

POST-PRIMARY

# Religious Education

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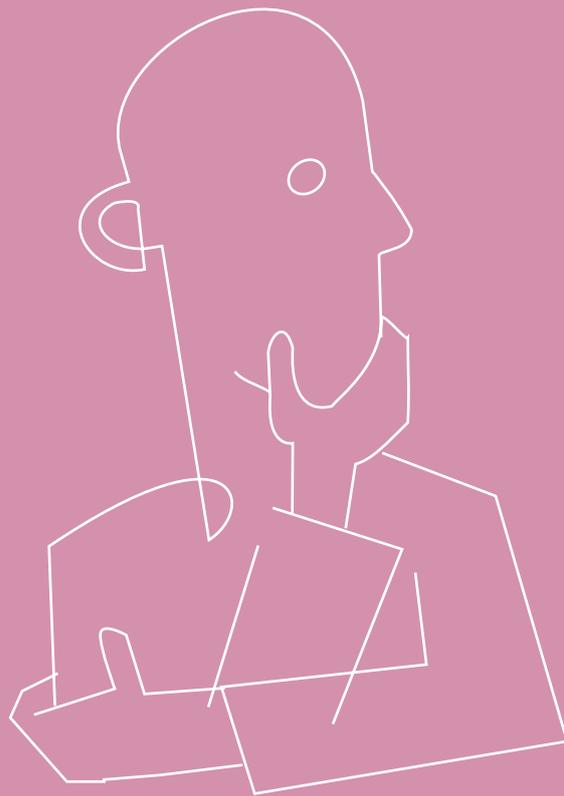
Guidelines for Teachers of Students with

**MILD**

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General Learning Disabilities

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# Introduction

**The Junior Certificate Religious Education Syllabus aims to support students in their search for meaning and to foster an appreciation of the rich diversity of religious traditions in Ireland and worldwide.**

**These guidelines are designed to show how students with mild general learning disabilities can access this curriculum through the adaptation of teaching approaches and methods.**

The primary aim of the Junior Certificate Religion syllabus is to foster an awareness of the human search for meaning and to explore how this search for meaning has found and continues to find its expression in religion. It aims to identify how an understanding of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live and continue to have an impact on personal life-style, interpersonal relationships and relationships between individuals and their communities and contexts. It aims to foster in students an appreciation of the richness of religious traditions through providing them with a framework through which they will engage with a variety of religious traditions in Ireland and elsewhere.

Students of all faiths and none must be able to participate in this course, but it must be approached in a manner that does not assume students' personal affiliation. Students' own experience of religion and their commitment to a particular religious tradition, and/or to a continuing search for meaning, will be encouraged and supported. However, their personal faith commitment and/or affiliation to a particular religious grouping will not be subject to assessment for national certification.

In addition to the guidelines presented here, similar materials have been prepared for teachers working with students accessing the Primary School Curriculum. Continuity and progression are important features of the educational experience of all students, but for students with special educational needs, it is particularly important. Consequently, all the exemplars presented here include a reference to strands for the senior classes, as included in the Primary School curriculum.

In Approaches and methodologies, individual differences are emphasised and potential areas of difficulty and their implications for learning are outlined, and linked with suggestions for teaching strategies.

The exemplars have been prepared to show how students with mild general learning disabilities can access the curriculum through differentiated approaches and methodologies. It is hoped that these exemplars will enable teachers to provide further access to the remaining areas of the Religious Education curriculum. A strong emphasis is placed on using an active approach to learning while using real-life experiences that relate to the students' environment and prior learning. A range of assessment strategies is identified in order to ensure that students can receive meaningful feedback and experience success in learning.

# Approaches and methodologies

**Individual differences in learning strategies and needs will require teachers to employ differentiated approaches and methodologies in their teaching of the Junior Cycle Religious Education Syllabus to students with mild general learning disabilities.**

Consultation with and/or involvement in the Individual Education Planning process, as well as teacher observation, will assist the RE teacher in organising an appropriate learning programme for a student with mild general learning disabilities.

Such an approach will assist the teacher in selecting suitably differentiated methods for the class. If learning activities are to be made meaningful, relevant and achievable for all students, then the teacher needs to find ways to respond to students' diversity by using differentiated approaches and methodologies. This can be achieved by:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups
- spending more time on tasks
- organising the learning task into small stages
- ensuring that the language used is pitched at the students' level of understanding and does not hinder their understanding of the activity
- using task analysis to outline the steps to be learned/completed in any given task
- posing key questions to guide students through the stages/processes and to assist in self-direction and correction
- using graphic symbols as reminders to assist in understanding the sequence/steps in any given task/problem
- modelling task analysis by talking through the steps of a task as it is being done
- setting short and varied tasks
- creating a congenial learning environment through the use of concrete and, where possible, everyday materials, and by displaying word lists and laminated charts containing pictures.

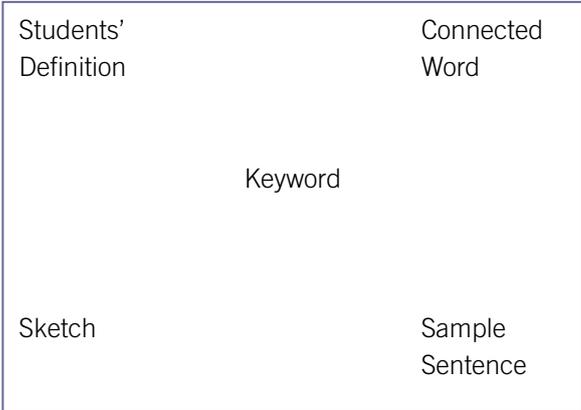
## Teaching strategies

When planning for teaching and learning in the area of RE, a variety of teaching strategies need to be considered.

These will respond to the particular strengths and challenges experienced by students with mild general learning disabilities in engaging fully in, for example, religious language, oral and written communication, problem-solving, and the retention of facts and concepts. The tables on the following pages list some of these, and suggest appropriate strategies for classroom use.

It is important to remember that not all students with mild general learning disabilities will face all of these challenges. Neither is it an exhaustive list. These are the most commonly found areas of potential difficulty.

## Addressing potential areas of difficulty for students with mild general learning disabilities

▲ Potential area of difficulty	= Implications for learning
Understanding religious or moral concepts and abstractions	Students can find abstract religious concepts difficult to understand.
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Link new concepts with familiar situations and settings.</li> <li>■ Tell a story or give examples to illustrate a new concept, for example the Parable of the Good Gang leader/ Samaritan.</li> <li>■ Associate new ideas and concepts with pictures, sounds and gestures.</li> <li>■ Show a video clip to illustrate rituals and community worship.</li> <li>■ Encourage students to draw their understanding of a concept (for example, community, gifts, prayer), and to describe what they have drawn and how it reflects the concept. This can be linked with a keyword approach.</li> <li>■ After a new concept has been introduced, consider using visual-verbal squares to assist with development and recall of the concept. (See Exemplar 3 and Exemplar 7.) Each student/pair of students is asked to draw a square and in each corner of it they write their own definition, write a sentence using the keyword, give a word that is connected to the keyword, and draw a sketch of the word or something related to the word.</li> </ul> <div style="text-align: center; margin: 20px 0;">  </div> <ul style="list-style-type: none"> <li>■ Make material relevant to the students' own experiences, particularly when there is a strong symbolic element.</li> <li>■ Use group and pair work to introduce and reinforce themes or concepts.</li> <li>■ Encourage students to create and recite/perform their own short poems, plays, role-playing on religious themes drawing on their own experiences, for example role playing childhood faith in Exemplar 4.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Oral Language: Listening and understanding	<ul style="list-style-type: none"> <li>• Students may find it difficult to listen to complex sentences or multiple meanings</li> <li>• They may not understand the central message of what they have heard.</li> <li>• They may only tune in at the end of a sentence.</li> <li>• They may focus on a word rather than on the totality of what has been said.</li> <li>• They may not understand some vocabulary (religious terms) used.</li> <li>• They may find group work difficult.</li> </ul>
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Avoid complex questions and sentence structures.</li> <li>■ Guide their listening by telling them what to look out for beforehand, for example before listening to the story on Adolescent Faith in Exemplar 4 tell them what to listen for.</li> <li>■ Read a story twice for them and ask them if they would like to hear the story again before they do the exercise.</li> <li>■ Ensure that potential distractions are concealed or removed.</li> <li>■ Draw the attention of students to prior experience or learning.</li> <li>■ Guide the students in relation to posture and focus, for example <i>'Sit and listen while I read you a story about this'</i>.</li> <li>■ Use gestures, facial expression, tone of voice, pictures, symbols, and concrete materials to assist listening.</li> <li>■ Explain new terms and vocabulary before reading.</li> <li>■ Use sequence indicators such as first, then, next, finally.</li> <li>■ Ask students to relate back to the teacher the instructions that have been given, or the stories that have been told.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Oral Language: Communication	<ul style="list-style-type: none"> <li>• Students may find it difficult to participate in class/group discussions.</li> <li>• They may have difficulty vocalising thoughts or views adequately.</li> <li>• They may rely on others to do the talking or to respond on their behalf.</li> <li>• When asked to explain a particular response, they may presume that the response was incorrect.</li> </ul>
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Provide an atmosphere that welcomes contributions from all students.</li> <li>■ Provide opportunities and time for students to ask questions, and encourage them to ask questions.</li> <li>■ Try not to pose questions that require yes or no answers.</li> <li>■ Link class content to students' experiences within and outside the classroom.</li> <li>■ Begin from students' present level of ability and build on existing vocabulary and language structures.</li> <li>■ Encourage students to use sequence indicators, as modelled by the teacher and others, for example first ... then ... finally.</li> <li>■ Provide time and opportunities for talking, for example class/group discussions, responding to questions, role playing, responding to pictures.</li> <li>■ Include group repetition of prayers, definitions, poems.</li> <li>■ Use prompts such as gestures, visual cues to trigger vocabulary, and await students' contributions with positive expectancy.</li> <li>■ Provide opportunities for students to interact with adults both within and outside the school community, for example a class visitor from a major world religion.</li> <li>■ Provide opportunities for students to practise using new terms/vocabulary, for example inviting them to ask other students to explain the meanings of new terms.</li> <li>■ Guide students in turn-taking in group work, by assigning roles clearly and by indicating the sequence of contributions.</li> <li>■ Make word walls by decorating and displaying relevant religious language related to themes/topics being studied. Refer to this when teaching or reviewing a topic or when preparing for tests/examinations.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Reading	<ul style="list-style-type: none"> <li>• Students may have difficulty reading written texts (text books, charts, handouts, etc.)</li> <li>• Students may not, therefore, be able to participate fully in class activities, including religious services, organised for the class group.</li> </ul>
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Use reading tasks only when really necessary. Consider alternatives, such as story telling, audio tapes, video clips of community groups, of world religions, using ICT when students research topics, making e-portfolios (for example a virtual tour of Palestine at the time of Jesus, see Exemplar 2.)</li> <li>■ Use an online dictionary to tackle unfamiliar keywords. A children's dictionary will offer synonyms and pictures.</li> <li>■ Consider a keyword approach, as in <i>Between the lines, Literacy at Junior Cycle, Teachers' Resource Book</i>, pages 40-44, published by the Junior Certificate School Programme at <a href="mailto:jcsp@iol.ie">jcsp@iol.ie</a></li> <li>■ Use short texts as much as possible.</li> <li>■ Simplify pronunciation, for example Saduccee (<b>sad-yew-see</b>), Zealot (<b>zel-lot</b>), Dictionaries (online or in book form) provide pronunciation guides. Students can develop their own personal dictionaries.</li> <li>■ Use syllabification to help with new terms, for example Pentecost (Pent/e/cost).</li> <li>■ Paste adhesive notes with simpler text into the class textbook, thus facilitating reading and participation in a mixed ability setting while using the same book as the student's peers.</li> <li>■ Read text aloud for students/class.</li> <li>■ Provide opportunities for practising reading if the student wishes to participate in religious services, selecting shorter texts and, if possible, avoiding vocabulary strange to the student.</li> <li>■ Coach students on new terms, providing mnemonic or picture cues, or breaking new words into syllables to enable access.</li> <li>■ Allow student to rehearse standing in front of group/class in classroom before doing it in a place of worship.</li> <li>■ Encourage them to practise at home.</li> <li>■ Consider font style (for example Trebuchet MS), size of print, layout of text, (short lines of three/four words, or organised by phrasing), colour of paper (pastel shades like blue, green work well).</li> <li>■ Use the students' own work as the basis for learning, for example writing the miracles of Jesus in their own words and using this for future revision.</li> <li>■ Use modified worksheets or verbally delivered instructions.</li> <li>■ Cloze reading can encourage students to read for meaning. Do not leave too many gaps. Provide answers beneath text.</li> <li>■ Encourage students to make their own diagrams of new material in groups (e.g. mind mapping, using drawings and colours as well as words).</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Writing	A student may not complete written assignments, or may not be able to partake in written assessments. Undertaking Journal work for the Junior Certificate examination may prove difficult.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Ensure that writing is necessary for learning if the task is a written one.</li> <li>■ Consider alternatives: speaking, drawing, acting out, role-playing, multiple choice, pointing, one student taking the role of scribe in recording group work.</li> <li>■ Consider the appropriate use of ICT. (Commercial software is available to enable and facilitate writing, spelling, clicking and dragging facility, using a thesaurus, etc. Compiling PowerPoint presentations/e-portfolios incorporating visuals downloaded from the web or scanned in may also be more appropriate to a topic than a written approach. Use video presentations of mime, PowerPoint or other presentations, interviews with class visitors, or of class activities such as a passion play, elderly outreach events, liturgical banners or symbols).</li> <li>■ When writing is necessary, for example Journal work, allow time for student to finish.</li> <li>■ Consider using cloze writing tasks, sentence completion tasks, and paragraph boxes to guide them in their writing.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Short-term memory	Retention of facts and definitions can be a problem.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Ensure the active participation of students in learning activities.</li> <li>■ Use visual/pictorial clues to aid memory, for example a video clip of the Temple, photos of examples illustrating new concepts such as The Five Pillars of Islam.</li> <li>■ Students can draw their own pictures/mind-maps, for example visual-verbal squares (see Exemplar 7).</li> <li>■ Use students' own folders to recap on knowledge, skills and attitudes from previous experiences and lessons, for example Worksheet 4 in Journal Work (see Exemplar 7).</li> <li>■ Use action projects, such as inviting a visitor to the classroom, partaking in a ritual meal, visiting a local place of worship.</li> <li>■ Use repetition and over-learning.</li> <li>■ Assist students in inventing rhymes, songs or mnemonics to help them recall facts.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Short attention span, lack of concentration and application	Student may have problems with long texts or with long written exercises. They may find it difficult to stay on task, become distracted, and then rush a task or take a long time to complete it. The standard of presentation in written work may be poor. They may present unfinished tasks.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Break each task into achievable subtasks, for example, if comparing gospel accounts of <i>'Jesus calms a storm'</i>, encourage the students to compare paragraph by paragraph, use highlighters to colour code similarities and differences. (See <i>Religious Education: Junior Certificate Guidelines for Teachers</i>, page 40.)</li> <li>■ Facilitate peer support. Pair/group tasks can assist concentration.</li> <li>■ Consider using rewards and incentives at different stages of the task, for example word puzzles using religious vocabulary for students who have completed a given task.</li> <li>■ Reduce written content and avoid long passages of reading.</li> <li>■ Use ICT and encourage students to use ICT where possible.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Transferring previously learned knowledge	Students may find it difficult to transfer learning, concepts or skills from one context to another, for example the Roman Empire in History or a parable/ story in English.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Begin lessons by stimulating students' recall of previously learned knowledge, for example <i>'Do you remember ...? Have a look back to page ..., See in your folder what you have on ...'</i>. Use visual/auditory prompts to aid recall. Repeat or refer to the link during and at the end of the class.</li> <li>■ Use a journal work system akin to the Junior Certificate Journal booklet in the context of everyday learning. This may be introduced gradually from first year.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Transferring learning to real life	Students may not use religion in real life situations. For example, he/she may not see the need to apply moral values when outside school with friends/peers.
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Discuss how each of the concepts taught is important in real life, giving a variety of examples and using role-playing scenarios where possible.</li> <li>■ Engage in real activities, for example a visitor to the classroom (as in Exemplar 3), visiting a local place of worship.</li> <li>■ Link lesson content with the student's own experiences, for example the moral challenge in Exemplar 6, to some recent event in a popular TV series. Show a clip and build a discussion around it.</li> <li>■ Encourage the use of a journal.</li> <li>■ Make the learning tangible by bringing in/making objects related to the experiences explained (for example having a Seder meal when speaking about the Passover, bringing in water or a candle when teaching the symbols of baptism).</li> <li>■ Give modern day versions of biblical and other religious stories and personalise them by incorporating students' names and details.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Visual sequencing problems	Copying words from a book or blackboard and sequencing may cause difficulty, affecting spelling, handwriting and the overall presentation of work.
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Avoid asking students to copy written text if possible.</li> <li>■ If it is necessary to copy, provide desk access (a photocopy) to text. Avoid copying from the board. Consider using ICT cut and paste options.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Following instructions	Students may become confused when faced with more than one instruction at a time.
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Repeat short, clear instructions, accompanied by visual cues.</li> <li>■ Use non-verbal and verbal clues and ask students to repeat instructions.</li> <li>■ Promote independent learning by presenting clear guidelines on how and when assistance will be given by the teacher/other students during the lesson, for example <i>'When you have finished part A you can work with your partner to answer part B'</i>.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Being overwhelmed by the learning process	Students' learning may be hindered by a sense of being overwhelmed when presented with new information or skills.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Break each task into achievable subtasks. Provide support as needed, for example '<i>Let's take the next step</i>', '<i>What do you think we should do now?</i>'</li> <li>■ Consider if your objective can be achieved by students working together in pairs or small groups.</li> <li>■ Ensure that assessment techniques take into account the needs and strengths of all students. For example, allow and encourage students to feedback orally, symbolically or pictorially, dramatically, or using ICT.</li> <li>■ Set personal, achievable and challenging targets to promote self-esteem, and reward and praise all students for their efforts in a variety of ways. For example display work, send notes home in the homework diary, mark for effort as well as achievement, acknowledge strengths.</li> <li>■ Remember the value of a relaxed classroom where a sense of humour can help alleviate pressure being felt by students.</li> </ul>	

# Exemplars

The exemplars presented here are designed to show how the strategies outlined previously can work in classrooms and to model practice that can meet the challenges of Junior Cycle programmes and serve the particular learning needs of students with mild general learning disabilities.

## Structure

Each of the exemplars is preceded by a summary in the form of two tables. The first table is an introduction to the exemplar. It outlines the relevant sections of the Primary School Curriculum, Junior Certificate (Ordinary level) and Junior Certificate School Programme (JCSP) curriculum. It also highlights some of the characteristics of students with mild general learning disabilities that relate specifically to the area covered in the exemplar and lists some of the strategies used. In addition, a time scale and a list of resources are provided. The second table outlines the exemplar in more detail by providing suggested outcomes, supporting activities and assessment strategies for a lesson or series of lessons.

