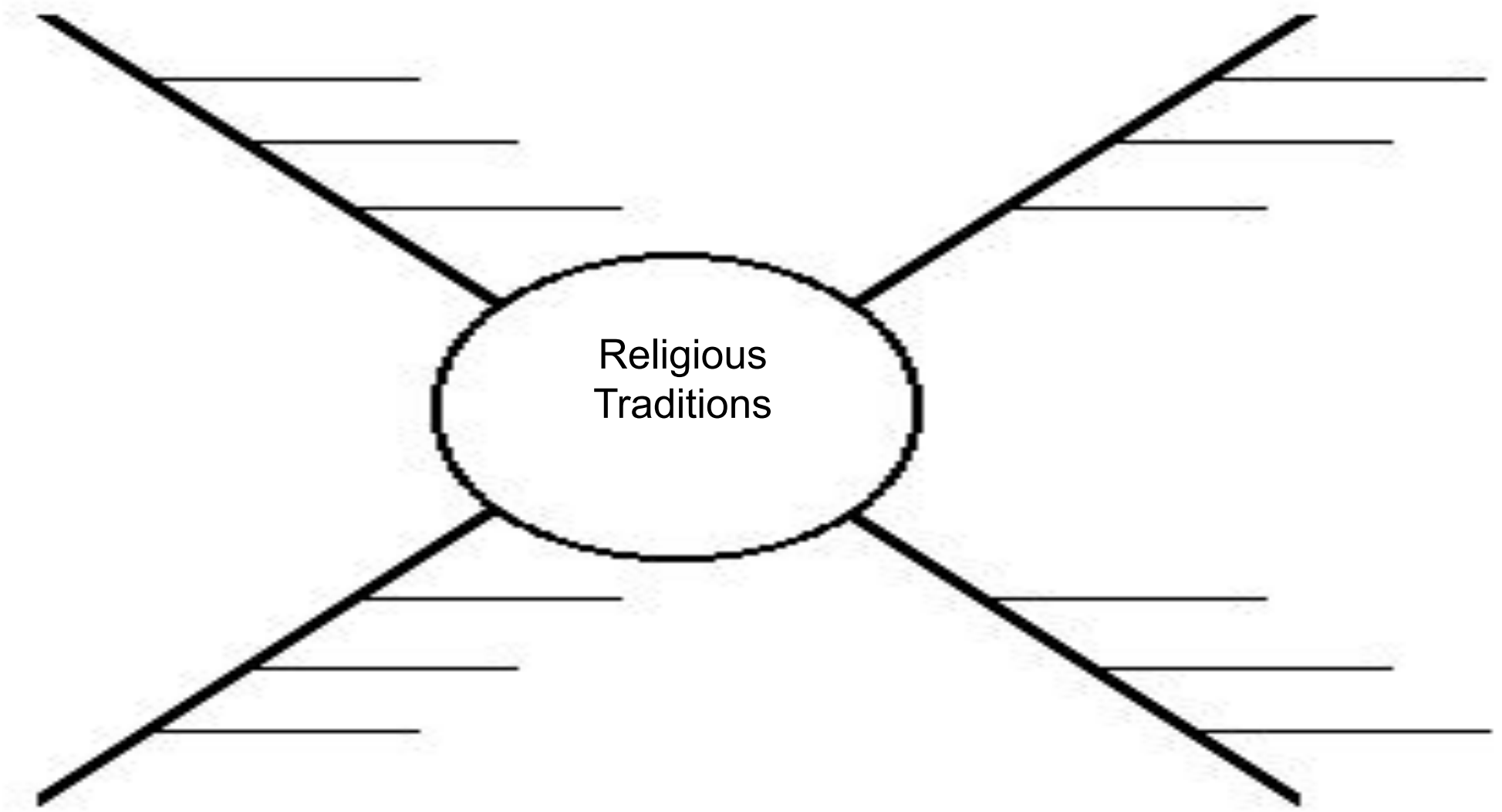
Religions in Ireland (2006)



