



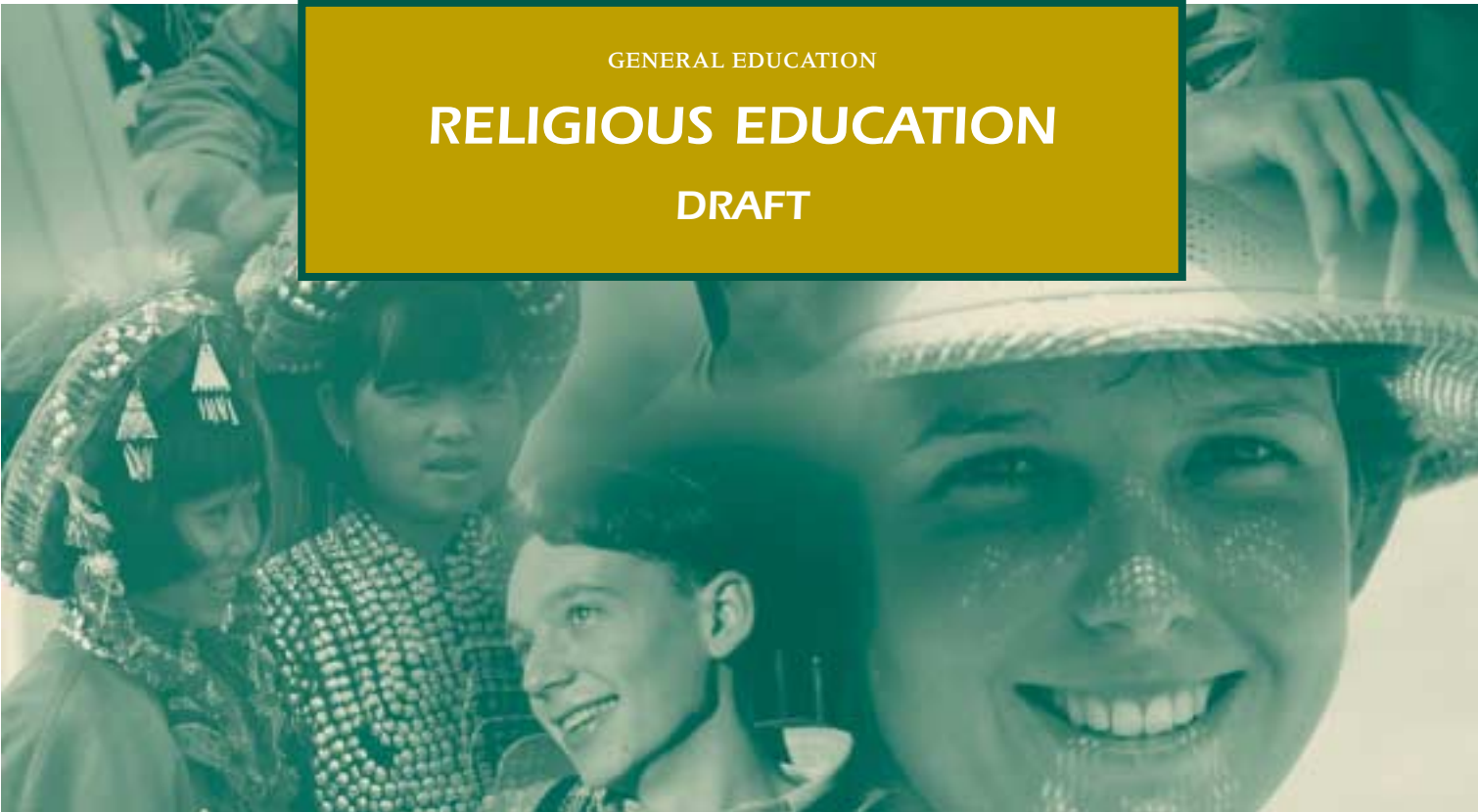
Religious Education Draft



GENERAL EDUCATION

RELIGIOUS EDUCATION

DRAFT



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INTRODUCTION

RATIONALE

This religious education syllabus seeks to support the holistic aims of education by promoting personal growth and facilitating spiritual development. It engages the students in the human search for meaning and offers them an opportunity to reflect, understand and interpret that experience in the light of our changing world. It invites students to examine religious stories, and where appropriate, their own religious story, and to value their place within it now and in the future. It exposes them to a broad range of religious traditions and encourages the promotion of mutual understanding and tolerance. It facilitates moral development through the application of a process of moral decision-making.

NUMBER AND SEQUENCE OF MODULES

One, two, three or all four of these modules may be taken as elective modules. Module one “Looking In” is core to the course and must be taken first. After module one the remaining modules may be covered in any order.