## Exemplars

No.	Syllabus topic	Exemplar title	Page
1.	Community A1	Community types and characteristics	16
2.	The Context C1	The Palestinian context	34
3.	Foundations of religion - major world religions C3	The Five Pillars of Islam	56
4.	The growth of Faith D3	Stages of Faith	78
5.	The Experience of worship E2	Worship, Ritual, Participation	93
6.	Introduction to Morality F1	The Moral Challenge	104
7.	Getting started with Journal work	Getting started with Journal work	128

Religious education teachers are reminded of the many exemplars available from the Religious Education Support Service, hosted by the Galway Education Centre at [www.galwayeducationcentre.ie](http://www.galwayeducationcentre.ie)

## Exemplar 1: Religious Education

**Syllabus topic:** Community (A1)

Community types and characteristics

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p><b>SPHE</b></p> <p>Strand: Myself and others</p> <p>Strand units: My friends and other people Relating to others.</p> <p>Strand: Myself and the wider world</p> <p>Strand unit: Developing citizenship (National, European and wider communities).</p>	<p>Community</p> <p>Forms and types of community</p> <p>The characteristics of communities</p>	<p>Have a knowledge and an understanding of community and communities of faith.</p>

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to twelve class periods.

16

### Potential areas of difficulty

- Abstract thinking, for example terms such as community, sharing (gifts/abilities), co-operation, communication, roles
- Following instructions
- Communicating either verbally or non-verbally with others
- Being overwhelmed by the learning process
- Applying previously learned knowledge

### Strategies used in this exemplar

- The teacher offering short, direct instructions at each stage of the activities
- Using worksheets with pictorial clues
- Using questions leading to discussion
- The teacher participating in group/role-play activities
- Observing the use of communication skills in others, using film or referring to popular drama on TV
- Using games to re-enforce concepts

### Resources

- Photographs/cartoons, copies of stories, worksheets, bingo cards, recordings of soap/series extracts

## Exemplar 1: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ol style="list-style-type: none"> <li>1. recognise different types of communities and some examples of these</li> <li>2. identify common and particular characteristics of these communities</li> <li>3. explore the tension between individual and community responsibility.</li> </ol>	<ul style="list-style-type: none"> <li>• Recording what the given communities have in common.</li> <li>• Examining a 'gift' chart.</li> <li>• The '<i>Sharing my gifts</i>' exercise and discussion.</li> <li>• Reading and discussing a story about co-operation.</li> <li>• Exploring the tension between individual and community (family) responsibility.</li> <li>• Building up a picture of the roles of each member of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete worksheets on what communities have in common.</li> <li>• Teacher observes students' participation in the gifts exercise and their contribution to the discussion.</li> <li>• Students complete a spoken/written exercise on the story.</li> <li>• Students discuss and record what they see as the impact on the community of individuals neglecting their roles/responsibilities.</li> </ul>

## Exemplar 1: Religious Education

### Activity 1

#### **What is a community?**

The purpose of this activity is to give the students an opportunity to interact as a class and gain an appreciation of what they have in common as a group. The aim of this approach is to afford students the opportunity to explore the abstract concept of community by engaging in communal activities. This work could usefully be done towards the beginning of first year post-primary when the class is new and when the teacher wants to offer experiences that can build up trust and identity within the group. It offers exciting cross-curricular possibilities. For instance, the concept of community and citizenship is explored in CSPE, and Home-Economics deals with such issues as facilities in the community. A project entitled 'My Community' could be explored here. When students are studying fractions in mathematics, there is an opportunity for introducing or reinforcing the concept of sharing.

The teacher engages the students in a brainstorming activity entitled 'Community', giving them the opportunity to explain what they think a community is and to give examples of different kinds of communities. The teacher then explains that a community is a group of people that has things in common/'the same', for example working and playing together. The teacher shows some visual images (photographs and/or cartoons) of communities and asks the students what each of the communities have in common. The students and teacher discuss the questions on the worksheet and students then write answers. Students then give other local examples of communities and say what they share in common. These examples should be recorded for possible use in the extension exercise which follows on later.

#### **Using ICT**

Ask students to go into groups of two or three and either use their own cameras (including mobile phone cameras), disposable cameras, or digital cameras, if available, to capture their images of 'community'.

They could take photos of the class community, a family, a team, a church group, etc. Then they could use these photos to make a presentation.

If they use a digital camera or a mobile phone camera the images can be loaded onto a computer and pasted into a word document or into a PowerPoint presentation.

# Exemplar 1: Religious Education

## Worksheet 1

Students complete this in pairs or small groups, answering three to four questions each, and sharing the task of writing.

**A)** Name the community in the picture. Name three things that they might have in common (the same).

This is a \_\_\_\_\_ community

1. They all

---

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2. They all

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3. They all

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## Exemplar 1: Religious Education

**(B)** Being part of this family community makes them feel \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

(wanted, special, loved, at home, important, gifted, needed)

**(E)** Why does this family need each other?

\_\_\_\_\_

\_\_\_\_\_

**(F)** What do the members of your family have in common?

\_\_\_\_\_

\_\_\_\_\_

**(G)** Why do you need your family?

\_\_\_\_\_

\_\_\_\_\_

**(H)** Why does your family need you?

\_\_\_\_\_

\_\_\_\_\_

### Note

Follow-up: Replace the family picture with a picture of a football team, for example.

Use the same template of questions.

# Exemplar 1: Religious Education

## Worksheet 2

- 1) Name three things that our class share in common.  
(live, work, play, study, pray, eat together)

We all

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We all

---

We all

---

- 2) What other communities do the members of your class belong to?

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- 3) Why is it important for your class to have things in common?

It is good to have things in common because

---

- 4) Why do the members of your class need each other?

We need each other because

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## Exemplar 1: Religious Education

### Worksheet 3

This exercise may then be used to develop the students' understanding of a Church community, The teacher can produce a similar worksheet to the previous one with suitable illustration.

#### Extension exercise

##### Local, National and International Communities

This exercise may be difficult for some students. If deemed appropriate the teacher might use this exercise to introduce the idea of local, national and international communities. Alternatively, the teacher may find it more suitable for Section A of part 2 '*Communities at work*' (*Junior Certificate Religious Education Syllabus*, p. 10).

Explain that there are many other types of communities. Ask students for other examples of communities. Probe students for some examples of local communities and write them on the board. Pick one local community group in your area, for example the local parish website, St Vincent De Paul, an employment support group, a youth centre, a refugee support group, etc. The teacher, with the class or a group of students, may visit its website to find out:

- what it is doing to help the local community
- the inspiration for this work
- how this community shows co-operation and sharing.

Relevant communities identified in Worksheet 1 may be used. (Alternatively the teacher could record the responses on a chart and display, adding photos/students pictures later). Working in pairs or in groups, students write down one thing that the members of each of these communities have in common. Alternatively, this can be done as a verbal exercise. This exercise would be most effective if local photos were used.

Ask students to decide in pairs which category the identified communities should go under by ticking the appropriate box. Students can use the 'other' row to record any answer they deem significant. Students will need a lot of help with this exercise. The sample worksheet should be adapted based on student responses.

# Exemplar 1: Religious Education

## Sample Worksheet

Decide whether each community is Local, National or International by ticking the box. You could decide to tick *more* than *one* box for some answers. Some examples have been done for you.

Community	This is what the members of this community have/share in common.	Local	National	International
 Family	They live together and care about each other.			
 School	They study and learn together.			
 Church	They pray and help out together.			
 St. Vincent de Paul	They offer friendship and help to people in need in Ireland.			
 ISPCA	They work hard to protect animals.			
 United Nations	They work together for peace in the world.			
 Green peace	They all try hard to protect the environment (world we live in).			
Other				

## Exemplar 1: Religious Education

One way in which these communities are the same is

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One way in which these communities are different is

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### For discussion

- Could you tick more than one box for any community heading? (local, national, international). Explain your answer.
- Why do we need to be part of a community?
- Why does our community need us?

## Exemplar 1: Religious Education

### Activity 3

#### People in communities share their gifts

Explain that God has given every person in the community gifts that make them special. God wants them to share these gifts with each other to make the community better. Explain that some of the gifts that people share can be bought and given from one person to another (food, money, clothes). Ask students to give other examples of similar things that people share. Explain that people in communities also share gifts that you cannot buy because they are part of a person (what they are good at, what qualities they have, such as love, courage, kindness). This will help the teacher to explain the concept of material and spiritual gifts that communities of faith share, in the next part of this section i.e. Section A, part 2: *'Communities at work'* (*Junior Certificate Religious Education Syllabus*, p. 10).

Self-esteem is potentially enhanced by affording students the opportunity to recognise their own gifts and the giftedness of others. (This might be given out on a handout also to aid reading). Display this on the wall for future relevant questioning in relation to community. Ask them for other examples and write them into the empty spaces. Present students with a chart of personal gifts asking them to include the extra ones and put a circle around the gifts that they have. Students then complete exercise entitled *'Sharing my gifts'*.

#### Sharing means using our gifts to make the community better

#### OUR GIFTS



## Exemplar 1: Religious Education

### Worksheet

#### 'Sharing my gifts'

Complete the following using the gift chart. Students can speak or write the answers, using the following prompts.

One of my gifts is \_\_\_\_\_

I can share this gift with the people in my \_\_\_\_\_ community

When I share this gift with someone I feel \_\_\_\_\_

When I share this gift with someone they feel \_\_\_\_\_

#### Discussion Questions

- Name someone in your family and mention gifts that they have.
- Does everyone know what their gifts are? Why do you think this is?
- People sometimes make excuses for not using their gifts. What excuses do people sometimes make for not using their gifts? Students take turns role playing:
- *'I'm sorry but I ...'*
- What happens when people use their gifts with the people in their community?
- What happens when people don't use their gifts with the people in their community?

#### Follow up activity

Make a collage/poster entitled *'My gifts' / '3 C's Gifts'*. Ask pupils to draw or bring in photos that show them/their class using their gifts in their communities.

## Exemplar 1: Religious Education

### Activity 4A

#### Good Communication skills are important in a community

The purpose of this activity is to introduce the concept of communication as it relates to community life. This relates to the topic of community breakdown. It also relates to religious conflict and ecumenism in part four of this section i.e. *'Relationships between communities of faith'* (*Junior Certificate Religious Education Syllabus*, p. 12). Communication is also explored in different ways throughout the course when speaking of prayer, symbols and the experience of worship, etc.

Explain that people in communities have to be able to communicate if they want to share what they have with each other and that communication is when people talk, listen and pay attention to each other. They spend a lot of time communicating so it is important that they do it well. When people are having a conversation, one person is speaking and the other person is listening. The person who is speaking gives a message to the person who is listening. The listener then receives the message. (A template similar to one below may be helpful. Pictures could be added for clarity). A person cannot communicate on their own because they would have no one to receive their message. Some people are good communicators and have good communication skills. This means that they are good at both talking and listening. It is important to be a good listener. We show people that we respect them by listening carefully to what they are saying. When we have good communication skills, we can get on better with our family, our friends and our classmates. People will want to be around us because they know that we want to listen to what they have to say.

#### Talking and listening (Communication is always two-way.)

**Step 1:** The teacher gives a message and students receive it.

<b>Messenger</b>	<b>Message</b>	<b>Receiver</b>
<b>Teacher</b>	<b>'.....'</b>	<b>Students</b>

**Step 2:** Students give a message and teacher receives it

<b>Messenger</b>	<b>Message</b>	<b>Receiver</b>
<b>Students</b>	<b>'.....'</b>	<b>Teacher</b>

#### Discussion Questions

- Why do students sometimes not *'get the message'* from teachers?
- Why do teachers sometimes not *'get the message'* from students?
- Ask students to provide two examples from school/home where people did not get the intended message.

## Exemplar 1: Religious Education

### Activity 5

#### **Good Communication skills are important in a community.**

Explain that listening is a very important skill for any member of a community. Families, students, teachers, football players, etc. all have to be able to listen carefully if they want to get along with each other. It is possible to tell whether someone is listening by the things they say or do. Ask students how people can tell if someone is listening or not listening to them? How do people feel when their friends or family listen/don't listen to them? What happens in a community when people stop listening to each other?

Ideally the teacher would show the students a scene from a play or film where someone is listening or not listening. (This could be a scene from the play/film that the class is studying in English class.) A scene from a popular and recent TV soap or from a series such as 'Faulty Towers' would provide many examples of breakdown in communication, for example Basil giving instructions to Manuel the Spanish waiter. Students would then be asked to say how they can tell if the person is listening or not listening.

## Exemplar 1: Religious Education

### Activity 6

Co-operation is important in a community. Explain that every community needs co-operation using the following or similar definitions:

*Co-operation* means people working together as a team. People can rely on each other and work hard to get along so that everyone benefits. Co-operative people try to use their gifts and talents for the good of everyone.

*Lack of co-operation* means people not working together as a team. People cannot rely on each other and don't work hard to get along or help others. Read the following story to the class (or play a pre-recorded reading). The questions which follow may provide an entry into class discussion.

#### The Twins' First Day

Twins, Mary and John, started secondary school on the same day. They both arrived on time. At school, Mary listened carefully to her art teachers and drew a picture of a beautiful swan which was hung on the classroom wall for everyone to admire. During break time, Mary gave one of her sandwiches to a boy who had forgotten his lunch. Then she made other boys and girls laugh by telling stories about her old school. However, she found their stories a bit boring and didn't want to listen so she went to use the toilet.

John listened carefully to his teacher in the class next door. However, he sulked when he didn't win the maths quiz and then refused to read a story out loud in English class, even though this was something he liked and was good at. This upset the teacher and other students. After school, John joined the school football team and was praised for his great teamwork.

When the twins got home, their Mum had their dinner ready and was waiting to hear how their first day had gone. She had spent the whole day travelling to see their grandmother who was quite ill in hospital. The twins listened carefully as she told them about their grandmother. When he was finished eating, John made his Mum a cup of tea and a sandwich and then Mary looked after their little brother while she put her feet up. Later on, their Mum asked them both for some help washing the car. She was disappointed because Mary promised to help but ran out the door when her new friend called around. John, on the other hand, left down his computer game and fetched the hose.

## Exemplar 1: Religious Education

### Some questions on 'The Twins First Day'

1. Name the twins in the story.
2. Name their communities.
3. What important day was it for the twins?
4. Name one way in which Mary co-operated in school?  
How did this help the class or the school community?
5. How did John co-operate in school?  
How did this help the class or the school community?
6. How did Mary not co-operate at home?  
How did this affect someone else at home?
7. Suggest one way in which John didn't co-operate at school?  
How did this affect someone else at school?
8. Name one gift that Mary/John has and say how he/she shared it.
9. Finish the sentence based on this story and your experiences.

Co-operation is \_\_\_\_\_

### For discussion

- Why do you think Mary's Mum was disappointed when she wouldn't help to wash the car?
- Why is it important to co-operate in a family?
- What happens when the members of a family don't co-operate?
- Why is it important to co-operate in a class?
- What happens when the members of a class don't co-operate?
- Why is it important to co-operate in a football team?
- What happens when the members of a football team don't co-operate?
- Give examples of other communities and say why co-operation is important for them.

## Exemplar 1: Religious Education

### Activity 7

#### People in communities have roles.

Write down one responsibility of the following people in your area. Name one thing that would happen if each of these people did not do what was expected of them/take their responsibility seriously.

Role	One Responsibility	What might happen if they don't take their responsibilities seriously
Teenager		
Elderly person		
Families		
Judge		
Doctor		
Minister/priest		
Politician		
Other		

Another activity could be to assign the class a task of organising a guest speaker from a religious community to speak about his/her role, for example a Minister/Priest, with roles and corresponding responsibilities which might include writing questions or organising the room. (This would be a good lead-in to section A, Part 2 & 3 Communities of Faith, and Communities at work. (*Junior Certificate Religious Education Syllabus*, pp.10,11) The students will be judged on how they fulfil their role as well as how they share, communicate or co-operate. This might then be incorporated into the class journal title/work for that year.

## Exemplar 1: Religious Education

### Activity 8

#### Community Bingo

It would be useful here to do a quick re-cap of the important terms, such as community, sharing, communication, co-operation, roles, and then to discuss some examples of these. Teacher can then read through the 'Bingo card' to re-enforce these terms. Ask pupils to decide whether they are examples of sharing, communication, co-operation, roles, or a combination of these. Then play the game by photocopying the card below and cutting where indicated.

I stayed quiet while teacher read.		<b>I forgot to feed the dog.</b>	I sulked when I didn't get my own way.	<b>I called my little sister names.</b>	
	<b>I blamed someone in the wrong.</b>	I gave my friend my last sweet.		<b>I broke a promise.</b>	I helped my little brother with his homework.
<b>CUT-----</b>	-----	<b>ALONG</b>	-----	<b>HERE -----</b>	-----
<b>I came home later than asked.</b>		I volunteered to go last.	<b>I fouled a player in the match.</b>		I looked my mum in the eye when I spoke to her.
I didn't shout at my friend.	<b>I took something without asking.</b>		I said a prayer for my elderly neighbour.		<b>I refused to apologise.</b>
<b>CUT-----</b>	-----	<b>ALONG</b>	-----	<b>HERE -----</b>	-----
<b>I wrote on the school desk.</b>		I thanked my friend for waiting for me.		I did my household chores.	I volunteered as class captain.
	I did my homework when asked.	<b>I told lies about someone.</b>		<b>I left someone out of a game.</b>	I fixed my classmates bicycle.

## Exemplar 1: Religious Education

### Follow up exercise

Students write down a sentence which explains what a community is, giving two examples of communities. Students then give two examples of sharing, good communication, co-operation, and roles in the community. Finally, students say why these characteristics are important and say why we need communities.

### Note

- An alternative activity would be to read the story *'Why didn't you hold hands sooner!'* in *'Love one another'* from *The New Christian Way Series 1*, page 185, and to discuss where in the story you can see sharing, communication, co-operation, and people fulfilling their roles. Invite students to write and decorate a sentence describing the moral of the story. Display their work under the heading *'Messages for Our Community'*.
- *'Community breakdown'* has not been fully explored in this exemplar. The purpose of this exemplar was to give some ideas about how to teach the basic types and characteristics of a community (sharing, communication, co-operation, roles). The theme *'Community breakdown'* could be approached by examining each of the important characteristics, for example sharing and co-operating, and explaining how community breakdown occurs where these characteristics are lacking.
- Alternatively, *'Community breakdown'* might be dealt with at the end of these outlined activities or in the preceding parts of Section A of the syllabus, parts 2, 3 and 4 (*Junior Certificate Religious Education Syllabus* pp 10-12).