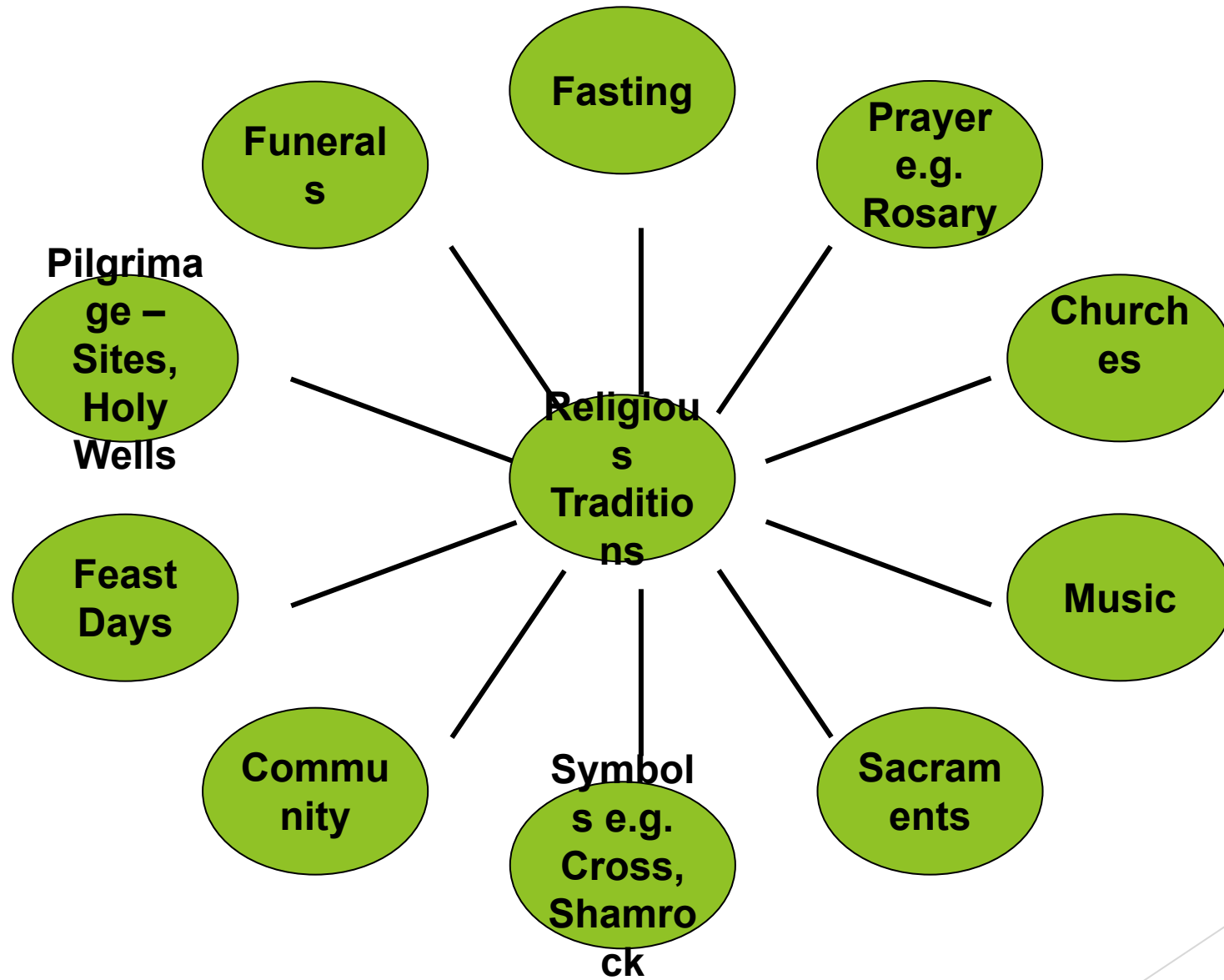
Look at Religious Traditions in Ireland

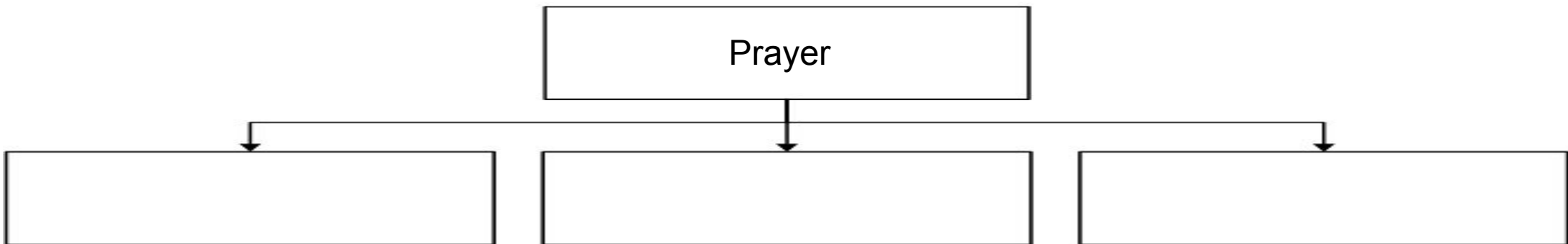
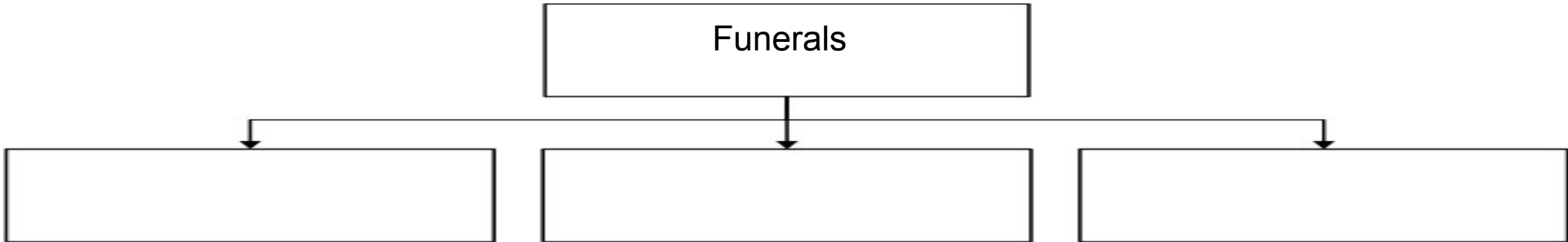
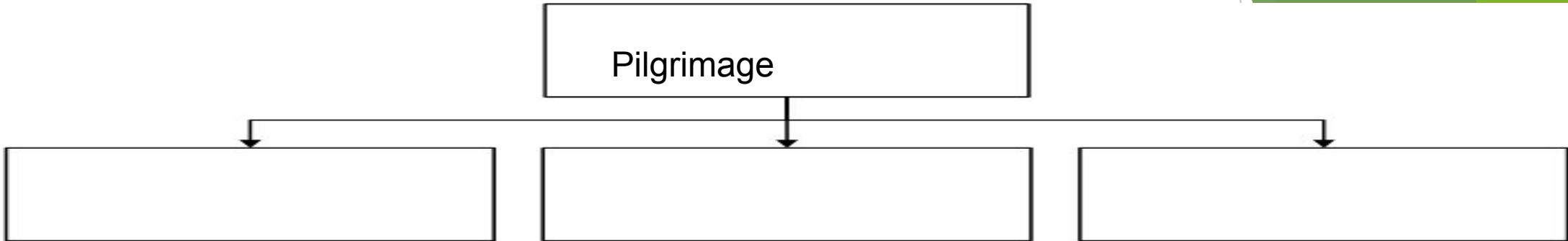
- List religious traditions in Ireland
- What are they and what do they celebrate?
- How have they changed in Ireland?
- Why has it changed?