Module 1	Looking In
Module 2	Our Religious Story
Module 3	A Living Faith
Module 4	World Religions

DESCRIPTION OF MODULES

Module 1 Looking In

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

Module 2 Our Religious Story

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

Module 3 A Living Faith

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

Module 4 World Religions

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

GENERAL RECOMMENDATIONS

The Teacher Guidelines in this syllabus are intended as suggestions. Teachers ought to take account of the needs and interests of the group. The emphasis, as in all of Leaving Certificate Applied courses, is on the process. Practical activity-based methodologies are most appropriate. It is recommended that students complete a Religion journal as they progress through the modules. The fourth key assignment in each module facilitates this.

RELIGIOUS EDUCATION

MODULE 1

LOOKING IN



MODULE 1:

LOOKING IN

PURPOSE

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

PREREQUISITES

None.

AIMS

This module aims to:

- enable students to explore the place of religion in their lives
- encourage students to examine how images of God influence faith
- facilitate investigation of different forms of prayer and ritual
- provide opportunities for participation in and/or observation of liturgical celebrations.

UNITS

- Unit 1 Religion
- Unit 2 Belief
- Unit 3 Images of God
- Unit 4 Prayer
- Unit 5 Ritual
- Unit 6 Liturgical Celebration

Unit 1: Religion

LEARNING OUTCOMES

The students will be able to:

1. define what is meant by "religion"
2. outline the beliefs and practices of people in Ireland today
3. compare and contrast the results of an investigation
4. state their own position in relation to the results of an investigation.

TEACHER GUIDELINES

- ▶ Undertake a class investigation "What is religion?" Students interview their friends, family and neighbours. They should select a variety on the basis of age, sex, belief and culture.

Possible questions could include:

- ▶ How would you describe religion?
- ▶ Is religion important to you? Why/why not?
- ▶ How does religion give meaning to your life on a day to day basis?
- ▶ Have there been any particular times in your life when religion played an important part? If so, when and why?
- ▶ Does religion make any demand on your life in terms of behaviour, thought and action?
- ▶ Do you belong to a particular church?
- ▶ How would you rate your attendance and involvement in your church?
- ▶ The results of the investigation should be collated and presented as a wall chart.
- ▶ Students should be able to draw up a profile of:
 - (a) religious experience
 - (b) religious practice in the community.

Unit 1: Religion (Continued)

LEARNING OUTCOMES

TEACHER GUIDELINES

- ▶ The following questions may help to analyse the survey: What have we discovered about religion? What have we discovered about the practices and attitudes of people with regard to religion?
- ▶ How are important moments in life celebrated? How are these moments celebrated in different religions?
- ▶ Differences/similarities among old/young people.
- ▶ What parts can they most/least identify with?
- ▶ Students should be encouraged to reflect on "where do I stand in relation to this?"

Unit 2: Belief (Continued)

LEARNING OUTCOMES

4. list the stages of faith development
5. articulate their present faith position.

TEACHER GUIDELINES

- ▶ Through discussion , explore the move from the "cultural" faith of the child to the "convictional" faith of the teenager. This exercise gives students an opportunity to tell their own story.
- ▶ Present the idea of faith development e.g. Fowler's Faith Stages.
- ▶ Discuss this as a class and then each student writes their own evaluation, using their faith line.
- ▶ Students attempt to answer the question: "Where do I see myself right now?"

Unit 3: Images of God

LEARNING OUTCOMES

The student will be able to:

1. identify their present image of God and compare it with possible childhood images

2. compare and contrast the images of God found in ancient religions, world religions and modern culture

3. discuss the effects of these images on growth in faith

4. say which image they are most comfortable with and why
or
5. give reasons why they have no image of God

TEACHER GUIDELINES

- ▶ Students can be given time to draw or write "My image of God " – they could revisit their Faith Line and identify images they had as children.

- ▶ Examine the images of God found in
 - (a) Ancient religions.
 - (b) World religions, exploration of the images of God found in Christianity, Islam, Buddhism, Hinduism, and Judaism. This can be done through group project work.
 - (c) The modern world. This can be achieved through the use of video, newspapers, film, exploration of their own experience, Sacred Text, stories, interviews with adults/teenagers/children.

- ▶ Prepare a collage of all the different images (in groups or as a class).

- ▶ Examine the images and how they affect growth in faith.

- ▶ Students should now select an image of God which has particular appeal for them. They should be able to justify their choice.

Unit 3: Images of God (Continued)

LEARNING OUTCOMES

6. list secular/non religious answers to the meaning of life
 7. list occasions when young people may feel particularly close to God
 8. outline the views of two major religious traditions on suffering and evil
-
9. identify signs of hope in our world today.