## Exemplar 2: Religious Education

**Syllabus topic:** The Context (C1) Foundations of Religion – Christianity

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<b>SPHE</b> Strand: Myself and the wider world.	To explore the context into which Jesus was born.	Explore the context into which Jesus Christ was born and understand the significance of his life, death and resurrection for his followers.

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to twelve class periods.

### Potential areas of difficulty

- Spatial awareness (the position of Ireland, Palestine, etc. on the map)
- A concept of time (situating the life of Jesus)
- Transferring learning to real life
- The vocabulary/language associated with the Palestinian context
- Short term memory-retention of facts, given the amount of material covered in this part
- Attention span (staying on task, rushing the task, being easily distracted)

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### Strategies used in this exemplar

- Map exercises
- Mnemonic exercises
- A timeline
- Visual charts with vocabulary to minimise the need for writing at length
- Tangible, homely activities
- Situating religion in real-life (newspaper articles/role-play of religious groups)
- Using pair work
- Drama
- Reading/writing support like cloze exercises, taped readings, group worksheets
- Using cross-curricular links with History, Geography, Woodwork/Metalwork/Art)

## Exemplar 2: Religious Education

### Resources

- A map of the world, copies of maps 1-3, photographs/cartoons, copies of newspaper articles, an overhead projector, pictures, a wall-chart.
- It would be useful to have begun this section before Christmas so that studying the birth of Jesus would correspond with Christmas-time.
- Ancient Judaism or Messianic expectation can be explored in detail. Ancient Judaism could be approached by looking at the key figures involved and asking students to find and read stories about these key figures using bible references. *'The Prince of Egypt'* and *'Jesus of Nazareth'* are just two films that could inform this exploration.

## Exemplar 2: Religious Education

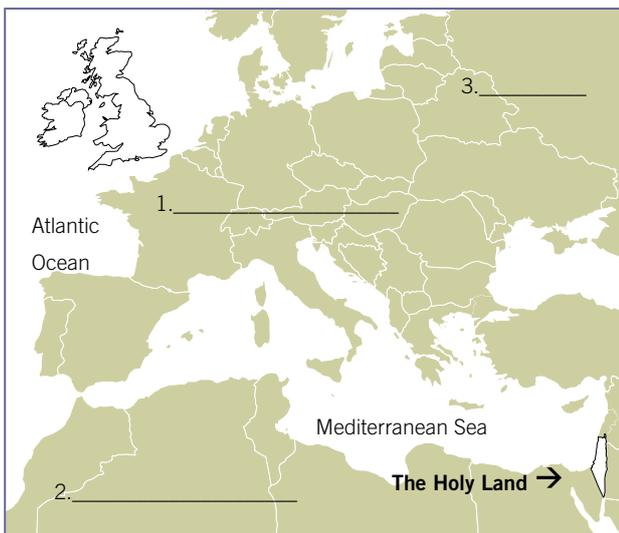
Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>locate and identify Palestine on the map of the world and the key places in the life of Jesus on the map of Palestine</li> <li>compare and contrast a typical Irish home today with one in Palestine at the time of Jesus</li> <li>engage in discussion about the importance of the Temple for the Jewish people at the time of Jesus</li> <li>point out the different parts of the synagogue and name some similarities and differences between it and the Temple in Jerusalem</li> <li>recall some simple facts about the Roman occupation of Palestine</li> <li>list the four religious groups in Palestine at the time and recall some simple facts about them.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in map work and draw/trace/make their own maps.</li> <li>Use discussion questions to help students to visualise the important parts of 21<sup>st</sup> century Irish/1<sup>st</sup> century Palestinian homes.</li> <li>Students point out the important parts of the Temple and suggest why it was so important for Jews.</li> <li>Students describe their own local place of worship, identifying parts corresponding to a local synagogue.</li> <li>Students listen to a newspaper article on the invasion of Palestine by the Romans.</li> <li>Students listen to a newspaper article on the reaction of the four religious groups to Roman occupation and summarise the key themes on a chart.</li> <li>Students participate in and observe a role-play.</li> </ul>	<p>The teacher assesses students as they:</p> <ul style="list-style-type: none"> <li>shade Ireland, the holy land, and the continents on map 1, locate Palestine on map 2 by ticking the box</li> <li>mark in the important places in the life of Jesus on the map</li> <li>use the chart to fill in the important interior and exterior details on the two types of homes</li> <li>answer true/false questions about the Temple</li> <li>complete multiple choice questions and mention what are the main similarities and differences between the Temple and the synagogue</li> <li>answer true or false questions, write in the continents and colour in Palestine and the Roman Empire on the map in the newspaper article</li> <li>complete cloze and matching exercise on the religious groups of the time.</li> </ul>

## Exemplar 2: Religious Education

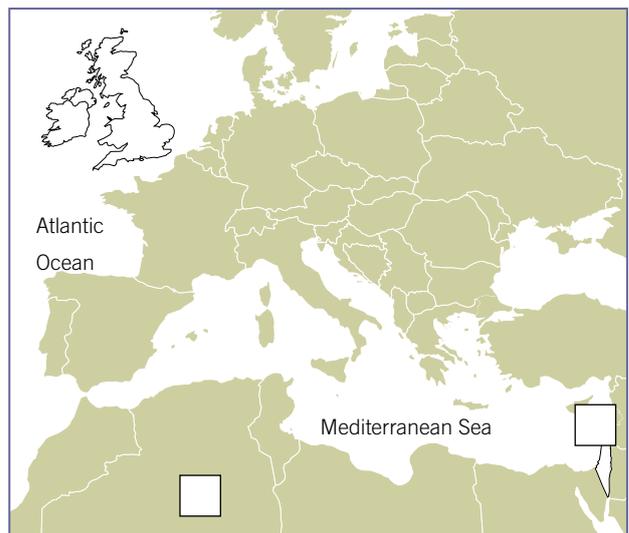
### Activity 1

Display a timeline, plotting 63 BC, 2007 AD, etc. to help students with the concept of the Roman/Christian era. Explain when and where Jesus was born. Ask students what they know about the Holy Land (about a quarter of the size of Ireland), how long it takes to get there, weather, language, etc.), and if they know other names for it (Palestine, Israel, Canaan) giving its present name and its name in Jesus' time. Ask them why it might be called the Holy Land (Christianity, Islam and Judaism began there). Show students a map of the world and ask them to point out the position of Ireland (and the country of origin of all students), The Holy Land and the continents of Europe, Africa and Asia. Invite students to colour in Ireland and The Holy Land as well as the seas (in blue) and to write in the continents in the appropriate places on Map 1. Students then tick the box that shows the position of The Holy Land on Map 2.

Map 1



Map 2



## Exemplar 2: Religious Education

### Activity 2A

#### **Cross-curricular: Geography**

Explain some of the climate and geography of Palestine, for example it is warm in the daytime and cold at night. It has two seasons: the hot, dry summer (May to September) and the cool, wet winter (October to April).

Using an overhead projector, shine the outline of Palestine onto a large sheet of paper and invite students to draw over this. Students then use different colours to shade the provinces of Galilee, Samaria and Judaea, and write in the capital city, towns, river, and seas. They then draw in snow-capped mountains in the North (the land around the Sea of Galilee in the North which is generally green and fertile), the desert area in the South (reaching 50 degrees Celsius), and the low hills and valleys in between. Students then draw/bring in pictures to show the important events in the life of Jesus associated with each of these areas and stick them onto the map. Display the students' work. Finally, students complete Map 4 and then the cloze exercise incorporating:

*Palestine:* where important events and places in the life of Jesus happened

*Bethlehem:* where Jesus was born

*Nazareth:* where Jesus grew up

*River Jordan:* where Jesus was baptised

*Sea of Galilee:* where Jesus met his first disciples

*Capernaum:* where Jesus taught people

*Jericho:* where Jesus healed people

*Jerusalem:* where Jesus died outside this city.

Invite students to make a mnemonic to help them remember these place names. Alternatively, they could decorate each name and illustrate the corresponding event on a large map.

# Exemplar 2: Religious Education

## Activity 2B

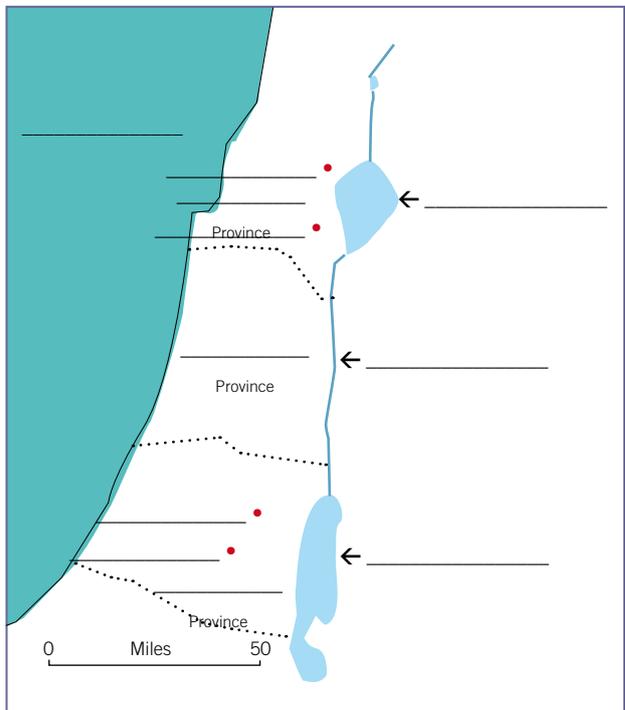
### Alternative activity

Students divide into three groups and are asked to make the map of Palestine with each group responsible for one province. Give them three large sheets of paper outlining the coastline of Palestine and ask them to write in the provinces, city, towns, river, and seas and then to draw/stick on the geographical and climatic features and events (i.e. associated with life of Jesus) referred to in Activity 2A. The teacher may be able to source fabric and other materials that could be stuck on to make the map look more realistic. The map should be displayed for the duration of these activities and the other activities relating to the life of Jesus.

Map 3



Map 4



Fill in the places that were important in the life of Jesus.

Classifying the place names will also help students remember them. Colours can help here.

Provinces	Capital City	Towns	River	Lakes/Seas
J	J	B	River	Sea of G
S		N		D Sea
G		C		
		J		

## Exemplar 2: Religious Education

### The Holy Land

#### Cloze Exercise: Complete the following using the key words.

The country Jesus was born in is called T \_\_\_\_ H \_\_\_\_ L \_\_\_\_\_. It is also called I \_\_\_\_\_. It was called P \_\_\_\_\_ at the time of Jesus. Palestine is divided into three provinces called G \_\_\_\_\_, S \_\_\_\_\_ and J \_\_\_\_\_. Jesus was born in a town called B \_\_\_\_\_. He grew up in a town called N \_\_\_\_\_. During his life he taught people in a town called C \_\_\_\_\_ and healed people in a town called J \_\_\_\_\_. He met his first disciples at the S \_\_\_\_ of G \_\_\_\_\_. Another very salty sea in Palestine is called the D \_\_\_\_ S \_\_\_\_\_. Jesus was baptised in the River J \_\_\_\_\_. He died outside the capital city of J \_\_\_\_\_.

#### Key Words

Nazareth      Judaea      Jerusalem      Jericho      Jordan      Sea      Holy  
 Israel      Galilee      Palestine      Sea      Galilee      Samaria      Land  
 Capernaum      Bethlehem      Dead      The

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#### Follow up activities

- Students draw/trace a map of Palestine in their copies, marking in the surrounding areas, physical features, the provinces, principal towns, cities, lakes, and rivers.
- Imagine you were a farmer/fisherman at the time of Jesus. Write your diary entry.
- Write the weather forecast for Palestine. Using the large map of Palestine, ask students to stick in the symbols for sunshine, rain, cold, etc. Students then present the weather and tape it for revision. They could also make a travel programme set in Palestine using a camcorder, downloading relevant clips from internet websites.
- Use the Internet and computer to produce a travel brochure about Palestine at the time of Jesus.
- A google search of 'The Holy Land' will provide access to sites such as:
  - [www.holylandphotos.org](http://www.holylandphotos.org)
  - [www.holylandnetwork.com](http://www.holylandnetwork.com)
  - [www.mustardseed.net](http://www.mustardseed.net)

Your brochure should include some nice photos/images and inform the reader about:

- the climate and landscape
- the interesting things a visitor might see.

Imagine you are on holiday in Palestine. Write a postcard to your friend in Ireland telling him/her about the scenery, weather, etc.

#### Cross-curricular links

This could be linked to 'Ancient civilisations: The Roman Empire' and studied at the same time. The Geography teacher might help to re-enforce important points about the terrain and climate of Palestine.

## Exemplar 2: Religious Education

### Activity 3A

#### Homes in Palestine compared to Irish homes

Discuss what homes in Ireland are like today. Discuss also images of home-life in Palestine that students have seen in the media and books. Then, using the chart on houses in Palestine/Ireland today, students could fill in the important interior and exterior details using the house outline given. They could use fabric or other kinds of materials, colour or paint the houses, and then display their work.

Discussion/Questions for comparing houses in Ireland and Palestine, then and now:

- Where do most people live (towns/cities)?
- How many rooms do most houses have?
- What do people use for extra space?
- What do people sleep on?
- Where do people wash themselves?
- Where does the water come from?
- What kinds of covering would be on the floor?
- Who would keep chickens and goats and where would they be kept?
- How do people light their houses?
- What do people keep their belongings in?
- What do people eat their food with?
- What kinds of food do people eat?
- What do they use for light?
- What do they use to clean the floor?
- What is the roof made from?
- How do you get up on to the roof?
- Where do families eat at dinner-time?
- Do they eat together or alone?
- Do they say or do anything special before they eat?

#### Follow-up activities

Draw the inside and outside of your home. Mark in where you eat, sleep, wash, store things, etc.

Draw a typical house in Palestine at the time of Jesus.

While some students make pictures/models of Palestinian houses, others may compile the chart overleaf.

## Exemplar 2: Religious Education

### Activity 3B

Use the chart 'Houses in Palestine in the time of Jesus and Houses in Ireland today' to re-enforce and make comparisons in order to aid follow up activities.

**Houses in Palestine in the time of Jesus and Houses in Ireland today**

	Houses in Palestine in the time of Jesus	Houses in Ireland today
Rooms		
Roof Material		
Light		
Colour		
Windows and doors		
Keeping the floor clean		
Roof use		
Table manners		
Before and after meals		
Farm animals		
Stored things		
Washed		
Water from		
Slept on		

### Follow up activities

- Make a house from Palestine in the time of Jesus.
- Read the following stories and explain what home life was like for ordinary people in the time of Jesus. If students have access to ICT facilities, they may collate an e-portfolio entitled 'Home-life in Jesus' time'. These can be presented to the class. Alternatively, students may like to make a collage on the same theme. A web-search will yield many relevant sites.
- Listen to readings from:
  - Mark:** 2: 2-4
  - Luke:** 2: 5-7
- Students talk out the typical daily routine of their families and compare them with Jewish family life in the time of Jesus.
- Students watch a scene from 'Jesus of Nazareth' or 'Ben Hur', etc., and discuss what image they get of daily life in Palestine in the time of Jesus.

## Exemplar 2: Religious Education

### Activity 4

#### Religion in Palestine

Key concepts:

- Sacrifice: To give up something for someone you love, for example God.
- Temple/Synagogue.

Explain that most of the people in Palestine were Jews. They worshipped (honoured/prayed) to God in two main places of worship, the Temple in Jerusalem and the many synagogues throughout Palestine.

## Exemplar 2: Religious Education

### Activity 4A

#### The Temple

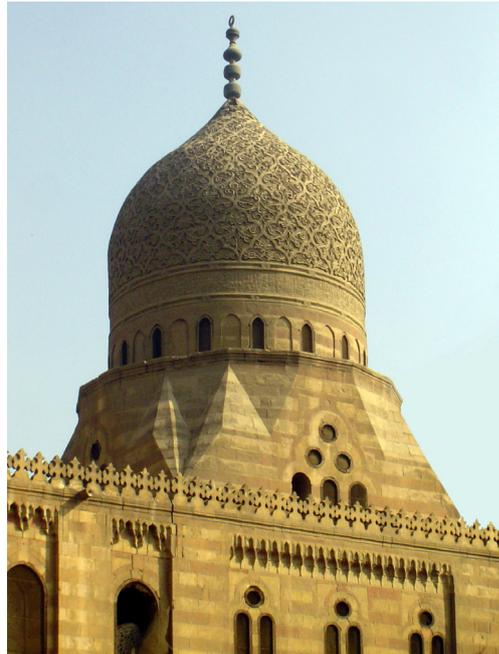
Using a picture of the Temple, ask students to suggest why it might have been an important building for the Jews. Then explain what the different parts were used for, asking them to point to each part as you talk about it. Students then complete the true or false questions in pairs. The teacher and students then answer the discussion questions together.

Tick the correct box to show whether the sentence is true or false	True ✓	False ✓
The Jews believed that God was present in the Temple.		
The Temple was highly decorated.		
Jews visited the Temple once in their lifetime.		
One hundred people could fit into the Temple at one time.		
The Jews prayed and offered animal sacrifices to God there.		
They bought these animals in the Temple with Roman money.		
Anyone could go into the Court of Priests.		
Only the High priest could go into the room called the Holy of Holies.		
The High priest made a sacrifice in the Holy of Holies every day.		
The only part of the Temple that is left today is called the Eastern wall.		

## Exemplar 2: Religious Education

### Discussion/Questions

- Give two reasons why the Temple was so important for Jews.
- What is the main place of worship for the members of your religion or a religion known to you?  
Name two similarities and two differences between that place of worship and the Temple in Jerusalem.



## Exemplar 2: Religious Education

### Activity 4B

#### The Synagogue

Ask students about a local place of worship (for example a parish church, a mosque) and show them a picture, if possible. Then briefly discuss the answers to the following questions:

- Name a place of worship known to you?
- How many people can it hold?
- When (how often) do people worship there?
- Is it decorated or not? If so, how is it decorated?
- Do men and women sit together there? Do you think this is the way it should be? Give a reason why/why not.
- Name any special services/sacrifices that take place there?
- Are there any parts of it where ordinary people cannot go? What is the most sacred/holy/special place in this place of worship?

## Exemplar 2: Religious Education

### Activity 4C

#### The Synagogue

A web-search prepared in advance of class will yield virtual tour and explanatory interactive sites for a synagogue.

Alternatively, explain what the different parts of the synagogue were used for with the help of a picture, asking pupils to point to each part in question. Say why the synagogue was important for the Jews locally. Students answer multiple-choice questions and then mention the main similarities and differences between the Temple and the synagogue.

Tick (✓) the correct answer			
<b>Synagogues were found</b>	in Jerusalem only.	in towns and villages.	
<b>Jews worshipped there</b>	once a week.	once a year.	
<b>Synagogues were decorated</b>	more than the Temple.	less than the Temple.	
<b>Synagogues were</b>	bigger than the Temple.	smaller than the Temple.	
<b>Women and men sat</b>	in the same place.	in different places.	
<b>Men sat</b>	downstairs.	upstairs.	
<b>The rabbi was</b>	a priest.	a teacher.	
<b>The Bible was written on</b>	papyrus.	paper.	
<b>The scrolls were kept in</b>	the doorway.	the Ark of the covenant.	
<b>A lit candle meant</b>	the rabbi was there.	God was there.	