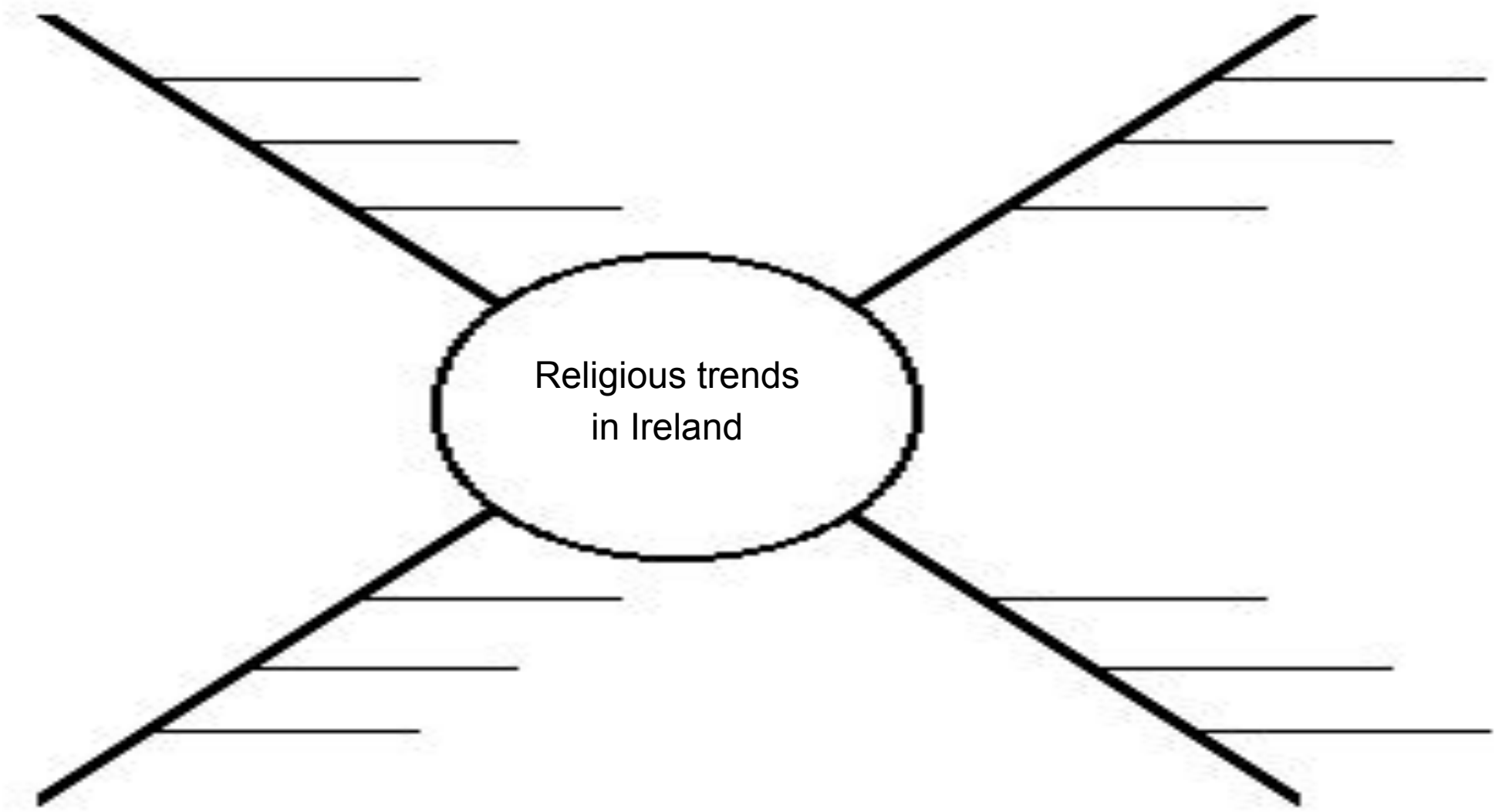
See worksheet

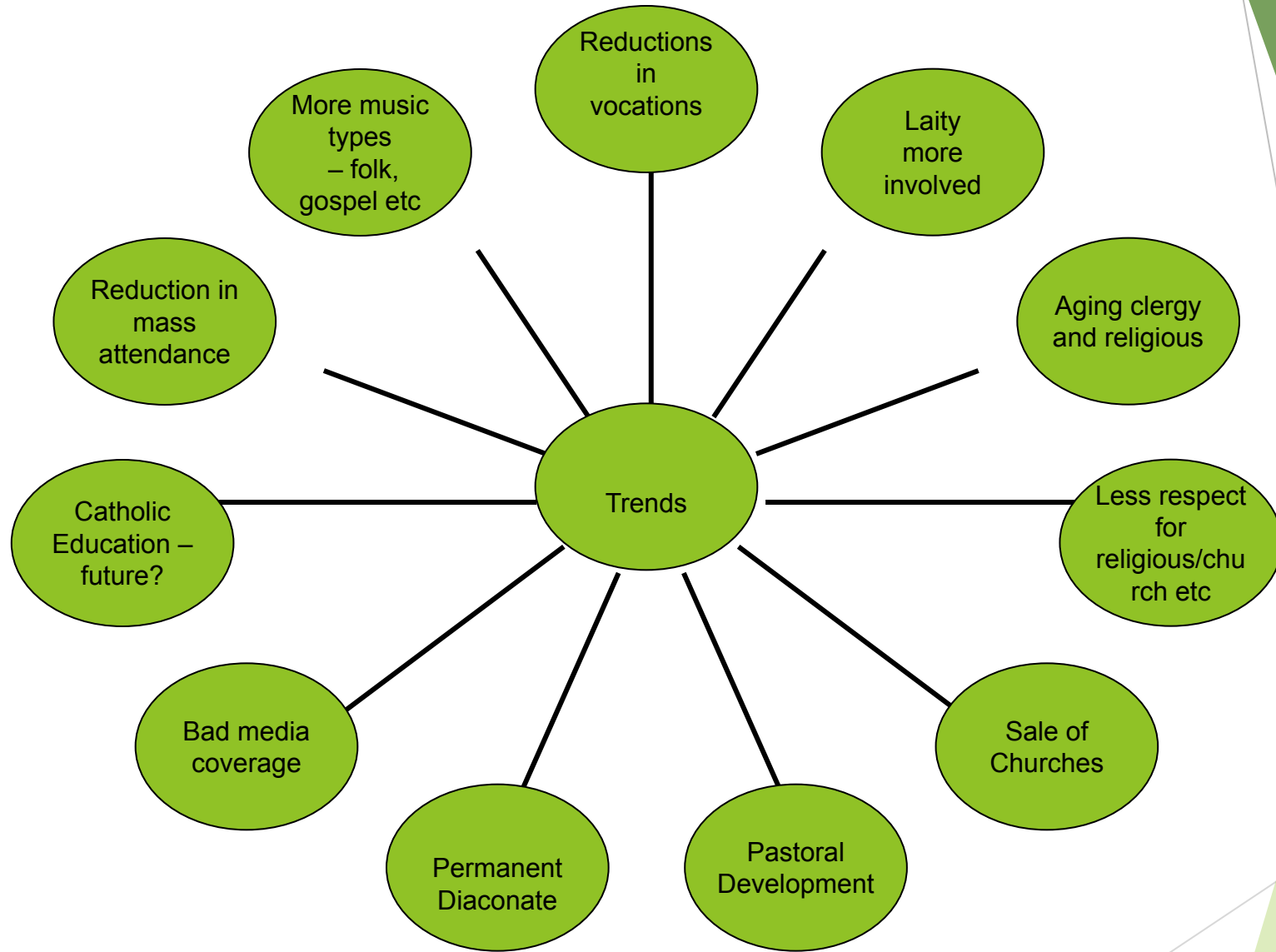


Religious
Traditions

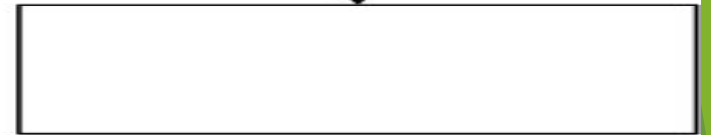
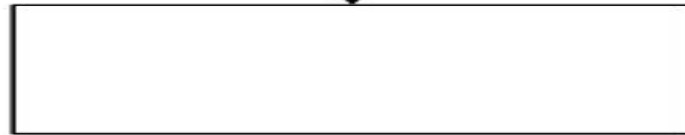
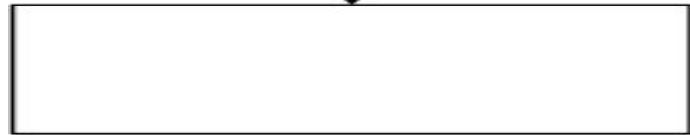




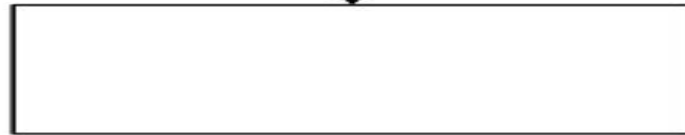
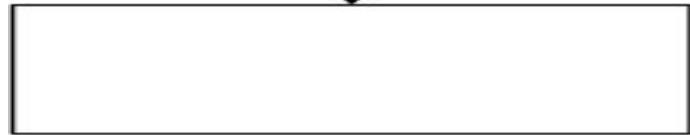




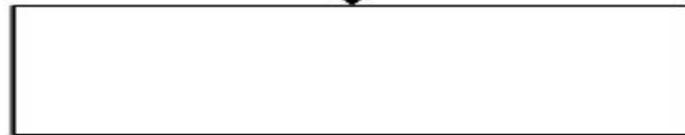
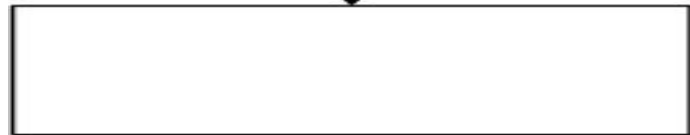
Aging priest
and religious



Negative media



Permanent
Diaconate



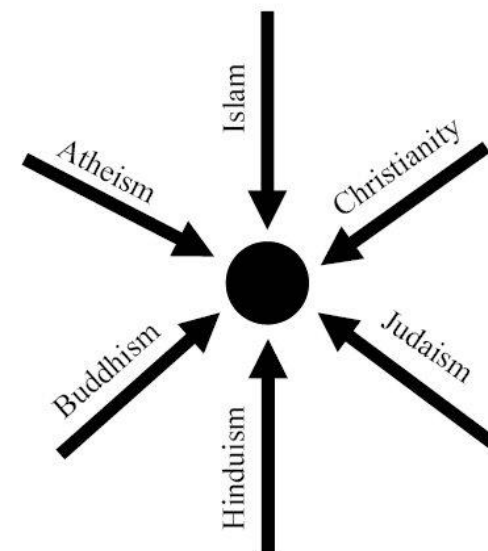