#### Follow up activities

- Draw the inside of a place of worship and pick out the similarities and differences between it and the synagogue.
- Visit a local synagogue, or invite a guest speaker from the Jewish community to speak about Judaism and in particular the Temple and synagogues in Jerusalem/Palestine as they were in the time of Jesus and as they are now.

## Exemplar 2: Religious Education

### Activity 5A

#### Romans/Roman Empire

- The teacher leads a brainstorming session on the Romans/Roman Empire and explains their position in the time of Jesus (with Pontius Pilate as the Roman Governor), and discusses how the Romans might have taken control, dressed, etc.
- Using map 1, shade in the Roman Empire. Students give other examples of other occupied countries. Using map 1 again (or an enlarged map made by students as in activity 2 (B)) students suggest why Palestine might have been in a good/important position for the Romans at the time.

## Exemplar 2: Religious Education

### Activity 5B

#### Romans in Palestine

Introduce, read through, and discuss the newspaper article. Students then answer true or false statements. Finally, students fill in the continents and colour in Palestine and the Roman Empire on the map in the newspaper article.

Tick the correct box to show whether the sentence is true or false	True ✓	False ✓
The Romans invaded Palestine in 63 AD.		
The Romans were from Rome in France.		
There were more Romans than Jews in Palestine.		
Palestine was at an important cross-roads to Africa, Asia & Europe.		
Pontius Plate was the Emperor of Rome at the time of Jesus.		
The Jews welcomed the Roman soldiers into their homes.		
Most of the Jews accepted the tax collectors.		
Romans did not improve roads or waterways in Palestine.		
Romans had better weapons and used spies to control the people.		
Jews waited for a Messiah to free them from the Romans.		

#### Follow-up activities

- Name a place in the world today where people want to be free from foreign rule? Point to this place on the map/globe. What do you think the people who live here are hoping for?
- Research the Roman Empire in the time of Jesus. Make a scrapbook using the information and pictures you find and store them for possible Journal work, later on. Make an e-portfolio, encouraging students to research using selected websites. Facilitate presentation of such research to the class, using PowerPoint, charts, talk, etc.
- Make up a limerick about the Roman Empire in the time of Jesus.
- Write the diary entry of a young Jewish boy/girl for the night of the invasion of Palestine.

## Exemplar 2: Religious Education

# PALESTINE HERALD

Friday 27th May 63BC Palestine's Evening Newspaper

## Victory at last for Bethlehem Rovers



# Romans invade Palestine

**Jews were today forced to accept being part of the Roman Empire. Yesterday, Palestine was attacked by a small, strong Roman army using better weapons.**

The Romans already controlled all of the land around the Mediterranean Sea, Europe and North Africa. They knew that by taking control of Palestine they would be able to control who went in and out of Europe in the North, Africa in the South, and Asia in the East because Palestine is at the cross-roads/of these three continents. They did not stop until Palestine was theirs. First they marched into Jerusalem, the capital city, and then quickly took over the rest of the country. The people will never forget the way the soldiers stood out in their shiny armour. The Romans have already put their own governors in charge to make sure that the Jews do what the Emperor Caesar wants.

Last night an eye-witness had this to say: *'The people were rushing everywhere. You couldn't miss the Romans in their bright clothes. Nothing will ever be the same for the Jewish people. No one will dare to go against their laws or refuse to pay high taxes. Most of my friends are poor farmers or fishermen. It's hard enough to make ends meet as it is.'*

The Jewish community are angry that the Romans have taken the land that they believe God gave them. Some Jews will collect the Roman taxes that will be spent on the Roman Army. There is no doubt that these tax collectors will not be welcomed. People have heard that tax collectors in other countries are cheats and steal some of the money that they collect. They are called outcasts and hated by the local people. Zacchaeus is the hot favourite to take the first tax collector job in Palestine.

Many Jews are worried that they will be forced to follow Roman customs like speaking Latin and eating non-Jewish food. Last night a spokesperson for the Roman army said: *'Jews will be allowed to practise their religion and customs as long as they obey Roman rules'*. The Jews are already hoping that a *'Messiah'* or saviour will come and free them from the Romans. They believe he will be strong like Moses. Our main Jewish groups (The Pharisees, The Sadducees, The Essenes, and the Zealots) are discussing who the Messiah might be.

## Exemplar 2: Religious Education

### Activity 6A

#### The Four Religious Groups in Palestine

- Read through the newspaper report and prepare some discussion questions.
- Students then complete the cloze exercise that follows. (Note: This article can be shortened to suit students' interest and ability.)
- Recap on the four groups using the chart.

### Activity 6B

#### The Four Religious Groups in Palestine

- Role-play the four groups using the comments made by the different people (for example Zachary the Zealot). (See article overleaf.)
- The role playing could be captured using digital video and played back to the class. This would have many advantages. The video could be played over and over again for a variety of purposes including, focusing on attitudes, helping students to identify key arguments, identifying and reflecting on the many perspectives of the time, discussing the similarities and differences between the four groups, and encouraging students to make suggestions about why Jesus would have come into conflict (fought) with them. This will prepare them for hearing about this theme in later parts of the syllabus.
- Rather than, or as well as, presenting the following as written text, it could be read as a news report from Palestine at the time.

#### Note

The '*Cloze Exercise on Roman rule and the four Religious groups*' is presented as an option at this point to recap on the large amount of material (facts) in this section and to aid all students, in particular students with poor short-term memories. It may be kept and adapted or added to for use when the themes of Ancient Judaism and Messianic Expectation have been dealt with.

Exemplar 2: **Religious Education****PALESTINE HERALD**

Friday 28th August 63BC Palestine's Evening Newspaper

**Religious Groups React**

**Members of four religious groups secretly explain how they feel about their lives as Roman citizens in Palestine.**

**Sadducees**

'We enjoy being rich and having the title of High Priest in the Temple. We are members of the Sanhedrin (the Jewish court) there. It's great making sure that Jews obey religious laws, although we cannot sentence people to death. Actually only some of the taxes collected in the Temple are used to keep it in a good condition. The rest is spent on our families. Why wouldn't we co-operate with the Romans even if people like the Zealots hate us for it? We don't waste time waiting for a Messiah that isn't going to come. Just forget all this life after death nonsense and get on with enjoying this life! As for Jesus, he'll regret telling us how to run the Temple!'

**Pharisees**

'We enjoy being leaders in the synagogue and teaching people the laws. Everyone respects us and looks up to us. We just ignore the Romans. They're only sinners who will be punished when they die. Religion is all that matters and in the next life God will reward us for living this way. God will send us a Messiah like King David in this life. Jesus is only a trouble-maker who knows nothing about the laws of God. How dare he tell us to practise what we preach?'

**Zealots**

'There's no doubt that the Romans must be punished for taking our God-given land. The Sadducees are even worse for co-operating with them. We don't like foreigners and have every right to use violence and even kill to defend our religion. In fact, God wants us to do this so that he can reward us with a warrior who will free us from the Romans and make God's kingdom happen on earth. We plan to rise up against the Romans and we will die before we give in to them. Either way we will enjoy true freedom in the next life. Jesus was right to choose Simon the Zealot as an apostle even if it makes people suspicious of him.'

**Essenes**

'We have had enough of foreign leaders in Jerusalem. We hate the way the Temple is being run. In the desert we can share what we have and follow God's rules strictly, unlike the so-called religious leaders. All we need is enough food to live on. Our white clothes are nothing like the rich robes the Sadducees buy with the people's money. Unlike the Sadducees, you can't just buy your way into our community. You have to train for three years and swear not to tell anyone about our teachings. We are the true 'Children of light', the 'Holy ones'. God will win the battle against his enemies, the 'Children of darkness'. We know he will free us from the Romans and show the people how to worship properly in the Temple.'

## Exemplar 2: Religious Education

### Religious Groups React: Fill in the key words

#### Sadducees

'We enjoy being r \_\_\_\_ and having the title of High Priest in the Temple. We are members of the S \_\_\_\_\_ (the Jewish court) there. It's great making sure that Jews obey religious laws, although we cannot sentence people to d \_\_\_\_\_. I must admit that only some of the t \_\_\_\_\_ collected in the Temple are used to keep it in a good condition. The rest is spent on our families. Why wouldn't we c \_\_\_\_\_ with the Romans even if people like the Zealots hate us for it? We don't waste time waiting for a M \_\_\_\_\_ that isn't going to come. Just forget all this l \_\_\_\_\_ after death nonsense and get on with enjoying this life! As for Jesus - he'll regret telling us how to run the Temple!'

#### Key Words

life      Sanhedrin      rich      co-operate      death      Messiah      taxes

This can be repeated for the other three groups.

#### Follow up activities

- Set the scene in Palestine and give pupils the opportunity to question each of the characters about their reaction to the Romans. You could use costumes and props. Students could then write and act out the script for a Roman soldier/Governor responding to what he has heard.
- Write an anonymous letter to the Roman Governor on behalf of one of the Religious Groups telling them about their fears and their problems with Roman rule.
- Research the findings at Qumran, i.e. The Dead Sea scrolls. A websearch will yield useful information for this.
- Make predictions about what role each of these groups will play in the life of Jesus. Then, when the following sections have been examined, decide how right/wrong these predictions were.

## Exemplar 2: Religious Education

### Religious Groups in Palestine at the time of Jesus

Religious Group	Sadducees	Pharisees	Zealots	Essenes
Reaction to Romans	Accepted them	Ignored and disliked them	Hated and killed them	Rejected them
Job in Palestine	Members of Sanhedrin/High Priest in Temple	Non-priests, Religious leaders/ teachers in synagogue	Paramilitary soldiers	Simple desert monks who shared everything they had (like Franciscans)
Way of life	Collected taxes, lived wealthy lifestyles, had slaves.	Strictly followed religious laws, looked down on those who didn't.	Very religious, hid in the hills, lived and died by the sword.	Had strict rules, ate little food, kept no slaves, wore white clothes, kept out of society.
Belief about Messiah	No Messiah will come so make the most of things.	Follow God's laws and Messiah will come.	Fight against Romans and God will send a leader.	Unclear/God will beat enemies and bring proper worship to the Temple.

## Exemplar 2: Religious Education

Match the Comment made with the person who made it by writing the correct letter in the box

Comment	Letter	Religious Person
<i>'Jesus was right to choose Simon as an apostle, even if it makes people suspicious of him.'</i>		A. Samuel the <b>Sadducee</b>
<i>'I enjoy being rich enough to buy the title of High Priest in the Temple.'</i>		B. Philip the <b>Pharisee</b>
<i>'In the desert I can share what I have and follow God's laws.'</i>		C. Zachary the <b>Zealot</b>
<i>'I enjoy being a leader in the synagogue and teaching people the laws.'</i>		D. Elijah the <b>Essene</b>
<i>'How dare Jesus tell me to practise what I preach-Huh!'</i>		A. Samuel the <b>Sadducee</b>
<i>'I have every right to use violence and even kill to defend my religion.'</i>		B. Philip the <b>Pharisee</b>
<i>'God will win the battle against his enemies, the 'Children of darkness.'</i>		C. Zachary the <b>Zealot</b>
<i>'I don't waste time waiting for a Messiah that isn't going to come.'</i>		D. Elijah the <b>Essene</b>

## Exemplar 3: Religious Education

**Syllabus topic:** Foundations of religion - major world religions (C3)

The Five Pillars of Islam

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p><b>SPHE</b></p> <p>Strands: Myself and others</p> <p>Strand units: My friends and other people Relating to others</p> <p>Strand: Myself and the wider world Strand unit: Developing citizenship, National, European and wider communities.</p>	<p>Rites of passage and other rituals: Exploring the ritual events and times of the tradition and the celebration of these in the life of the community, especially in Ireland.</p> <p>Identifying the key elements of membership of the chosen major world religion – creed and practice.</p>	<p>Explore in detail a major world religion (Buddhism, Hinduism, Islam or Judaism) and examine the impact it had on its followers, other individuals and communities.</p>

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to seven class periods.

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### Potential areas of difficulty

- Understanding religious concepts and abstractions (terms such as belief/practice, ritual act, etc.)
- Religious language (naming Muslim practices correctly)
- Applying previously learned knowledge (for example, The foundations of Islam as pertinent to the Hajj and other practices)
- Transferring learning to real life (for example, comparing Muslim practices to their own tradition)
- Short attention span (finding it difficult to stay on task and rushing a task, particularly given the volume of religious knowledge (and language) presented to them)

### Strategies used in this exemplar

- Using visual representations of concepts and ideas
- Using a visual chart with vocabulary to minimise the need for writing at length
- Tangible, homely activities to make the learning task more concrete and approachable
- Teacher demonstration of aspects of Muslim practice (for example, prayer- Rak'ah)
- Offering short, direct instructions at each stage of the activities

### Resources

- A map of Mecca, a chart of the Five Pillars of Islam, The USBORNE Internet-linked Encyclopaedia of World Religions, a Prayer Mat

## Exemplar 3: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>• understand the practices involved in observing the Five Pillars</li> <li>• engage in discussion about the importance of a Religion's creed</li> <li>• recognise Muslim prayer and recall how and why Muslims prepare for and engage in regular prayer rituals (e.g. Rak'ah/wudu)</li> <li>• make connections between Muslims and other Religions based on almsgiving</li> <li>• understand the concept of fasting as a religious practice</li> <li>• identify and sequence the experiences of Muslims on the stages of the Hajj</li> <li>• apply a basic knowledge of the pillars to the everyday life of a Muslim in Ireland today.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the Pillar Chart and discussing the practices involved.</li> <li>• Examining and identifying the important elements of two Creeds from other Religions, making connections between them and the Shadahah.</li> <li>• Observing Rak'ah in action and providing visual images of rituals involved in prayer (for example, Rak'ah worksheet and diagram of the mosque).</li> <li>• Reading the phone book and classifying charities in terms of the people they service.</li> <li>• Discussing the merits of fasting for religious people.</li> <li>• Reading and examining a timetable for pilgrims on the Hajj.</li> <li>• Recognising Muslim beliefs and practices in the words and actions of followers in Ireland today.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students answer oral questions on the pillars and give a reason why these are the five most important practices in Islam.</li> <li>2. Students answer oral questions on the Jewish and Christian creeds and decorate and complete cloze exercise on the Muslim creed.</li> <li>3. Students complete worksheets on prayer movements and point out places associated with prayer on the diagram of the mosque.</li> <li>4. Students match charities with people in need connected with Islam.</li> <li>5. Students complete worksheets on the stages of the Hajj (cloze and sequencing).</li> <li>6. Students colour in statements which reflect Muslim belief and practice.</li> </ol>

## Exemplar 3: Religious Education

### Introductory note

This exemplar has been prepared and presented under the assumption that students will have already studied Part 1 (i.e. The Context, *Junior Certificate Religious Education Syllabus*, p. 21) and Part 2 (Sources of Evidence, *Junior Certificate Religious Education Syllabus*, p. 22) of this section. Part 1 (i.e. The Context) could be approached in the same manner as outlined in Exemplar 2 for Section B Part 1 'Foundations of Religion – Christianity'. (See p. 44.)

In order to complete the exercises in this section it would be important for students to know the words Allah and Muhammad. They should also have explored by now the concept of 'Communities of faith' (although a recap will probably be necessary) so that Islam can be referred to as a community of faith throughout this section. Given the complex terms and religious language used, a vocabulary list should be kept for this and all parts of the syllabus at all times. It would be useful to have a map of Mecca and the story of the Foundations of Islam in picture form as well as a visual image of the Five Pillars displayed in the class for reference and recall for the duration of these activities. Fruitful dialogue with the History and Geography teachers may result in enabling the students to build up a concrete image of Mecca and other countries (including Ireland) where Islam is growing. Having recapped on the main points of Part 1 '*The Context*' & Part 2 '*Sources of Evidence*' of Section C: Foundations of major world religions, the following activities should be attempted.

## Exemplar 3: Religious Education

### Activity 1A

Begin by asking pupils if they can name the set of duties/practices in a religion known to them. Then ask them to think of examples of these duties/practices and how people fulfil them in their own lives, for example Judaism (Religion), the Ten Commandments (set of duties), remembering to keep holy the Sabbath, Jews going to the Synagogue and not working on the Sabbath (practices). Similarly, Catholics go to Mass every Sunday. Pupils can be given hints, using terms such as beliefs, prayer, charity (giving to the poor), fasting, pilgrimage (going on a journey to a holy place). Then ask them why religious people have practices/duties? Ask them how fulfilling these duties can make them stronger.

One religion I know about is \_\_\_\_\_

The duties of this religion are called the \_\_\_\_\_

Some duties/practices are

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

These duties/practices are important because

\_\_\_\_\_

\_\_\_\_\_

## Exemplar 3: Religious Education

### Activity 1B

Explain that people who truly believe in something or someone show/prove this by their actions. For example, someone who believes in friendship will show this by sharing what they have or by spending time with their friends. These actions are often called practices. Ask students to complete the exercise on beliefs and practices and then discuss the questions outlined. Alternatively, this activity may be omitted and possibly used when teaching Section D, part 1, *'The Question of Faith'* (*Junior Certificate Religious Education Syllabus*, p. 26)

### Discussion Questions

- What happens when we say that something is important to us but we don't practise or show it?
- What does the phrase 'practise what you preach mean?'
- Why do you think people in communities of faith (like Muslims, Buddhists, Christians) practise what they believe in?
- Why is it so important for them to practise together as a community?

### Draw a line to match the following beliefs and practices

Beliefs	Practices
I believe that a good friend will never let you down.	I tell the truth even when it is hard.
I believe that you should never lie, no matter what.	I put money in the collection basket.
I believe that teenagers should be good to their parents.	I am there when my friend needs me.
I believe that everyone should give money to charity.	I care for my area and keep it clean.
I believe that God made the world.	I will help with the housework.

## Exemplar 3: Religious Education

### Activity 2

Explain that Muhammad taught Muslims five main duties/practices which will help them to get to heaven when they die. They call these practices The Five Pillars of Islam. These duties make them stronger, just like pillars make a building strong. Ask them to look at the pictures of well-known pillared buildings in Dublin. If possible, use a projector to display them. See if they can guess where they are and ask them to discuss the answer to the questions below.

Clonskeagh Mosque



Government Buildings



### Discussion Questions

What is a pillar?

- On what kind of a building would you usually see a pillar?
- Look closely at these buildings.
- How many pillars do these buildings have?
- Why do these buildings need to have pillars?
- What would happen if one of these pillars broke?
- Are any of these pillars more important than the other? Why/Why not?
- Can you guess why any religion would call their practices (rules/duties) pillars?