A recent international survey on religious practices concluded that the Irish continue to believe in God, in life after death and attend weekly worship at the highest rates in Europe.



In your experience, are these findings relevant 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?



Religious Diversity – Threat or Opportunity ?

<i>Threat</i>	<i>Opportunity</i>

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?

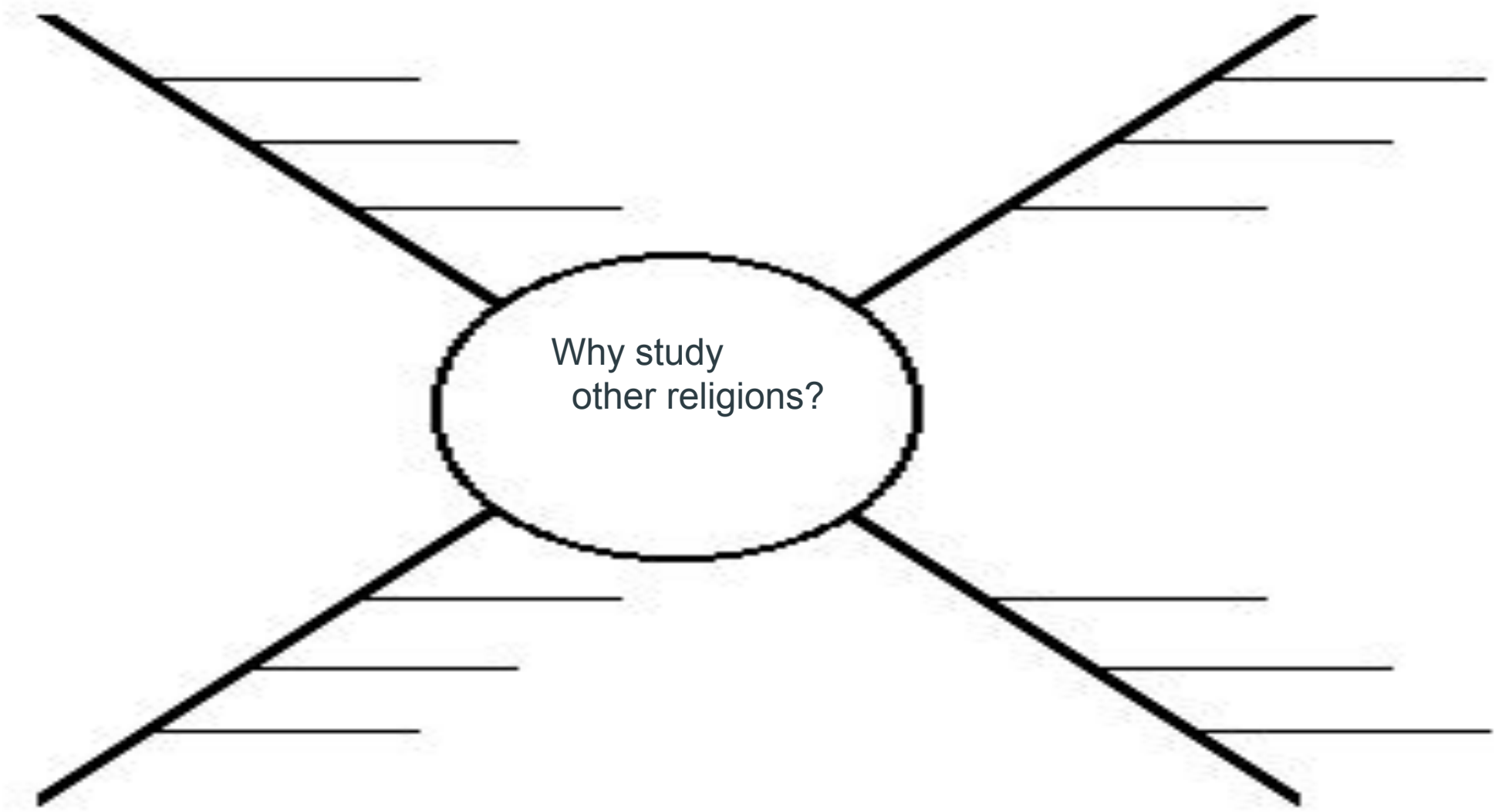
5. We are constantly exposed to different religions and world views :