# Exemplar 3: Religious Education

## Activity 3

### The Five Pillars/Practices of Islam

Explain that Muslims do and say things together to show that they are part of that community and love Allah (God), and this is called practice. Explain that pillars support a building. If one breaks, the whole building may collapse. Muslims have five pillars or practices. They believe that keeping/fulfilling these five practices will support them and keep them strong in the same way. Introduce the five pillars by asking pupils to predict/guess which duties/ practices they think are the Five Pillars of Islam. Ask them to say why they might be important in the Muslim religion. Read through and briefly explain what the Five Pillars are. Discuss whether the students' predictions about the pillars were correct.

Then ask:

*'Why do you think these are the most important practices in the Muslim religion?'*

*'Why do you think they are written in Arabic?'*

Students then write the names of the duties into the pillars. It would be useful to hang this chart on the wall for reference throughout these activities.

<i>The 5 Pillars of</i>				
I	S	L	A	M
<b>1. Belief/Shahadah</b>	<b>2. Prayer/Salat</b>	<b>3. Charity/Zakat</b>	<b>4. Fasting/Sawm</b>	<b>5. Pilgrimage/Hajj</b>
DUTIES				
Muslims say the creed as often as possible. It means that they believe in the one God Allah and that Muhammad is his messenger.	Muslims pray five times every day on a prayer mat facing Mecca.  They take off their shoes and wash their feet before they pray. This is called wudu.	Muslims give some of their savings (2.5%) to people who need help.	During the month called 'Ramadan' Muslims fast (don't eat) from sunrise to sunset.	Once in their lives, if they can afford it, Muslims visit Mecca where Muhammad lived, and pray at the Ka'ba shrine.
There is no God but Allah and Muhammad is his messenger				

# Exemplar 3: Religious Education

Write the Arabic names of the Five Pillars in the spaces provided.

<i>The 5 Pillars of</i>				
I	S	L	A	M
<p><b>Belief</b></p> <p>S _____</p>	<p><b>Prayer</b></p> <p>S _____</p>	<p><b>Charity</b></p> <p>Z _____</p>	<p><b>Fasting</b></p> <p>S _____</p>	<p><b>Pilgrimage</b></p> <p>H _____</p>
<p>There is no God but Allah and Muhammad is his messenger</p>				

## Exemplar 3: Religious Education

### Activity 4A

#### The First Pillar – Belief/Shahadah

This is an optional activity which may prove confusing for some students and an aid to others. It may be used later on when looking at *'Religious Practice' in Section D, 'The Question of Faith', Part 1 'The situation of faith today'*. (*Junior Certificate Religious Education Syllabus, p. 27*)

In this case, the teacher can move directly onto activity 4B.

Explain that the Latin word Credo means 'I believe.' This is where the word creed comes from. Explain that a creed is a statement about what people in a religion believe about God and the world. Ask the students if they know the name of a creed and when or where it is said. Ask them who is mentioned in the creed and what events, if any, are described in it. Some questions might include:

- What is the name of the creed in a religion that you know?
- How often do people say it?
- Do you think people should say it more often? Why/Why not?
- Why do you think a creed is an important part of religion?

Read through the Creeds of the Major World Religions (the opening lines of the creed will suffice). It might be useful to look at a copy of the Apostles Creed since it is shorter than the Nicene Creed.

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#### Example

##### The Shema – Judaism

'Hear O Israel.  
The Lord is our God, the Lord alone.'

This creed is sixteen sentences long in total.

##### The Apostle's creed – Christianity

'I believe in God, the Father Almighty,  
Creator of heaven and earth.'

This creed is eighteen sentences long in total.

#### Discussion questions on student experience to aid understanding of the Jewish and Christian creeds

- What is the name of the Jewish creed?
- What name do Jews call God in their creed?
- What is the name of the Christian creed?
- What name do Christians call God in their creed?
- How many Gods do both Jews and Christians believe in?
- Why do you think Jews and Christians say their creeds?

## Exemplar 3: Religious Education

### Activity 4B

#### The First Pillar – Creed

Introduce the first pillar by explaining that Muslims say what they believe every day as follows:

The Muslim creed is called Shahadah. Muslims accept that there is only one God and say the sentence, *'There is no God but Allah and Muhammad is his messenger.'* as often as possible and really mean it. This is their creed/belief.

Ask the students to write out the creed in ornate letters as it would be written in Arabic and decorate it, and then display their work. This can be done in pairs or in groups with each pair/group working on a different word of the creed. The students complete the worksheet, including a cloze exercise and questions (discussed beforehand) on the creed.

#### Extension Questions

This question may appear in some form in Section 1 (short questions) of the Junior Certificate Ordinary Level examination paper.

- Muslims, Christians and Jews all believe in one God, even though they give him different names. What do we call someone who believes in one God/more than one God? (Monotheist/Polytheist)

**Read the Muslim Creed, complete the cloze exercise, and answer the questions that follow**

#### Shahadah – Islam

“There is no God but Allah  
and Muhammad is his messenger.”

#### Fill in the missing words

The Muslim creed is called the S\_\_\_\_\_. Muslims believe in o\_\_\_\_\_ God only. God is called A\_\_\_\_\_ in the Muslim creed. The messenger M\_\_\_\_\_ is mentioned in the creed because he is the f\_\_\_\_\_ of Islam. The Shahadah has only one sentence long in t\_\_\_\_\_.

#### Words to use

Allah    Muhammad    founder    Shahadah    one    total

#### Some suggested questions

- Why do you think the Muslim creed is so short?
- Why do you think Muslims say their creed so often?
- Why do Muslims need to say their creed to keep them strong?
- Why do you think the creed is an important pillar in Islam?
- Why do communities of faith/world religions need to say their creed aloud together?

## Exemplar 3: Religious Education

### **The Second Pillar – Prayer**

Explain that prayer is one of the most important practices and ways of honouring/worshipping God in Islam and that this is why they pray five times each day. Point out that prayer is when people talk to God alone or with others.

#### **Note**

This pillar is especially important. Considering that prayer is dealt with later on in detail in Section E, *'The Celebration of Faith'*, Part 5 *'Prayer'* (*Junior Certificate Religious Education Syllabus*, p. 37), the teacher must decide how much detail is necessary at this stage, based on students' ability and interest.

At this point, the main focus should be on prayer as an important pillar in Islam. Therefore activities 5A, 5C, 5D, and 5E are optional at this point and may be used later on in Section E, *'The Celebration of Faith'*, Part 5 *'Prayer'*. (*Junior Certificate Religious Education Syllabus*, p. 37.)

## Exemplar 3: Religious Education

### Activity 5A

#### Questions for discussion

The teacher may choose to ask some or all of the following questions. This is an exercise drawing on students' real life experiences and focusing on prayer as opposed to the place of worship, which will be explored later on in the course. The diagram of the mosque is used to aid recall and situate the Muslim experience of prayer, and will be useful for recapping when looking at sacred places/places of worship later on.

#### Discussion based on student experience to aid understanding

The teacher might find it more useful to ask some or all of these questions with the next set on Muslim prayer.

- Can you name any prayers in a religion you know well?
- How often do people in this religion pray? Do they pray at any particular times of the day/days of the week?
- Name two places where people in this religion pray, (for example, home/church/Temple).
- What do they do before they pray/enter a place of prayer/church (for example, bless themselves with holy water, cover their heads)?
- Do they kneel, sit, stand up, etc. when they pray?
- Why do people do these things when they pray?
- Are there any seats in other places of prayer/worship?
- Do they use any religious objects when they pray (for example, beads, candles, prayer books)?
- Who leads prayer? (Priest, Minister)
- What tells people that it is time for prayer (for example, bells are rung)?
- Why do you think prayer is important in practising a religion?
- How often do people pray?
- Is this enough? Why/Why not?

## Exemplar 3: Religious Education

### Activity 5B

Ask pupils to answer some or all of the following questions. You may choose to use the diagram in Fig.1 to aid recall and briefly introduce the theme of sacred places/ places of worship. It might be useful to explain that prayer is a part of worship, which is the way people honour God, and that in the Muslim Religion, Friday midday prayer is the main form of worship.

- What do Muslims call prayer?
- How often do Muslims pray? (Five times daily.)
- On what day must they visit the mosque and pray? (Friday.)
- Who calls Muslims to prayer?
- Where does he stand? Find it on the diagram.

#### Note

This might be a good opportunity to use the term 'role' of the Mu'adhin in order to recap on the important terms in Section A, part 2, 'Communities of Faith'. (*Junior Certificate Religious Education Syllabus*, p. 10).

- Name two places where Muslims pray/worship. (Mosque and home).
- What do Muslims do before they pray? (Wash their hands, feet, arms and head.)
- What is this called?
- Why do they do this (perform Wudu)?
- Why do women and men cover their heads before they pray?
- Do men and women sit together the mosque? Why/Why not?
- What do Muslims sit on when they pray? (Prayer mat.) Why do they do this?
- Why are there no seats in a mosque?
- Which way do Muslims face when they pray? (Towards Mecca.)
- Why do you think they face this way?
- Why do you think they pray in lines?
- Who leads the prayer in a mosque? (Imam.)
- What holy book/sacred text would you find on the Minbar?
- What language is it written in?
- On a scale of 1 to 10, how important would you say prayer is for Muslims? Give a reason for your answer.

## Exemplar 3: Religious Education

The teacher may source a diagram of a mosque, on the worldwide web or elsewhere. Questions like the following may then be used.

- Find the place on the diagram where Muslims perform wudu. (Fountain.)
- Find on the diagram where they pray. (Main prayer hall.)
- Find on the diagram the place where the direction of Mecca is shown. (Mihrab.)
- Find the place where the Imam stands in the diagram. (At the Minbar.)

## Exemplar 3: Religious Education

### Activity 5C

Explain that each part of the prayer has an action/movement/gesture. These terms will be important later on when speaking about ritual to go with it. Using these terms will enable students to recognise them as they are used interchangeably in the Junior Certificate Examination. These actions/movements/gestures are called Rak'ah. Each action or Rak'ah has a meaning. Demonstrate the Rak'ah and invite students to do the same. This should be done in a prayerful setting showing reverence (for example, a prayer/meditation room). These movements could be presented on a handout or a poster or both. Discuss why each of these movements is important.

Ask them to compare these movements with ones they use in another religion they are familiar with, picking out both similarities and differences, for example, invite students to speak about an experience of taking part in or witnessing liturgical dance. This might then be incorporated into a class prayer service later on. Students then complete the worksheet on Rak'ah.

Prayer actions/movements (Rak'ah)	
Action/Gesture	Meaning
<b>Standing</b>	This shows that the person is alert/listening carefully to Allah. 
<b>Bowing</b>	This shows that the person respects and loves Allah. 
<b>Prostration</b>	The person bows down low so that their forehead touches the ground. This shows that the person wants to obey Allah. 
<b>Sitting</b>	This shows that the person is peaceful and accepts what Allah wants. 

## Exemplar 3: Religious Education

### Worksheet

A worksheet can be prepared using similar pictures on which students write the names of the prayer movements beside the pictures.

Further knowledge of this may be assessed by question and answer sessions, including those devised by the students themselves.

### Follow up Activities

- Visit a mosque to see Rak'ah in action (Clonskeagh).
- Invite a representative from the Muslim Religion to speak about this and other elements of their faith.
- Teach some movements/gestures that are used in praying to God in a religion familiar to the students.
- Examine objects used by Muslims for prayer, for example, prayer beads. Compare with rosary beads in the Catholic faith.

## Activity 6A

### The Third Pillar – Charity/'Zakat'

Explain that giving to the poor is the third pillar of Islam. It is also called alms-giving and charity, i.e. sharing what you have with people who need help. Muslims give some of their savings (2.5%) to people who need help. Give examples of the groups who are helped and ask students why charity is given to them. Discuss the questions.

### Discussion questions

- How much money do people in other religions give to people who need help?
- Why do religious people give money to people in need?
- What would happen if no one gave money to people in need?
- Why do you think charity is taken out of the salary of Muslims?
- What is good/bad about this?
- Why do you think charity is an important pillar in Islam?

## Exemplar 3: Religious Education

### Activity 6B

Ask students to look up the phone book and find as many charities as they can that give to the people mentioned in Muslim alms-giving. Classify them in terms of the people they service. Mention ways in which these charities help people in the students' local area.

#### Follow up

Organise a fundraising event for a chosen charity. It might be relevant to the Journal titles for any given year. It could also aid teachers in revising the whole concept of community and community action 'Section A': 'Communities of Faith' (*Junior Certificate Religious Education Syllabus*, pp. 8-13). using terms such as sharing, communication, co-operation and roles. For example, students could be assigned roles such as the 'communication group/committee' and a written activity could emphasis any co-operation and sharing that took place.

Alternatively, students could organise a guest speaker from a local charity to talk about their work using the same format as above.

### Activity 7

#### The Fourth Pillar – Fasting/'Sawm'

During the month called 'Ramadan', Muslims fast (don't eat) from sunrise to sunset.

Explain that fasting is a way of showing how important God is in your life and of helping your mind to get stronger. Fasting during Ramadan teaches people to have patience when life is hard and to put religion before food and drink. Since hunger is the same for a rich or poor person, it brings all Muslims together. Children under the age of twelve, pregnant women, and elderly people do not have to fast. Ramadan ends with a festival called Id-ul-Fitr.

This can be developed as in Activity 6B above, using questions leading to discussion and relevant follow-up activity.

## Exemplar 3: Religious Education

### Activity 8

#### The Fifth Pillar – ‘Pilgrimage/Hajj’

Once in their lifetime Muslims go on a pilgrimage to visit the Ka’ba at Mecca.

Begin by asking pupils questions that focus on what they understand by the terms pilgrim and pilgrimage. For example, have you or has any one you know ever been on a pilgrimage? Tell the class about it. Where do people go on pilgrimage? Give two reasons why people go on a pilgrimage. Explain that pilgrimage is the fifth pillar of Islam and it is called the Hajj which means ‘to set out with a definite purpose’. The Hajj takes place ten weeks before the end of Ramadan.

Begin by asking students to identify Mecca on the map and to show where Ireland is in relation to it. Discuss the climate and what would be the appropriate clothes to wear, etc. Discuss how long it would take to get there by plane and compare this to making the journey in the past. It would be important for students to understand the term ‘ritual act’ at this point. The students should understand that, during the Hajj, Muslims take part in acts that have meaning for them and help them express (show) what is important to them, for example throwing stones at the three pillars in Mina. These acts symbolise/mean/stand for something. They are connected with the experiences of Abraham, Hagar his wife, Ishmael his son, and Muhammad. Read through and explain the timetable of events from ‘Eastern travel Company’ and ask students to fill in the missing details, including the last picture in the diagram. Then discuss and complete some/all of the activities/questions.

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#### Note

The words ritual and symbol are explored in detail in Section E of the syllabus The Celebration of faith (*Junior Certificate Religious Education Syllabus*, p. 32ff)

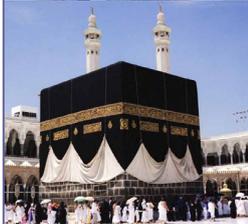
However, the teacher might find it useful to look briefly at these concepts at this point since they will be important when looking at ritual acts/rites of passage associated with marriage, death, etc. in Islam. This could be done by asking pupils to explain why people do the Mexican wave at football matches and then moving on to look at religious rituals with which they are familiar, for example Christians making a sign of the cross. Students (in pairs) may use the visual square to consolidate their understanding of the concept of ritual.

## Exemplar 3: Religious Education

## Activity 9

Eastern travel company welcomes you to Mecca:  
Timetable of Events

**Please remember:** Men must wear w\_\_\_\_\_ pilgrim robes and remove shoes everyday. Women must dress m\_\_\_\_\_. Everyone must wear open sandals or go barefoot. Jewellery or perfume, nail cutting, swearing or fighting are not a\_\_\_\_\_.

Event	Ritual Act	Meaning	Picture
1. Mecca	Perform Wudu (ritual washing) and change into white robes.	Everyone is equal before Allah.	
2. The Ka'ba	Walk around it seven times, touch or kiss it, take some cloth from it.  Drink from the well of Zamzam.	Ka'ba was built by A_____ and restored by Muhammad for worshipping the One God Allah.	
3. Hills of Safa and Marwa  Well of Zamzam	Walk seven times between two hills joined by a corridor.  Drink water and bring it home.	Hagar and Ishmael did this when God told Abraham to leave them alone in the desert.	
4. Plain of Arafat	The most important moment is to stand before Allah and ask f_____.	Muhammad taught for the last time here and Abraham was forgiven for his sin in the Garden of Eden.	
5. Pillars at Mina	Throw stones at three pillars. Offer sacrifice as Abraham did in the festival of Eid-uh-Adha.	Pillars stand for the devil. Pilgrims show they reject evil by doing what Abraham did when he was t_____.	<b>Your picture</b>

**Remember:** It is a great honour for Muslims to go on the Hajj. Muslims who complete the Hajj will be called Hajj for a man and Hajji for a woman.

## Words to use

Abraham white modestly forgiveness tempted allowed

## Exemplar 3: Religious Education

### Questions from the teacher and students will emerge from this activity and will lead to discussion?

Follow-up possibilities include:

- inviting a Hajj or a Hajji from the local area to speak about the pilgrimage, with students preparing appropriate questions
- reading the stories of the temptation of Abraham (Mina) and Abraham's wife Hagar (Hills of Safa and Marwa), and discussing why these are remembered during the Hajj
- imagining you were on the Hajj and writing a short diary entry for one or all of the days of the Hajj
- designing a travel brochure promoting the Hajj for pilgrims, mentioning the different places you will visit and remembering that the Hajj is not a holiday but a journey to Mecca to pray and get closer to God
- setting up the room in the stages of the Hajj and role playing the ritual acts that pilgrims do at each stage, talking about each experience from the pilgrims' point of view
- writing and numbering the stages of the Hajj in order as they happen beside the correct ritual acts/actions that people do at each stage.

## Exemplar 3: Religious Education

### Activity 10

#### Assessing Learning on the Five Pillars of Islam

##### (A) Summary Questions

- How many pillars/duties/practices does Islam have?
- How do the pillars/duties/practices help Muslims to live the way Allah wants?
- Why does Islam need to have pillars/duties?
- What would happen if Muslims left out one of these pillars/duties?
- Are any of these pillars more important than the other? Why/Why not?
- Why do you think Muslims do not see the pillars as unfair or too much to handle?
- What do these duties/pillars remind you of in your/another religion?