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.





Focus on 3 World Religions



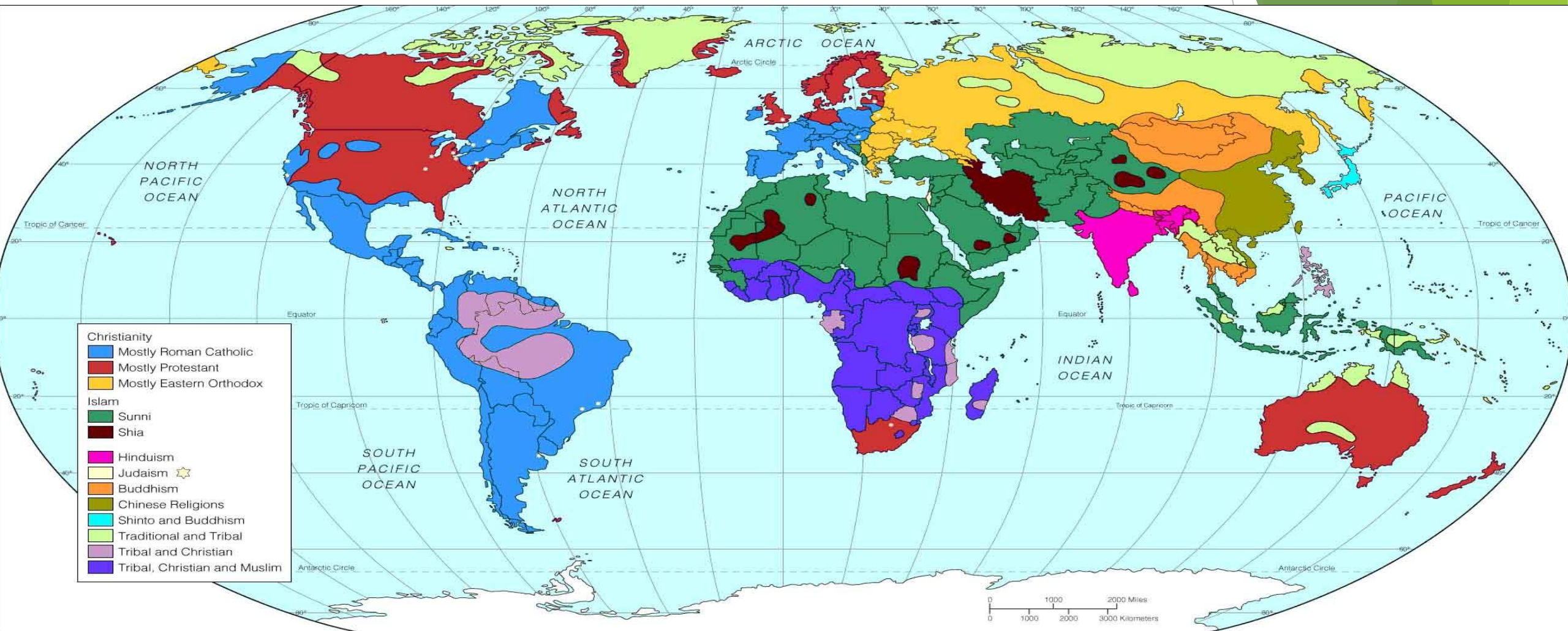
Judaism - 2000 BCE



Christianity - 30+ CE



Islam - 622 CE



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.







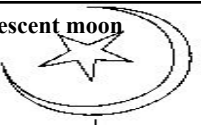
Methodology

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

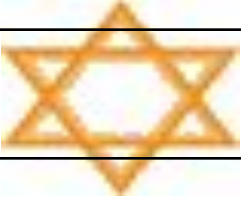

The changing trends of religious practice in Ireland - a Prime Time poll Joe Little, Religious and Social Affairs Correspondent, discusses the findings

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
Relation-ships	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