##### (B) Worksheet

##### Complete the following

1. **Belief/Shahadah:** Muslims say the **S** \_\_\_\_\_ (creed) as often as possible. It means that they believe in the one God called **A** \_\_\_\_\_ and that Muhammad is his **m** \_\_\_\_\_.
2. **Prayer/Salat:** Muslims **p** \_\_\_\_\_ five times every day and especially on Fridays in the mosque. They remove their shoes and wash their feet before they pray. This washing is called **w** \_\_\_\_\_. They face Mecca and kneel on a prayer **m** \_\_\_\_\_.
3. **Charity/Zakat:** Muslims give **m** \_\_\_\_\_ to people in need when they can afford it.
4. **Fasting/Sawm:** Muslims **f** \_\_\_\_\_ once a year during the month of Ramadan.
5. **Pilgrimage/ Hajj:** Muslims go on a **p** \_\_\_\_\_ to Mecca once in their lifetime. They visit a shrine called the Ka'ba.

##### Words to use

messenger	mat	money	pilgrimage	
Shahadah	Salat	Zakat	Sawm	Hajj
Allah	pray	wudu	fast	

## Exemplar 3: Religious Education

### C) Colour in the statements from Muslims who practice the five pillars in Ireland today.

<b>'I ate something after sunset during Ramadan.'</b>	'I remembered Allah & said the creed seven times today.'	<b>'I forgot to give money to people in need.'</b>	'I fasted after sunrise during Ramadan.'	<b>'I forgot to say the Shahadah today.'</b>	<b>'I gave some of my savings to charity.'</b>
'I visited the Ka'ba when I went to Mecca.'	<b>'I didn't wash my feet before I prayed.'</b>	'I prayed in the mosque on Friday.'	<b>'I went to Mecca while my family needed money to live on.'</b>	'The floor was dirty so I used a prayer mat.'	<b>'I moaned about giving money to people in need.'</b>

- Students may like to compare another religion in terms of belief, prayer, charity, fasting, and pilgrimage with Islam.
- Students could communicate online with students from different cultures and religious traditions through email, chat-rooms, or by using video conferencing or web conferencing.
- Students could look up information about the major world religions using websites. The recently published *Leaving Certificate RE Guidelines* offers a list of websites relating to world religions on pages 35-42.
- Students could find images of people engaged in prayer inside a Mosque, on a pilgrimage to Mecca, etc.
- They could invite a speaker from a religious tradition other than one they are familiar with to visit the class and tell a little about their religious beliefs and practices. The visit could be video taped so that students could review the event later and note important facts.

## Exemplar 4: Religious Education

**Syllabus topic:** The Growth of faith (D3)

Stages of faith

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p><b>SPHE</b> Strands: Myself Myself and others Myself and the wider world.</p>	<p>Differentiate between the faith of the child and that of the adult and having a sense of the development from one to the other.</p>	<p>The Question of faith</p>

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to five class periods.

### Potential areas of difficulty

- Symbolic language and abstract thinking (terms such as faith, intellectual and spiritual growth, adolescence, etc.)
- Visual sequencing problems
- Retaining a clear grasp of narrative details
- Concepts of time and the development from one faith/life stage to another

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### Strategies used in this exemplar

- Using pictorial clues in sequencing games to generate motivation and interest
- Using students' personal experience to make terms more concrete (for example, life line/faith line)
- Participation of the teacher in group/role playing activities
- Using story/diary
- Using cross-curricular links to Language, literature and communication (Diary/Dialogue)

### Resources

- Copies of story and work sheets, colours for the life line
- It might be useful for the teacher to engage with the Home-Economics, SPHE and PE teachers. There are many references to Growth and change in these subjects and these could inform students' concepts and help relate this rather abstract topic to the students' real life experiences. The English teacher could also have ideas on poems or stories that might help to explain this important theme.
- The whole area of images of God needs to be explored with students before this exemplar is addressed. The teacher could begin by revisiting the images of God that students have drawn, written or spoken about. It might be useful to display them for the duration of this exemplar so that they could be used by the teacher and students to examine how our images of God change as we grow.

## Exemplar 4: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>• engage with the kind of words we use to describe personal growth (e.g. intellectual, emotional)</li> <li>• understand the concept of life stages</li> <li>• engage in listening and speaking in the context of role-playing/diary/ biography</li> <li>• recognise the faith stage of someone based on the evidence of what they say or do</li> <li>• identify the faith stage they believe themselves to be at now.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing life and faith lines to aid the understanding of time.</li> <li>• Plotting life/faith experiences at their relevant points on the lines.</li> <li>• Building up an impression of three people using various written formats.</li> <li>• Drawing images of God held by the different characters in the role-playing, diary and biography.</li> <li>• Discussing the characteristics of childhood and mature faith.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher observes students as they:               <ul style="list-style-type: none"> <li>– number life experiences in order</li> <li>– say which life experiences correspond to which life stages.</li> </ul> </li> <li>• Students complete the worksheet on life stages.</li> <li>• Students answer oral questions on characters experiences.</li> <li>• Students complete the cloze and <i>'stages of faith'</i> exercise.</li> <li>• Students suggest what faith stage they are at now.</li> </ul>

## Exemplar 4: Religious Education

### Activity 1

Explain to students that they will go through many stages in their lives during which they grow and change in different ways. Brainstorm the different changes they will go through. Ask students for examples of how we grow. Provide students with enough examples to be able to distinguish between the different kinds of growth in question.

- Physical:** Our body grows.
- Intellectual:** Our mind/knowledge grows.
- Emotional:** Our feelings grow.
- Spiritual:** Our faith (trust in/relationship/friendship with God) grows.

## Exemplar 4: Religious Education

### Activity 2

Ask the students to number these events/experiences in the order that they happen and to place any other events/experiences they can think of in the empty spaces (Fig.1). Students could then plot them on a life-line with symbols/pictures for each event/experience.

**Fig. 1 Events/experiences of life**

Life experience/event		Number
Learning to pray		
Making new friends		
Getting engaged		
Retiring		
Starting school		
Doing exams		
Travelling		
Learning to walk		
Buying a car		
Other		

## Exemplar 4: Religious Education

### Activity 3

Explain that people often say that life is like a journey and that we go through stages on the journey. Briefly outline what is meant by each of the stages (Fig. 2), and using the pictures plotted on the life line ask students if they can pick out one event that corresponds with each of them. Then ask students to mention any other events that happen and plot them on the life line. Ask them to suggest what stage these correspond to. Ask them to decide whether any of the events/experiences could happen at more than one stage. Students then complete the worksheet (Fig. 3).

**Fig. 2**

<p><b>Infancy</b></p>	
<p><b>Childhood,</b> for example starting school.</p>	
<p><b>Adolescence,</b> for example meeting new friends.</p>	
<p><b>Adulthood,</b> for example getting engaged, having family, working.</p>	
<p><b>Retirement,</b> for example travelling the world.</p>	

# Exemplar 4: Religious Education

**Fig. 3**  
**Worksheet: Life stages**

Write the life stage beside the picture.  
Write down one event/experience that a person has at this stage.

 <p><b>Stage:</b> <b>Experience:</b></p>	 <p><b>Stage:</b> <b>Experience:</b></p>
 <p><b>Stage:</b> <b>Experience:</b></p>	 <p><b>Stage:</b> <b>Experience:</b></p>
 <p><b>Stage:</b> <b>Experience:</b></p>	

## Exemplar 4: Religious Education

### Activity 4

#### The changes that we go through

- **Physical:** Our body grows.
- **Intellectual:** Our mind grows.
- **Emotional:** Our feelings get stronger.
- **Spiritual:** Our faith (trust in/relationship/friendship with God) grows.

Students write down one way in which they can help their bodies, minds, feelings and faith to grow.

I can help my body to grow by

---

I can help my mind to grow by

---

I can help my feelings to grow by

---

I can help my faith to grow by

---

## Exemplar 4: Religious Education

### Activity 5A

Students draw a faith line. On it, they should plot any occasion or experience which involves God and religion, for example learning to pray, communion, confirmation, etc. (Great sensitivity is required since much sharing is done during exercises such as this). The teacher could initiate this by drawing his/her own faith line (if this is appropriate for him/her). The teacher and students should discuss how a person's relationship with God can grow as they experience different things in their lives. Ask them to say whether the experiences they have identified have strengthened or weakened their faith in God (i.e. made them believe in God more or believe in God less). Ask the question: *'Why is it sometimes difficult to have faith in God?'*

### Activity 5B

Introduce the stages of faith by explaining that one of the ways in which we change and grow in life is in our relationship with God (our faith). Our faith goes through '*stages of faith*', just like our minds and bodies do. Discuss what it means to have faith in/believe in God by comparing it to having faith in a friend, and prompt them to give examples.

### Activity 6A

#### Stage one (a): Childhood faith

The teacher and students role-play the scenario involving a child and God (page 86). Then invite students to draw the picture/image of God that this child has. Discuss the answers to the questions.

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### Activity 6B

#### Stage one (b); Adolescent faith

Read the diary entry of an adolescent (page 88) and ask the students to write the answers to the questions that follow. Ask students to imagine what God might say when he listens to this. Invite students to draw Sarah's picture/image of God.

### Activity 6C

#### Stage two: Mature Faith

Read the story of Mr Brown (page 90). Discuss the answers to the questions that follow and then invite students to draw Mr Brown's picture/image of God.

## Exemplar 4: Religious Education

### Activity 7

#### The stages of faith

Students complete the worksheet on the stages of faith with help from the teacher. When it is completed, students suggest what faith stage they are at now. They can use the images they have drawn in Activities 6A, 6B and 6C.

#### Stage one(a): Childhood faith

Read/role-play this conversation.

**Adult:** Who is God?

**Child:** God is a nice old man who loves everyone and can see everything.

**Adult:** How does God dress?

**Child:** God has a big white beard and he wears white robes and a golden crown.

**Adult:** Where does God live?

**Child:** God lives in heaven in a big castle in the clouds.

**Adult:** What do you think God does up in heaven?

**Child:** God is in charge of everything. He helps everyone in the whole world.

**Adult:** So God must be a very kind and loving then?

**Child:** Yes, God cares for everyone and he would never hurt anyone.

**Adult:** How do you know what God is like?

**Child:** My Mammy and Daddy tell me all about God

**Adult:** Did you learn about God in school yet?

**Child:** Yes, my teacher told me stories from the Bible about God.

**Adult:** What about at Church?

**Child:** Yes, last week at Mass the priest told us a nice story about when God made the world in seven days.

**Adult:** Do you know any prayers to God?

**Child:** Yes, I say a prayer before I eat and when I go to bed at night.

## Exemplar 4: Religious Education

### Questions

- What is this child's picture/image of God? Draw this child's image of God.
- Can you pick two words to describe how this child thinks God treats people?
- Name two ways in which this child learned about God?
- Does this child trust (have faith in) God?
- Where does this faith come from?
- Does he/she care about religion?
- How old do you think this child is? Give a reason for your answer.
- Do you think God is important in this child's life? Why/Why not?
- What do we call the stage of faith that he/she is at now?

## Exemplar 4: Religious Education

### Stage one (b): Adolescent faith

Read this diary written by Sarah who is at the adolescent stage of faith and answer the questions that follow.

Dear Diary,

25th September 2005

We had a very interesting conversation about God in Religion class today and it got me thinking. I used to think that God was a nice old man up in heaven who was nothing like you or me. I just accepted everything that I was told about him. Now it's different, since I found out that God had a son called Jesus who died and rose from the dead. I began to have doubts about some of the things I was told about God when I was younger. Then, when my grandmother died, I began to ask questions about God and religion. My teacher explained to me that this was a good thing. She said that it meant that I must care about my religion if I bothered to ask questions at all.

My friend ,Mary, says God and religion are just a waste of time. She stays in her friend's house while her Mam thinks she's at Mass. She says that the only person she really trusts is herself and her friends. My aunt says that Mary might change her mind about God when she gets older, like she did. Some of my friends just accept what Mary says because they don't want to seem stupid, but I don't think that I have to choose between God and friendship. In fact, I feel like God is there for me like a friend. I can talk to him and I know that he won't let me down. When I go to Mass on Sunday now, it's because I really want to, not just because I'm told to like when I was a young child. I sometimes get a hard time for going to Mass when other people are hanging out in town but I know I'm doing the right thing.

For now,  
Sarah

## Exemplar 4: Religious Education

**Complete the following using the words below.**

This diary was written by a girl called S\_\_\_\_\_ who is at the a\_\_\_\_\_ stage of faith. Sarah got thinking about God in R\_\_\_\_\_ class. Sarah began to have doubts and questions about God and religion when she heard about God's son J\_\_\_\_\_ who died and rose from the dead. Sarah's teacher taught that this was a good thing because it showed that she c\_\_\_\_\_. Sarah's friend, Mary, thinks God and religion are a w\_\_\_\_\_ of time and that you can only depend on yourself. Some of Mary's friends just accept what she says because they are afraid they will sound s\_\_\_\_\_ if they don't. Sarah doesn't need to choose between God and her friends. In fact God is like a f\_\_\_\_\_ to her. Sarah finds adolescent faith difficult sometimes. She knows that God will not let her d\_\_\_\_\_.

### Words to Use

down    Jesus    cared    waste    stupid  
Religion    friend    adolescent    Sarah

### For discussion

- Why would hearing about Jesus cause someone to have doubts and questions about their childhood images of God?
- What other things do teenagers just accept because their friends do, or because they don't want to sound stupid?
- From reading about stages one(a) and one(b) what would you say is the main difference between a child and an adolescents' faith in God and their attitude to religion

Faith in God: \_\_\_\_\_

Attitude to religion: \_\_\_\_\_

## Exemplar 4: Religious Education

### Stage 2: Mature faith

Mr Brown will be retiring this year. His religion is really important to him. He says it gives him the strength and support to do God's work. He goes to Mass every week and lights a candle to pray for all his family and friends. He prays the rosary every night and enjoys this time talking to God after a long day. He's always helping people. Last week he went shopping for Mr Smith in number 56. He never complains and when you ask him how he stays so cheerful he says that he offers his worries up to God. He is so kind to animals and loves nature. He says that God is present in them just as much as in humans. Mr Brown is so thoughtful. At Christmas he took part in a sponsored walk for charity even though he has a very bad back. He is just so grateful to God for being close to him in his life. He wants to share God's love with others by the way he lives his life. He says that he feels closer to God than ever now and he wants to bring others closer to God too. When he was younger, he thought God was like Santa who gave him what he wanted. Now he sees God as present in his life, loving him and guiding him to give others what he can.

### Questions

- How old is Mr Brown?
- Can you name two things that Mr Brown does which show that his religion is important to him?
- Can you name two places where Mr Brown feels God's presence (God is to be found)?
- Why do you think Mr Brown is so cheerful even though he suffers a lot of pain?
- How does Mr Brown share God's love with his neighbours?
- Does Mr Brown trust/have faith in God? How do you know?
- God is a loving presence. What does this mean?
- Mr Brown has a mature faith? Based on this passage what do you think mature faith means?
- Can you name two ways in which people with a mature faith share what they know and feel about God?
- From reading about Stages one(a) and one(b) and about Stage two, what would you say is the main difference between a child/adolescent's faith and a mature faith in God and attitude to religion?

Faith in God: \_\_\_\_\_

Attitude to religion: \_\_\_\_\_

## Exemplar 4: Religious Education

### Assessment Option

A) Name the two stages of faith that a person goes through.

1. \_\_\_\_\_

2. \_\_\_\_\_

B) Name the two stages of Childhood faith

1. \_\_\_\_\_

2. \_\_\_\_\_

Complete the following by choosing the correct answer from below.

	Childhood Faith		Mature Faith
	Child	Adolescent	
<b>Image of God</b>			
<b>Relationship with God</b>			
<b>Attitude to religion</b>			

#### Image of God

God is a friend.

God is a loving presence.

God is a nice old man.

#### Relationship with God

God supports me when I have doubts and questions.

God gives me what I want, like Santa.

God helps me to see the good in my world.

#### Attitude to Religion

Religion teaches me how to love other people.

I just accept what my religion teaches me.

I question what my religion teaches me.

## Exemplar 4: Religious Education

### Discussion Questions

- What stage are you at now? What is good/bad about being at this stage?
- Do you know anyone who has a mature faith? How can you tell that they have a mature faith?
- Is it important to move from a childhood to a mature faith? Why/Why not?
- What might stop someone from moving from a childhood faith to a mature faith?

## Exemplar 5: Religious Education

**Syllabus topic:** The Celebration of Faith

Worship, Ritual, Participation

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p><b>SPHE</b> Strands: Myself and others Myself and the wider world.</p>	<p>The experience of worship.</p>	<p>Describe how worship and ritual can help people celebrate religious faith.</p>

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to six class periods.

### Potential areas of difficulty

- Abstract thinking and understanding concepts such as ritual, participation
- Transferring learning to real life (for example, elements of party to elements of worship)
- Short attention span, poor concentration for staying on task, rushing tasks
- Verbal and non-verbal communication difficulties
- Short-term memory (retaining facts and definitions)

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### Strategies used in this exemplar

- Storytelling
- Pair work to decide whether each of the named rituals are religious or non-religious
- Using enforcement techniques
- Using worksheets with pictorial clues
- Arranging key words (for example, the elements of worship) into a memorable definition

### Resources

- Copies of story and charts

## Exemplar 5: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>• recognise the key actions, words and dress in a given ritual celebration (a party)</li> <li>• understand something of their meaning and significance in people's lives</li> <li>• engage in discussion about the importance of ritual at times of new beginnings in their lives</li> <li>• distinguish between religious and non-religious rituals and give their own examples of both</li> <li>• understand and identify the elements of worship as they are seen in their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Using story to focus attention on the concept of ritual.</li> <li>• Sharing and imagining student experiences of ritual.</li> <li>• Pair work to decide on religious and non-religious rituals.</li> <li>• Writing the meanings of religious and non-religious rituals and discussing what makes them the same/ different.</li> <li>• Presenting and discussing elements of worship using a table with visual clues.</li> <li>• In pairs, applying the elements of worship to students' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher assesses whether students can: <ul style="list-style-type: none"> <li>– complete the table on birthday rituals in the story</li> <li>– name similarities and differences between religious and non-religious rituals</li> <li>– complete the cloze exercise on the elements of worship</li> <li>– repeat the sentence on the elements of worship without assistance or prompting.</li> </ul> </li> <li>• Having selected a celebration of worship relevant to them, students write down the elements of worship using the examples given.</li> <li>• Students complete a report on a celebration of worship that they have experienced (and helped to organise) as a group.</li> </ul>

## Exemplar 5: Religious Education

### Activity 1

Read the following story for the students and ask them to make a list of the activities, words, actions and dress that were part of Emma's birthday celebrations. Then allow students to number them as they happened in the story. Record the answers on the board/flipchart. Together, discuss why Emma did these things to celebrate her birthday and what past event she was remembering. Explore some of the possible meanings for each of the listed activities. Then allow students, working in pairs, to complete the worksheet by ticking the boxes and filling in a meaning for each part of the celebration. Suggest why these activities happen in a similar way each time and explain why they are so-called ritual acts. They are also called symbolic actions because they have meaning.



#### Emma's Birthday party

Emma turned thirteen and no one was more excited than her mother who arranged a party for all her friends. She had everything perfectly arranged, including a fancy glitter card which had arrived by post the day before.