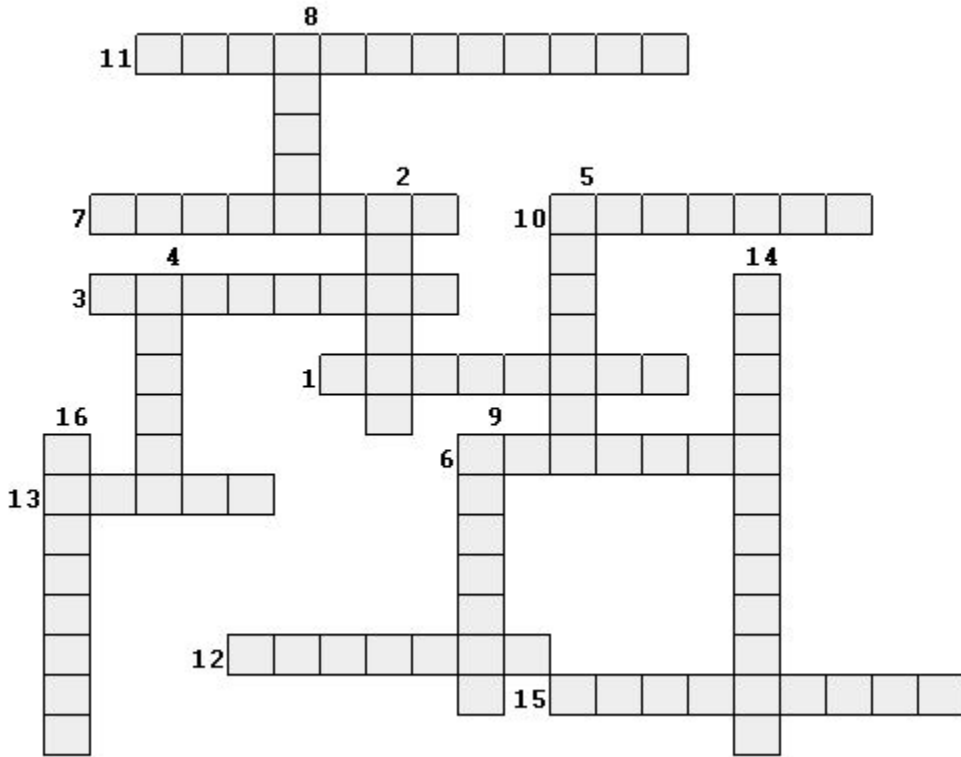
Nelly my pet frog, his mom

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



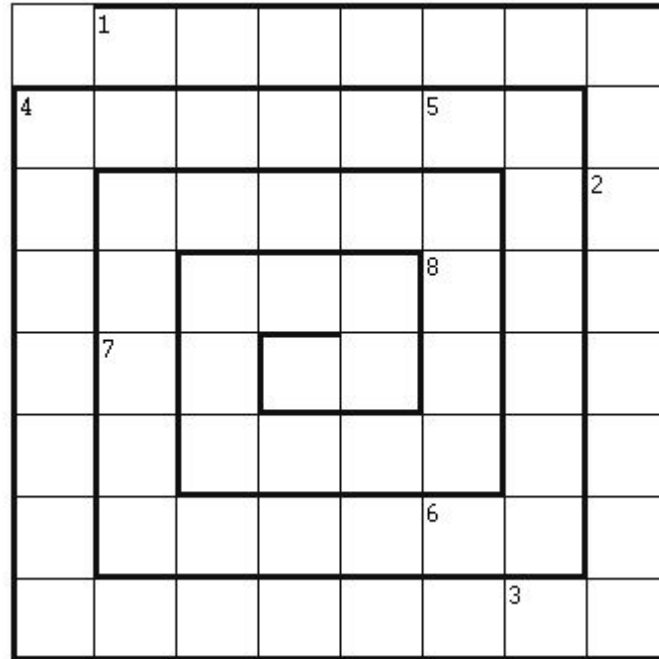
ACROSS

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.
6. something used for or regarded as representing something else.
7. the predominant religion in Asia.
10. an ancient Indian religion that prescribes a path of non-violence for all forms of living beings in this world.
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."

DOWN

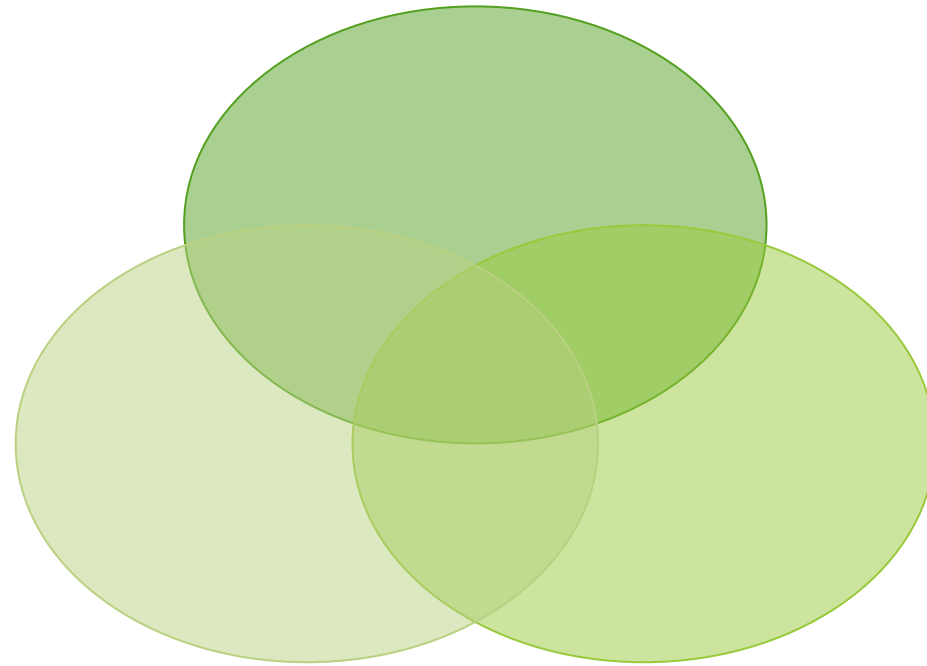
2. devoted or dedicated to a deity or to some religious purpose.
4. an established or prescribed procedure for a religious or other rite.
5. A world religion tracing its origin to the Hebrew people of the ancient Middle-East.
8. complete confidence in a person or plan.
9. A monotheistic religion founded 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



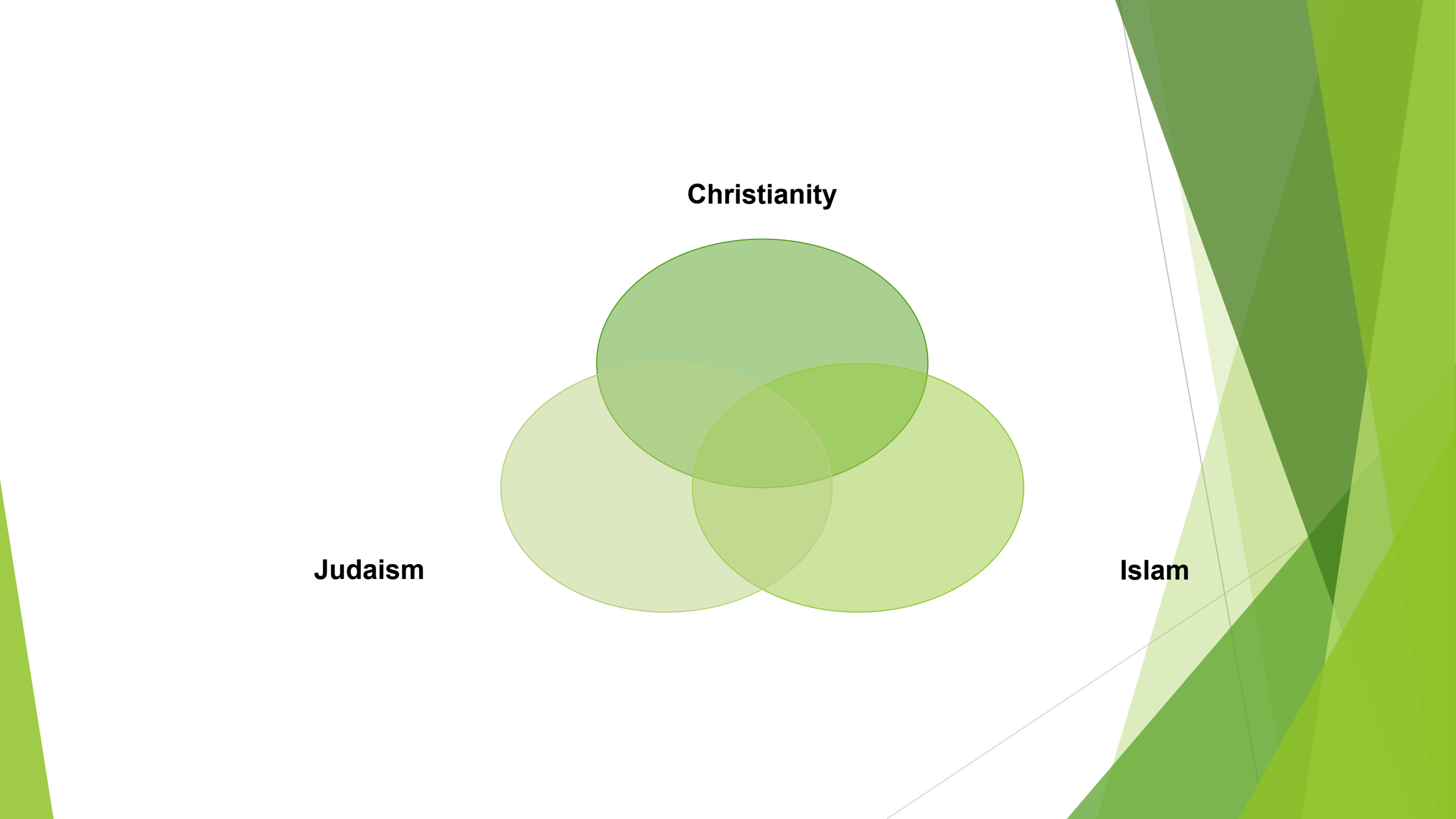
- 1.the predominant religion in Asia.
- 2.devoted or dedicated to a deity or to some religious purpose.
- 3.a system of beliefs and practices based on the Old Testament and the teachings of Jesus as embodied in the New Testament.
- 4.the predominant religion in northern Africa and the Middle East.
- 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.
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

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?



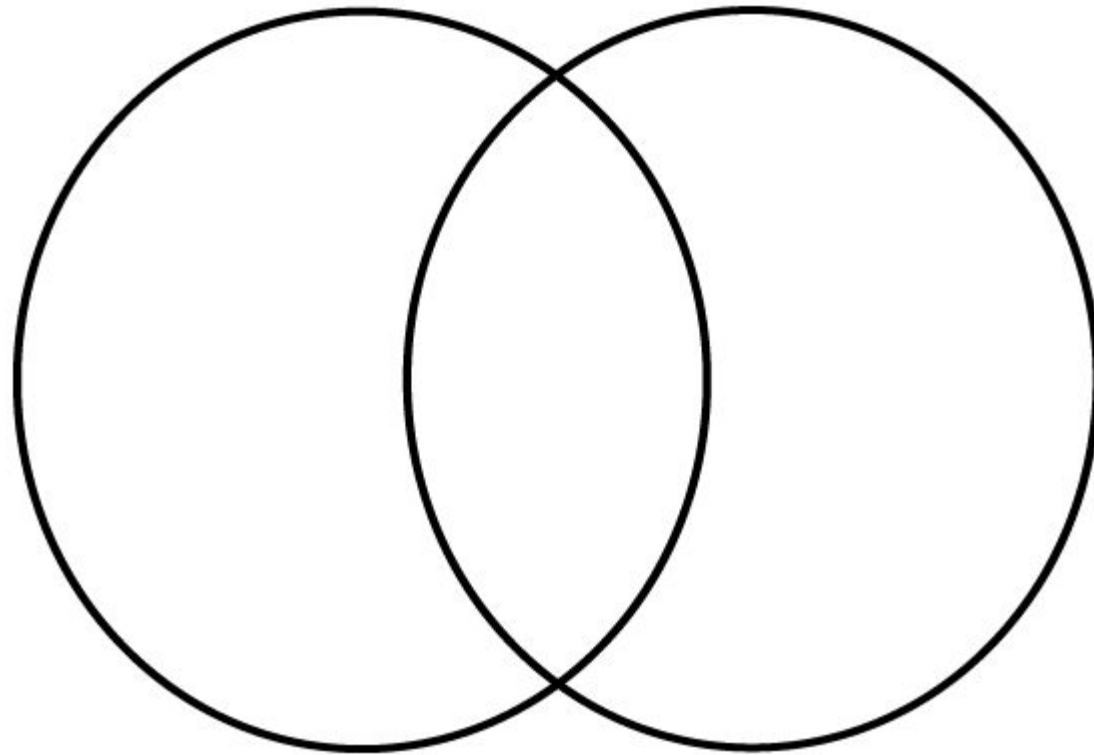
Research Assignment:

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.