Dressed in a beautiful outfit, Emma welcomed her guests as they arrived with brightly wrapped presents and offered her birthday greetings. The party games began and everyone stuffed themselves with crisps and sweets. Suddenly the lights were dimmed and Emma's Mum entered the living room with a huge candle-filled birthday cake shaped like Emma's favourite tennis racket. Everyone burst into the familiar birthday song which seemed even more important now that Emma was a teenager. Making a wish and blowing out the candles, Emma thought about how happy she was.

Before long, it was time for everyone to go home and Emma said her goodbyes, grateful for a wonderful day and hoping that next year would be as good as this one!

Birthday Activities	Words	Action	Dress	Meaning
Having a party				
Sending birthday cards				
Wearing nice clothes				
Sharing birthday greetings				
Giving presents				
Playing games				
Eating special food				
Blowing out candles				
<b>Other</b>				
<b>Other</b>				

## Exemplar 5: Religious Education

### Activity 2

Invite students to give other examples of ritual actions (non-religious will suffice at this point). They might include shaking hands, doing the Mexican wave at soccer matches, wearing a soccer jersey, standing to hear the national anthem, swearing on the Bible in court, etc. Ask students to say what they symbolise or mean to the person participating in them. Ask students to suggest why many of these rituals mark new beginnings in peoples' lives like, for example, graduation ceremonies, first year school mass/service/celebration, weddings, and anniversaries.

### Activity 3

Ask pupils to give examples of religious rituals that they have heard about or have participated in and to suggest why ritual/symbolic actions usually take place at important times in peoples' lives like:

- the birth of a baby
- becoming a teenager with new responsibilities
- getting married
- when a person dies.

Ask pupils to share their experiences of such ritual celebrations in pairs. Then invite students to draw their images, including any special dress, actions or words that were spoken during the event they experienced or heard about.

#### Note

Students may also be able to remember some of the rituals they have read about when studying World Religions, for example Muslims wearing the white garment on pilgrimage in Mecca or Hindus washing in the River Ganges.

## Exemplar 5: Religious Education

### Activity 4

#### Religious and Non-religious rituals

In pairs, students decide whether each of the named ritual acts/dress/words are religious or non-religious. After some discussion with the teacher, they write down their meanings. Students then answer the questions: How are religious and non-religious rituals the same? How are they different?

Ritual Action/dress/ Word	Religious	Non Religious	Meaning
Wearing a soccer jersey			
Singing congratulations at an anniversary party			
Muslims wearing the white garment on pilgrimage in Mecca			
Shaking hands at the end of a match			
Exchanging rings at a wedding			
Reading the scrolls at a Bar Mitzvah			
Swearing on the Bible in court			
Hindus washing in the River Ganges			
Receiving a secondary school certificate			
Reading at a first year school mass			
Making the sign of the cross			
Standing to hear the national anthem			

## Exemplar 5: Religious Education

### Activity 5

The teacher explains that worship involves activities in which God is honoured (praised and respected). It is the way people communicate with God together and show their faith in him and love for him. Ask students to give as many examples of worship as they can. The students and teacher then give examples of religious rituals which take place during worship, for example:

Worship	Ritual
Baptism	Candle is lit (Christian)
Puja	Bells ring (Hindu)
Friday worship	Ra'ka is performed (Muslim)
Temple worship	Chanting and meditating (Buddhist)
Sabbath	Saying shabat Shalom (Jewish).

Ask students to name all the parts/elements of these experiences of worship. Then read through the table below on elements of worship. Discuss the ideas, asking students questions based on their own experiences, for example:

- Why is it important for religious people to participate in worship? Give examples of how people participate in your religion, or a religion you know well.
- What special times in the past do people in this religion celebrate through worship? Why do they remember the past in this way?
- What makes a place sacred?
- Can you name two ways in which the words of sacred scripture/a holy book can help people in their lives?
- Some people say that actions speak louder than words. What do they mean by this? Why do you think actions can have such meaning in celebrating worship?

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Students then complete the cloze exercise on elements of worship. Students learn off the following definition, which explains the parts/elements of worship:

Religious **people** together remembering and celebrating **sacred times** in **sacred places**/places of worship, reading from **sacred texts**/books, and dressing and using **ritual actions** with meaning.

#### Note

It might be useful here to mention that symbols are used in worship and that a symbol is a word, picture or action which has meaning just like a ritual. This is because the words 'symbol' and 'ritual' are often used interchangeably to describe the actions that take place during worship. Symbols/signs will be explored later on in Section E 'The Celebration of Faith', Part four: 'Sign and Symbol'. (*Junior Certificate Religious Education Syllabus*, p. 36). However, the teacher may find it beneficial to explore this part first.

## Exemplar 5: Religious Education

Important elements/ parts of worship	Explanation
1. Religious <b>people</b> together	People participate in worship, because they believe it is important. They are not just watching.
2. remembering and celebrating <b>sacred times</b>	Religious people gather to remember special events in their history (for example, The Passover, Lent) and to celebrate special times in their lives (for example the sacraments).
3. in <b>sacred</b> (holy) <b>places</b> /places of worship	Worship happens in a sacred/holy place (for example, church, Temple) not an ordinary place because it is a special way of honouring God. Ordinary places can be changed into sacred ones by people (for example, creating an altar in a school hall) or by God (for example, Mary visiting Knock).
4. reading from <b>sacred texts</b> / books	Religious people believe that the word of God is in their sacred text. They read from this (for example, Vedas, Qur'an) to guide them and help them get close to God.
5. and dressing and using ritual actions with meaning.	Ritual actions are what people do in a similar way each time to help them show what God means to them and to help them get closer to God.

Used as a wall chart or a folder insert, students can be encouraged to illustrate each of the five elements with sketches, cut-out pictures, photographs or illustrations downloaded from the worldwide web.

## Exemplar 5: Religious Education

Complete this cloze exercise on the elements of worship using these key words

sacred    history    ordinary    participate    closer    text

Religious <b>people</b> together	People p_____ in worship, because they believe it is important. They are not just watching.
remembering and celebrating <b>sacred times</b>	Religious people gather to remember special events in their h_____ (for example, The Passover, Lent) and to celebrate special times in their lives (for example, the sacraments).
in <b>sacred</b> (holy) <b>places</b> /places of worship	Worship happens in a sacred/holy place (for example, church, Temple) not an ordinary one because it is a special way of honouring God. O_____ places can be changed into sacred ones by people (creating an altar in a school hall) or by God (Mary visiting Knock).
reading from <b>sacred texts</b> / books	Religious people believe that the word of God is in their s_____ t_____. They read from this (for example, Vedas, Qur'an) to guide them and help them get close to God.
and dressing and using <b>ritual actions</b> with meaning.	Ritual actions are what people do in a similar way each time to help them show what God means to them and to help them get c_____ to God.

## Exemplar 5: Religious Education

### Activity 6

#### Examples of worship

Teacher asks what happens at worship. Teacher and students discuss what happens at familiar times of worship under the five headings and, in pairs, students complete the final column of the table by giving another example of worship.

Important elements/ parts of worship	Wedding Ceremony	Baptism Ceremony	Other
Religious <b>people</b> together	bride and groom, witnesses, family and friends, priest, rabbi	baby, parents, priest, family and friends, godparents	
remembering and celebrating <b>sacred times</b>	marriage and commitment to love each other forever	welcoming the baby into the religious community	
in <b>sacred</b> (holy) <b>places</b> / places of worship	church, Temple, Synagogue decorated beautifully	Christians gathered in church around a baptismal font	
reading from <b>sacred texts</b> / books	readings about love and faithfulness, for example Corinthians 1, 13	Christians reading the from New Testament, renewing (repeating) baptismal promises, Muslims reciting the creed	
and dressing and using <b>ritual actions</b> with meaning.	exchanging (giving) rings, coins.	baby wearing white garment and blessed with oil and water, Muslims cutting the baby's hair.	

## Exemplar 5: Religious Education

### Activity 7

#### Participating in worship

This is an important part of the process of allowing students to experience and own what they have learned. Care must be taken to respect the school ethos in this regard. Organise an ecumenical/inter-faith service, class mass, prayer service, etc. This can be done effectively by employing the assistance of the school chaplain and others involved in faith formation in the school. Ask students to write a report on a school service. It may or may not be one that you have organised. This is a great opportunity for students to notice special music or other elements that have not yet been explored.

#### Note

Activities 7 and 8 may tie in with a journal title for your class and so could be used as part of a project. Therefore, it would be helpful if the theme of the service ties in with the title. When the service is pre-arranged with a set format as part of the schools liturgical calendar, the students may be able to offer welcome assistance to those involved in the organisation. Whatever the process, the end must be the same, that students observe and/or participate in an experience of worship.

#### Other possibilities

Take students to a service in their local place of worship and discuss their participation with the Priest, Minister, etc. involved). They then write a report on the event, emphasising the elements of worship that they witnessed and/or participated in.

## Exemplar 5: Religious Education

<b>Report on Worship</b>	
Students name: _____ Date: _____	
What was the <b>occasion</b> ?	
<b>Who led</b> the worship?	
<b>Who else</b> was there?	
<b>When</b> did it take place? (day/month/time)	
<b>Where</b> did it take place?	
<b>What sacred text</b> /book/readings were used?	
<b>What ritual actions</b> took place?	
What <b>meaning</b> did these actions have?	
What <b>religious/special clothing</b> was worn?	
Was there any <b>music</b> ? Describe it.	
<b>How</b> did you participate?	
What did you <b>enjoy most</b> about it?	
How was it <b>like/different</b> to other acts of worship that you have experienced?	
<b>Why</b> do you think this act of worship is <b>important</b> for the people involved?	
Other comments	

## Exemplar 6: Religious Education

**Syllabus topic:** The Moral Challenge (F1)

The Moral Challenge

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p><b>SPHE</b> Strand: Myself Strand Unit: Making decisions.</p>	<p>Introduction to Morality.</p>	<p>Understanding the meaning and implications of a moral vision.</p>

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to twelve class periods.

### Potential areas of difficulty

- Poor attention span and poor concentration, problems staying on task (particularly due to distractions in group setting)
- Communicating and co-operating with others
- Transferring learning to real life (for example naming consequences/influences in given scenarios)
- Being aware of the nature of the interconnectedness of human relationships (interpersonal, communal, global)

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### Strategies used in this exemplar

- Using poetry to re-enforce a central concept (for example, moral v non-moral)
- Relating Religious Education to real-life contexts (for example role-playing decision-making, newspaper headlines)
- Using differentiated worksheets and short, direct instructions at each stage of the activities
- Using rewards for group work
- Encouraging students to use relevant religious language (for example moral, consequence, influence)

### Resources

- Copies of the poem in Activity 2, worksheets, magazines/photos

## Exemplar 6: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>engage with the kinds of words we use when discussing morality</li> <li>identify choices available to individuals in given situations and recognise good/bad decisions/actions</li> <li>suggest some of the interpersonal, communal and global consequences of their actions and the actions of others</li> <li>give examples of their values and suggest their sources</li> <li>see how their decisions/actions are influenced by many factors, including feelings, relationships, the media, etc.</li> <li>engage in discussion about the role and impact of peer pressure in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Providing examples of moral/ non-moral decisions/actions.</li> <li>Reading a poem and discussing the challenges associated with making moral decisions.</li> <li>Small group work and pair work.</li> <li>Role-playing and commenting on moral decision-making/ dilemmas.</li> <li>Examining a newspaper headline.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher assesses whether: <ul style="list-style-type: none"> <li>students can distinguish between a moral and a non-moral decision</li> <li>complete a written exercise and give an example of a moral decision they have made.</li> </ul> </li> <li>Students write down the consequences and influences involved in making decisions.</li> <li>The teacher observes the readiness of students to listen attentively and to display the confidence to speak in one-to-one situations or in group work.</li> <li>The teacher observes whether students can apply what they have learned to a given moral dilemma in a real-life situation, for example, a newspaper headline.</li> <li>The teacher assesses the support students need to complete worksheets, sentence completion exercises, and cloze exercises.</li> </ul>

## Exemplar 6: Religious Education

### Activity 1A

The teacher explains that a moral decision is both deliberate and important, whereby a person is free to choose and this decision may affect others. Sometimes such decisions are called moral dilemmas.

Other decisions are called non-moral because people make them without really having to think about how they will affect themselves or others. Explain that while all decisions are important, moral decisions are the most serious. In pairs, using the worksheet, the students decide which of the following are moral decisions and say why. Ask them to think of two other examples of moral/non-moral decisions. Ask them why we need rules to help us behave in a moral way. Give some examples of rules (for example, family and school rules, the Ten Commandments, the law) and say why each of these is important.

#### Moral and Non-moral decisions

Tick the correct box and give a reason why.

Decision	Moral	Non-moral	Reason why decision/action is moral or non-moral
Bullying someone			
Tripping over a stone			
Telling a lie			
Being late for work because of a bus strike			
Saying no to a cigarette			
Wearing red nail polish instead of pink			
Other:			
Other:			

## Exemplar 6: Religious Education

### Activity 1B

Invite students to talk about/write about/draw an image of a decision they made today and say whether or not it was a moral decision. Explain that a moral person is someone who tries to choose between right actions and wrong actions or between good and bad behaviour, and thinks of other people when they are making decisions. Explain that as we get older and learn how to make moral decisions, we grow morally. Exemplar 4 deals with different kinds of growth, so it might be useful to revise it here. It may also be useful to include moral growth when teaching Exemplar 4, but only if this does not overload students with information. If the teacher chooses to do this, he/she can ask the students, *'What did we say that moral growth means?'*. Ask the students what kind of moral decisions they have to make now that they didn't have to when they were younger. Then ask them to give reasons why it is difficult to make moral decisions and to give reasons why people don't always choose good over evil.

### Follow up activities

- Students examine newspapers/magazines and identify some moral/non moral decisions that are involved, drawing particular attention to photos/pictures.
- Using students' pictures and newspapers/magazines, make a collage entitled *'Decisions Decisions'*.

## Exemplar 6: Religious Education

### Activity 2

Read the following poem about decisions. Ask the students to read the last verse aloud together. Then talk about the answers to the questions that follow. Students can write/draw or simply say their responses. Mention how different people can influence our decisions.

#### Decisions Decisions

Decisions, Decisions

What will I do?

Buy a new jumper?

Or will I buy two?

Go for a walk?

Or go for a swim?

Watch a funny movie?

Or watch one that's grim?

Help with the housework?

Or hang out with my mates?

Come home on time?

Or come home late?

Copy down homework?

Or do my own?

Say that 'I saw nothing'?

Or risk being on my own?

Spread some juicy gossip?

Or keep it to myself?

Say 'Yes' to a cigarette?

Or take care of my health?

Decisions, Decisions,

What will I do?

I just can't make my mind up?

What would you do?

by Carmel Bourke

## Exemplar 6: Religious Education

### Worksheet

#### Talk about answers to the questions

- (A)** Underline one moral decision in the poem that this person has to make and say who might be affected by his/her decision and in what way.

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- (B)** Underline two non-moral decisions this person has to make

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- (C)** What is the main difference between the moral and non-moral decisions this person has to make?

The moral decisions are \_\_\_\_\_

while the non-moral decisions are \_\_\_\_\_

- (D)** Choose one moral decision this person has to make and write down the reason why he/she might be finding it difficult to make this decision.

Decision

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It might be difficult because

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- (E) (i)** Write down one good moral decision she could make.

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- (ii)** Give one reason why you think this is a good decision.

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- (F) (i)** Write down one bad moral decision he/she could make.

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- (ii)** Give one reason why you think this is a bad decision/action.

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## Exemplar 6: Religious Education

**(G)** Is it difficult to make moral decisions?

Write down two reasons why it is sometimes difficult to make moral decisions.

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It is/is not difficult to make moral decisions because

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and also because

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**(H)** Why is it important to make good moral decisions?

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**(I)** Write down one way in which people learn how to make good moral decisions.

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**(J)** Name two people/things that can help us to make good moral decisions.

1. 

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2. 

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## Exemplar 6: Religious Education

### Activity 3

#### What are my choices?

Explain that one way in which we can help ourselves and others to make moral decisions is to think of all the choices that we have instead of just picking the first one we think of. Unfortunately, when we are worried or under pressure we do this and can end up hurting ourselves and others. Role-play the given scenarios. Divide the students into groups. Choose a spokesperson and set a time limit for the task. Students discuss and write down all the choices they can think of in the three scenarios. Award a prize to the team that can think of the most choices. Time permitting, allow students to role-play the events that might follow the 'best choice' that they have outlined. Explain that some decisions may be moral and some not and that either way it is important to think of our choices if we want to make the right decision.

**Group Name:** \_\_\_\_\_

**(A)** Buy a new jumper? Or will I buy two?

**Imagine you go into your favourite clothes shop and find a beautiful jumper that you really like. Unfortunately they don't have your size.**

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What choices do you have?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

The best choice is number \_\_\_\_ because

\_\_\_\_\_

## Exemplar 6: Religious Education

**B)** Go for a walk or go for a swim?

**Imagine your friend calls over to your house to ask you to go for a walk. You really want to go swimming instead.**

What choices do you have?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

The best choice is number \_\_\_\_ because

\_\_\_\_\_

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**(C)** Spread some juicy gossip?

**Imagine you are in the toilet cubicle and you overhear someone spreading a rumour about you.**

What choices do you have?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

The best choice is number \_\_\_\_ because

\_\_\_\_\_

## Exemplar 6: Religious Education

### Follow up activity

**Game:** *'Choices Choices'*

Write down different scenarios on pieces of paper and put them into a container. Having divided the students into groups, invite each group leader to pull out a scenario and allow the groups to come up with as many choices as they can for the person involved. The team that finds the most choices wins.

## Exemplar 6: Religious Education

### Activity 4

#### Consequences

Explain that a consequence is an effect that our decisions have on ourselves or others. Read this scenario about choices. Keeping the same groups while changing the spokesperson (if necessary), students describe one good and one bad consequence for each choice they were given or have decided upon (depending on which worksheet the teacher deems suitable, i.e. Worksheet 1 or 2. They must remember that usually good actions lead to good consequences and that bad actions lead to bad consequences, but not always. Finally, ask the students to decide what is the best choice and give a reason why.

#### Worksheet 1

**Group Name:** \_\_\_\_\_

#### 'I saw nothing'

Ciara is at school. It is break time and she is standing around with a few friends. She notices that, once again, Simon is being picked on by some older boys. Last week, they took his mobile phone and the week before they took his lunch money. Mary and her friends are afraid to get involved, but they feel sorry for Simon who is quiet and has very few friends to defend him.