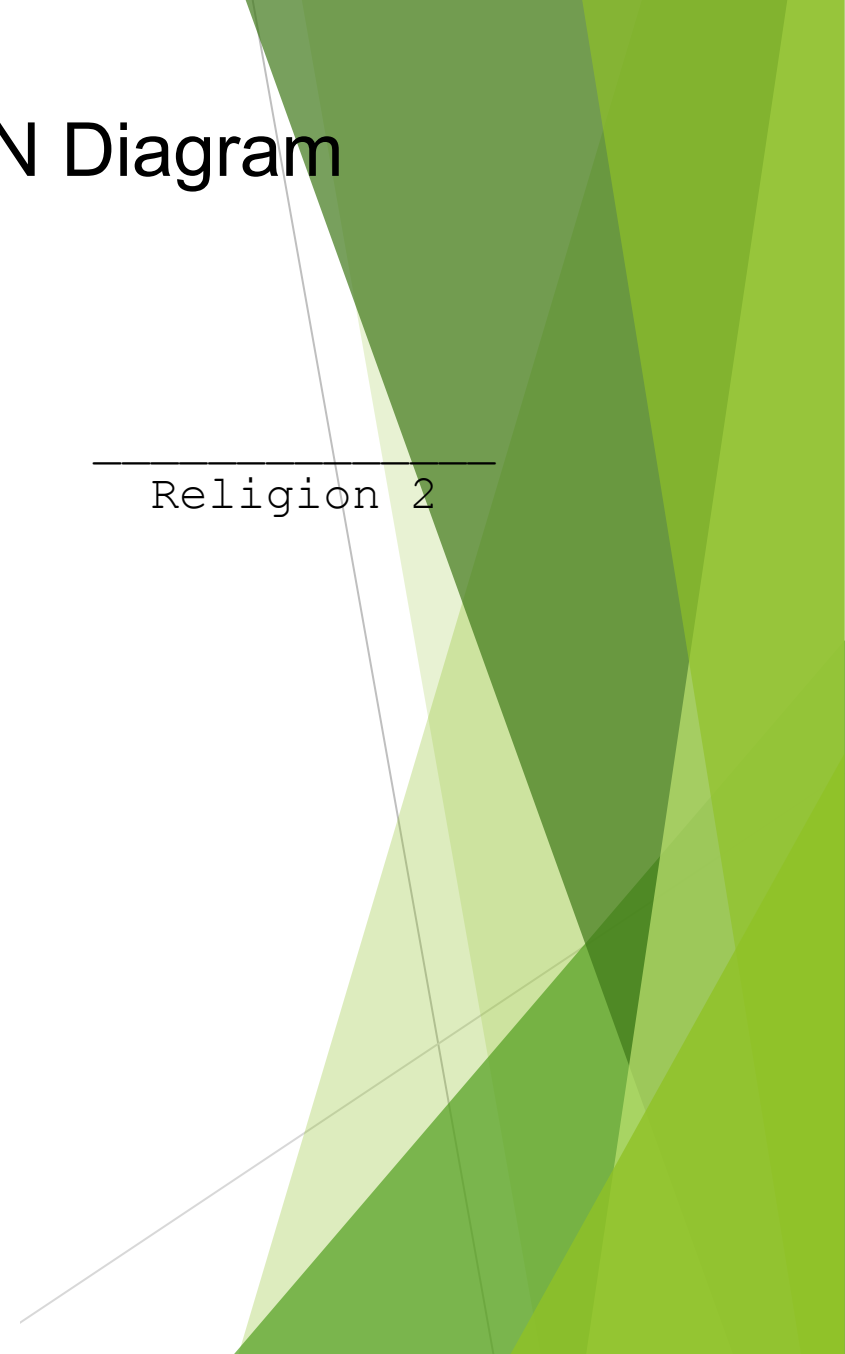


Comparing World Religions using a VENN Diagram

Religion 1



Religion 2



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.

‘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:

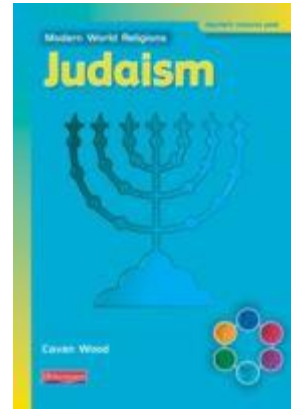
<http://uwacadweb.uwyo.edu/religionet/er/islam/iorg.htm>

General information and links:

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

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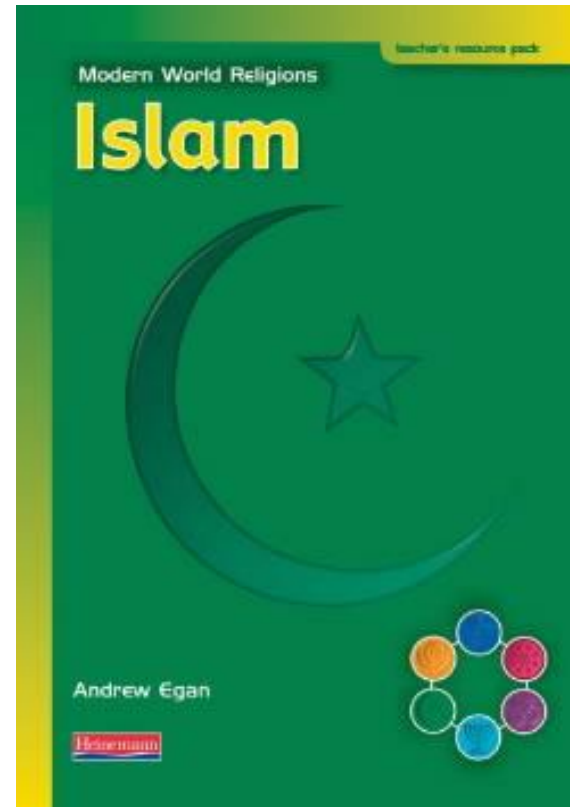
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