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**(A) Choice** \_\_\_\_\_

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

**(B) Choice** \_\_\_\_\_

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

## Exemplar 6: Religious Education

**(C) Choice** \_\_\_\_\_

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

**(D) Choice** \_\_\_\_\_

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

**(E) Choice** \_\_\_\_\_

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

**We think the best choice is letter \_\_\_\_ because**

\_\_\_\_\_

\_\_\_\_\_

## Exemplar 6: Religious Education

### Worksheet 2

Group Name: \_\_\_\_\_

#### 'I saw nothing'

Ciara is at school. It is break time and she is standing around with a few friends. She notices that, once again, Simon is being picked on by some older boys. Last week, they took his mobile phone and the week before they took his lunch money. Mary and her friends are afraid to get involved, but they feel sorry for Simon who is quiet and has very few friends to defend him.

#### (A) Keep quiet about it and pretend they saw nothing

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

#### (B) Tell an adult when they get home

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

#### (C) Approach the group with your friends and warn them to stop

One good consequence of this decision/action could be

\_\_\_\_\_

One bad consequence of this decision/action could be

\_\_\_\_\_

## Exemplar 6: Religious Education

**(D) Tell the students in your class or group of friends**

One good consequence of this decision/action could be

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One bad consequence of this decision/action could be

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**(E) Do something else?**

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One good consequence of this decision/action could be

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One bad consequence of this decision/action could be

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**We think the best choice is letter \_\_\_\_ because**

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## Exemplar 6: Religious Education

### Activity 5

#### Values

- Explain that our values are the things/people that are most important to us or that we feel are worthwhile and that these things influence or make a difference to the decisions that we make. We say things like, 'I value education'. We might be feeling very tired at the end of a hard day and be considering just going to bed early. Our friend might need someone to talk to. We might decide to spend the time listening to our friend instead of relaxing on our own. This is because we value our friends and friendship.
- Provide students with other examples of values and ask them for their own. Some examples might include peace, love, education, life, or parents. Explain that we can have different values depending on our ages or stages of life. (This concept is explained clearly in Exemplar 4.) For example, when we were younger we valued our toys and our food (material things). Ask students for examples of what they value now as teenagers (for example clothes, money, etc.).
- Explain that as we get older and grow morally we begin to value spiritual things/have spiritual values as well (for example, God, love, friendship, things we cannot buy, people). A morally mature person is someone who allows his/her spiritual values to influence/affect decisions more than material values. Ask them about the values the following people might have when they say:

*'I think I'll take that red jacket she left behind by mistake. She doesn't really like it anyway.'*

*'I always call him names. He does the same to me.'*

*'I think I'll skip that film and stay in tonight. My daughter isn't feeling too well.'*

## Exemplar 6: Religious Education

### Activity 6

#### Naming influences

Explain that we learn values from other people (e.g. a parent who teaches her child not to steal). Ask students to identify the major influences on peoples' values and moral decisions, such as parents, guardians, brothers and sisters, grandparents, aunts and uncles, cousins, friends, school, classmates, religion, the media, the Gardaí, the law, etc., and to give examples of how they can influence us. Explain that, at different ages, different people influence us more than others. For example, when you are a young child your parent influences your decisions but now that you are a teenager your friends might influence you more. Mention that feelings, such as fear, sadness, etc., also influence the decisions we make. Assign students the following tasks: (Task (b) is a paired exercise.)

Task **(a)**: Number the people that influence your decisions in order of the most influential.

Task **(b)**: Decide who are the most important people that influence you in decision-making.

#### Worksheet

**Complete task (a) on your own and task (b) with your partner.**

#### Task (a)

**Put these influences on your decisions in order. Number, in order, the person/people who influence(s) you most.**

Influences	Number
Parents/guardians	
Brothers/sisters	
Other family members	
Friends	
Teachers/coaches	
Classmates	
Religion/faith (for example, priest/Rabbi/Pope)	
The Media	
Famous people, such as pop/football stars	
The Gardaí/the law	
Being a member of a club	
Other	

## Exemplar 6: Religious Education

### Task (b)

In pairs, write down the person/people who influences these people most when they are making a decision.  
(You can use the examples in task one.)

Person	Biggest influence
A young child	
A mother	
A teenage boy	
A teenage girl	
A businessman	
A priest/minister	
A guard	
A Pope	

## Exemplar 6: Religious Education

### Activity 6: (B)

#### Noticing influences

Ask students to look at Ciara's predicament again and decide what the major influences on her decisions would be. Students may work in pairs on this task. Whether they write the answers or not depends on the teacher's assessment of whether this would help or hinder the task.

#### Worksheet 1

Student's Name: \_\_\_\_\_

#### 'I saw nothing'

Ciara is at school. It is break time and she is standing around with a few friends. She notices that, once again, Simon is being picked on by some older boys. Last week, they took his mobile phone and the week before they took his lunch money. Mary and her friends are afraid to get involved, but they feel sorry for Simon who is quiet and has very few friends to defend him.

#### (A) Keep quiet about it and pretend they saw nothing.

This decision/action is influenced by \_\_\_\_\_

because \_\_\_\_\_

and \_\_\_\_\_

because \_\_\_\_\_

#### (B) Tell an adult when they get home.

This decision/action is influenced by \_\_\_\_\_

because \_\_\_\_\_

and \_\_\_\_\_

because \_\_\_\_\_

#### (C) Approach the group with your friends and warn them to stop.

This decision/action is influenced by \_\_\_\_\_

because \_\_\_\_\_

and \_\_\_\_\_

because \_\_\_\_\_

## Exemplar 6: Religious Education

**(D) Tell the students in your class or a group of friends.**

This decision/action is influenced by \_\_\_\_\_

because \_\_\_\_\_

and \_\_\_\_\_

because \_\_\_\_\_

**(E) Do something else?** \_\_\_\_\_

This decision/action is influenced by \_\_\_\_\_

because \_\_\_\_\_

and \_\_\_\_\_

because \_\_\_\_\_

**Other people/things that influence these decisions/actions are:**

\_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

## Exemplar 6: Religious Education

### Activity 7

#### Peer pressure

Students and teacher could role-play situations in which teenagers are influenced by their peers to make decisions. Students identify the major influences on the person's decisions. Teacher asks the student what qualities a person needs to be able to make the decision that they feel is right (courage, right judgement). These 'gifts' could be explored in Section A of the syllabus: Community. See Exemplar 1 (p.16).

Some scenarios might include:

- being offered cigarettes/alcohol/drugs by older boys/girls/ whom you admire
- being pressured to join in with a gang of bullies at break time in school
- being encouraged to take clothes/jewellery/make-up from a shop the night before a special party.

#### Follow up activities

Explore what makes it difficult for people to make good moral decisions. This would include looking at the feelings associated with peer pressure (fear, loneliness, etc.). It would also be important to discuss how people are influenced in these situations and by whom. Similarly, students should be enabled to identify possible choices available to the people in question and the consequences of the decisions made.

## Exemplar 6: Religious Education

### Activity 8

Introduce this exercise by explaining that the moral decisions we make can seriously affect our own lives and the lives of others. Then present this exercise which is adapted from the 2004 Religious Education Ordinary Level Examination Paper (Section 2, Question 2). A teacher will select topics with due sensitivity. Teachers can adapt this exercise and make it relevant to their own class and context, while exercising great sensitivity and discretion in dealing with such serious issues. Students should examine the newspaper headline which describes a road accident in which the driver of a car killed a person and drove away, and complete the worksheet in pairs. Finally complete the cloze exercise on Making Moral Decisions before moving on to Part 2, i.e. 'Sources of Morality' (*Junior Certificate Religious Education Syllabus*, p. 40).

**Complete the worksheet by reading the newspaper headline and discussing the answers with your group.**

### HIT-and-Run Killer Hunted

1) **Two choices** the driver had after the accident were

- a) \_\_\_\_\_
- b) \_\_\_\_\_

2) a. Two **people**/group of people who might have **influenced** the driver to leave the scene of the accident are

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

2) b. Two **feelings** which might have **influenced** the driver to leave the scene of the accident are

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

3a). **One consequence** of this driver's decision for **himself** is

\_\_\_\_\_

3b). **One consequence** of this driver's decision for the **person who is dead** is

\_\_\_\_\_

## Exemplar 6: Religious Education

3c). **One consequence** of this driver's decision for the **dead person's parents** is

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3d). **One consequence** of this driver's decision for the dead person's **brothers and sisters** is

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3e). **One consequence** of this driver's decision for the **people who live in the local area** is

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3f). **One consequence** of this driver's decision for the **people who live in other countries** is

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4) If the driver had thought more carefully about the consequences of his actions he

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5) **Two choices** the **dead person's family** have now are

a) \_\_\_\_\_

b) \_\_\_\_\_

6) **The biggest influence** on their decision might be

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or

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## Exemplar 6: Religious Education

### Follow up

- Discuss some everyday examples of moral decisions that the students have to make under the headings choices, consequences, influences, etc. Try to get students to discuss the impact of our decisions on our community. (This will help to re-introduce the theme that is dealt with in Exemplar 1.)
- Look at newspaper headlines/articles or magazines for examples of moral decision-making and outline the choices, consequences, influences, etc. involved.
- Tape an episode of the students' favourite programme and discuss moral dilemmas that the characters are faced with under the same headings.
- Ask students to write about a moral decision they had to make under these headings, and if appropriate to share it with the class.
- Make a collage entitled '*Making Moral Decisions*'.
- Invite a guest speaker in to talk about a moral issue affecting the students' community. Prepare questions pertinent to the themes explored.

### Cross-curricular

- Examine some of the social issues dealt with in CSPE, SPHE, Home Economics, PE, etc. Discuss them under the headings:
  - choices
  - consequences
  - influences, etc.
- Use poems on the English course to explore these key themes. Some good examples are '*The Road Not Taken*' by Robert Frost and '*The Choosing*' by Liz Lockhead.

## Exemplar 6: Religious Education

### Cloze Exercise

#### Making Moral Decisions

People make d\_\_\_\_\_ every day. Some of these are m\_\_\_\_\_ decisions. These are decisions about good and e\_\_\_\_\_. It is important to look at all your c\_\_\_\_\_ before you make up your mind about what to do. Moral people think about the effects/c\_\_\_\_\_/influence of their actions. They consider how other p\_\_\_\_\_ might be h\_\_\_\_\_ if they make a bad decision. The decisions we make are influenced by our v\_\_\_\_\_. These are people and things that we think are i\_\_\_\_\_. There are many people who can give us advice about making decisions. They can i\_\_\_\_\_ what we do. Sometimes it is difficult to make the right decision because people our own age put p\_\_\_\_\_ on us. This is called p\_\_\_\_\_ pressure. It takes c\_\_\_\_\_ to stand up for what is right. We must try and make moral decisions if we want to make ourselves and our c\_\_\_\_\_ better.

#### Words to Use

evil	choices	people	consequences	influence	moral
values	decisions	pressure	courage	community	hurt
peer	importance				

## Exemplar 7: Religious Education

**Syllabus topic:** Religious Education Journal

Getting started with journal work

Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
Project work may be used throughout the delivery of the curriculum, for example, <b>SESE: History:</b> interviewing an older person.	The assessment of Religious Education in the Junior Certificate examination Section 5.2.2 ( <i>Junior Certificate Religious Education Syllabus</i> , p. 46).	Present the findings of an action project in which they participated.

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take three to four class periods.

### Potential areas of difficulty

- Understanding terms in the Journal title
- Interest in the journal topic
- The concept of time needed when planning work
- Goal-setting and planning
- Being overwhelmed by the learning process
- Applying previously learned knowledge

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### Strategies used in this exemplar

- Short, direct instructions offered at each stage in the activities
- Using questions, stories and examples leading to discussion
- Teacher enthusiasm and facilitating the choice of topic by the student
- Visual-verbal squares to assist 'unpacking' forgotten or unfamiliar terms
- Group/pair activities, and teacher guidance before and during these activities
- Using worksheets with pictorial clues
- Using a timeline

### Resources

- A Whiteboard, student folders/portfolios, chart paper, post-it notes

## Exemplar 7: Religious Education

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities, students should be enabled to</p> <ul style="list-style-type: none"> <li>choose a topic</li> <li>write student's own title</li> <li>identify what is involved</li> <li>set goals</li> <li>plan the time needed for Journal work</li> <li>record work completed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher leading class discussion and brainstorming.</li> <li>Pair work using visual-verbal squares on Worksheet 1.</li> <li>Groups discussing and collaborating on Worksheet 2.</li> <li>Visual prompts to help students set goals.</li> <li>Students working in groups/pairs work on a timeline, using whiteboard if possible.</li> <li>In pairs/groups students discuss and complete Worksheet 4.</li> </ul>	<p>The teacher observes whether:</p> <ul style="list-style-type: none"> <li>each student contributes to the class session</li> <li>students write their own version of the Journal title on the worksheet and place it in their folders</li> <li>groups complete the worksheets</li> <li>groups set goals</li> <li>groups present their timelines to the class group</li> <li>pairs/groups/individuals complete Worksheet 4.</li> </ul>

### Note

The skills needed for journal work can be built up from first year, when short investigative and exploratory treatment can be given to topics or areas of interest in the Religious Education Programme. It is helpful for students to have a portfolio or folder for the materials used, the investigations undertaken, and the relevant pictures/newspaper cuttings. If these are organised into sections, it is very easy for the student to recall work previously completed. Knowing a portfolio is building up from their own work enhances the student's sense of achievement and success in the subject. Such a folder will be a valuable resource for the student when preparing for the Junior Certificate Examination.

The five sections (Introduction, Getting started, Work, Discoveries, and Advice) used in the Junior Certificate Guidelines on assessment are a useful framework for preparing to engage in Journal work. The following are some suggestions on how to introduce a topic and engage in the early steps of planning.

## Exemplar 7: Religious Education

### Activity 1

#### Choosing a topic

- Use class discussion to introduce the Journal work topics.
- The teacher may prompt students with questions, inviting their opinions, asking for examples from previous learning, directing the students to relevant sections of textbook or portfolio, and getting them to focus on pictures.

The teacher may then:

- give students a full choice of the titles listed
- give students a limited choice from the titles listed
- suggest one topic which will be taken by the whole class.
- help facilitate the choice of topic by the students by suggesting topics relevant to the interests and experiences of the student, as observed by the teacher, and/or as stated by the student
- record on the board, ideas and suggestions made by students.

Once students have chosen a topic, then they can be put in groups to work on that topic. In undertaking journal work it is important that each student completes and submits an individual journal work, booklet for assessment.

## Exemplar 7: Religious Education

### Activity 2

- Working in pairs, students may unpack keywords in the given title using the visual squares method (Worksheet 1).
- They write their own title for their Journal work.

### Activity 3

#### Why we are choosing this topic

- The teacher explains what Journal work involves and what is required. Show the class a sample booklet, reassuring the students and telling them that this is a chance for them to select a topic that they find interesting, and explore some details about it either individually or in groups.
- Introduce the headings on Worksheet 2 and facilitate a few suggestions from the class. In groups, the students then discuss and complete Worksheet 2.

## Exemplar 7: Religious Education

### Activity 4A

#### What do we hope to achieve?

Teacher introduces the idea of goal/target setting and self assessment. Tell a story or give the example that when setting out on a journey it helps to know where and when we would like to arrive. Doing Journal work is the same. Introduce the following key questions:

- What do we hope to achieve?
- How will we know if we are finished?

Groups use the Expectations Tree.

#### Expectations Tree

- The teacher (or a student) draws an outline of a tree on a large sheet of paper. Explain to the students that they are now going to think about what they hope to achieve by doing their Journal work. 'Post-its' work well for this activity. When students write their individual hopes and expectations, these can then be pinned on the tree as leaves.
- Invite the students to add their individual hopes and expectations.
- Discuss students' expectations and group those that are similar.

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Keep the tree and use it as a reference to help students in assessing how their expectations are being met during the process of completing their Journal work, and as an evaluation aid at the end of the project.



## Exemplar 7: Religious Education

### Activity 4B

#### Planning

Show students a timeline on the board. This may have been used already in the Religious Education class (for example Growth of Faith, marking different stages). Suggest that it is a fairly easy approach to planning a project. Remind them that plans can always be changed as we go along, but our main goals or targets will remain the same. Students work on developing a timeline in small groups. Follow up with a whole-class session, in which groups present their timelines.

- Students may consider if work will take place in class/outside class time/ both.
- Students can record these in their portfolios/folders.
- A final paper copy of each group's timeline may be placed on the wall.

#### Activity planning

Students may find Worksheet 3 useful in helping them plan Journal activities.

## Exemplar 7: Religious Education

### Activity 5

#### Reflecting

- At the end of each class session, students complete Worksheet 4 in pairs/groups.
- The teacher or a fellow student may supply/write words if a student has difficulty with them.
- This worksheet may be used throughout the Journal activities and, if dated and stored in the student folders, it will facilitate the final writing up of the Journal for assessment purposes.

### Worksheet 1 (Group/pair work)

#### The Journal Title

Assign students into groups according to the topic they have chosen. Then ask them to examine the words in the title using Worksheet 1. (A visual squares approach can be useful.) Encourage them to look at their books and folders/portfolios to see where these words were used before in the Religious Education class. Checking the word in an on-line dictionary will yield synonyms and sometimes pictures, which will assist students greatly.

Connected Word	Sentence/phrase using keyword
Sketch	<div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div> Keyword
Students' definition	

## Exemplar 7: Religious Education

Connected words

_____	_____
_____	_____
_____	_____

Journal Title

Sketch here

Students' own title

## Exemplar 7: Religious Education

### Worksheet 2 (Group/pair work)

Why we are choosing this topic

Strengths we bring to this Journal work:

Questions we have:

Who can help us?

Will we invite a visitor to speak to the class about our topic?

Where can we find out more?

Events that we could attend/organise:

Places we can visit:

We want to find out more about

We want to learn about

# Exemplar 7: Religious Education

## Worksheet 3

### Planning an activity

Today's Date: \_\_\_\_\_

**Event:**

**Things to do:**

1.

2.

3.

**What do I/we need?**

**Where can I find help?**

Teacher

Home

Friend

Internet

School office

## Exemplar 7: Religious Education

### Worksheet 4

Journal title \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

#### Work done today

Today we thought about and discussed our plan for doing a Journal.

or

Today we read an article about \_\_\_\_\_ that the teacher gave us.

or

We organised a \_\_\_\_\_ today.

or

We went to visit \_\_\_\_\_ to talk to people and see what it was like.

#### Today I learned:

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## Exemplar 7: Religious Education

Today I used the following skills:		✓
Enquiry 	I asked questions about <hr/> <hr/>	
Observation 	I watched and listened carefully <hr/> <hr/>	
Problem-solving 	I sorted out what to do about <hr/> <hr/>	
Research 	I set about finding out about <hr/> <hr/>	
Reflective 	I thought a lot about <hr/> <hr/>	
Organisational 	I put things in order or planned <hr/> <hr/>	
Evaluation 	I thought about <hr/> and whether it was good enough.	

## Exemplar 7: Religious Education

**What were the best parts of your work today?**

**What did not go well for me today was:**

**After today's work, what advice would I give a second year student who was starting work on the same title?**