TEACHER GUIDELINES

- ▶ The teacher presents material for discussion and group work – illustrating a variety of world views in contemporary culture – e.g. holiday programmes for hedonism etc.
- ▶ Brainstorm times people feel close to God.
- ▶ In groups look at our world today and draw up a list of questions needing answers e.g. famine in Africa, ethnic cleansing, a Down's Syndrome child. Search newspapers for articles, photographs, watch the news. The Photospeak photo images resource pack could be used here. Report to class.
- ▶ Facilitate a discussion on why bad things happen to good people.
- ▶ Present a summary of perspectives on suffering and evil in two religious traditions.
- ▶ Examine the media for signs of hope in our world. Focus on people of hope in pop culture.
- ▶ Compare and contrast images of suffering and evil with images of hope.

Unit 4: Prayer

LEARNING OUTCOMES

The student will be able to:

1. discuss why, how, when and where people pray

TEACHER GUIDELINES

- ▶ Students should conduct a prayer survey among their peers, family and in the locality. As a class they should try to answer the following:

Why do people pray? To be close to God in times of need, sadness, happiness.

When do people pray? Times of prayer, morning, evening, Sundays, death, sacred times e.g. Christmas, Easter, Lent, Ramadan, Diwali etc.

What do people pray? Traditional set prayers, praying through Sacred Text, prayer of the Church, song, spontaneous prayer, Eucharist, meditation, mantras etc. Collect examples of each.

Where do people pray? Synagogue, Mosque, Church, Shrines and Holy places etc. Visit some of these where possible.

How do people pray? The use of symbol, words, song, dance, contemplation, communal, personal, guided etc. Practise some of these.

Unit 4: Prayer (Continued)

LEARNING OUTCOMES

2. participate in or observe different forms of prayer and give an account of their observations.

TEACHER GUIDELINES

- ▶ Students should put together a prayer book containing children's prayers, prayers for exam time, the elderly, a mother's prayer, favourite prayers from Sacred text, their own prayers etc.
- ▶ Students should visit local places of worship and write a report on the similarities and differences noted.
- ▶ Explore the symbols used for prayer in their own and in other religious traditions; water, crosses, candles, incense, musical instruments etc.
- ▶ Compile a pictorial representation of words, symbols, ideas drawn from their own religion.
- ▶ Invite visitors from different religious traditions into the classroom to demonstrate or discuss various prayer forms with the students.
- ▶ Hold a prayer service using their prayer book and some of the prayer forms they have studied.
- ▶ Practise using different types of prayer, vocal, meditation, and contemplation. Communal prayer/personal prayer. It would be very important here that students get a chance to participate in different forms/types of prayer.
- ▶ Students should be offered the opportunity of going on retreat.

Unit 5: Ritual

LEARNING OUTCOMES

The student will be able to:

1. explain and contrast types of ritual and discuss their meaning
2. distinguish between religious and secular ritual
3. describe ritual in religion
4. give examples of the significance of religious ritual for believers.

TEACHER GUIDELINES

- ▶ Present ritual, identify areas of ritual, going to a disco – what do we do? – preparing for graduation – what is the procedure? – marriage preparations – what are they? Are they similar for most people?
- ▶ Encourage students to chart ritual in their lives.
- ▶ Discuss why we have ritual – security, continuity with tradition, habit.
- ▶ Research ritual in Irish society – buildings, sites. Why are these important? – meaning of ritual.
- ▶ Brainstorm occasions /examples of ritual in religion.
- ▶ Present ritual in religious community as an expression of faith. Brainstorm different forms of worship – attend liturgy – analyse ritual in liturgy – invite lay ministers and youth ministers to discuss their involvement in ritual.
- ▶ Present sacraments (or celebrations of significant moments in two major world religions) and explore/discuss/compare the symbol, ritual, meaning and significance of the celebration for the community of believers.

Unit 5: Ritual (Continued)

LEARNING OUTCOMES

TEACHER GUIDELINES

- ▶ Pair work – students research a sacrament or similar celebration under headings of symbol, ritual, significance, community involvement, meaning – present report to group – possibility for use of home video of Baptism, Confirmation ceremonies here.
- ▶ Students prepare Liturgy/Prayer service on the themes of ritual and symbol in sacramental celebration.

Unit 6: Liturgical Celebration

LEARNING OUTCOMES

The student will be able to:

1. participate in or observe different types of liturgical celebration.

TEACHER GUIDELINES

- ▶ It is suggested that this unit presents the students with two or three meaningful liturgical experiences as examples of religious communities celebrating.
- ▶ SHOULD THE TEACHER CHOOSE NOT TO DO THIS THERE IS AN OPTION TO INCLUDE ONE OF THE ABOVE (OR OTHER CELEBRATIONS) IN EACH OF THE FIVE PRECEDING UNITS.
- ▶ Some examples of liturgies are:
Musical Meditation, Silent Reflection, Liturgical dance, Scripture Drama, Service of Light, Penitential Service, Eucharistic Celebration.
- ▶ The choice of liturgy could be informed by the liturgical/sacred calendar of religious traditions.
- ▶ A group of 10 students is an optimum group for spiritual reflection – investigate the possibility of dividing a large group for liturgies.
- ▶ Students record their most meaningful experiences in their reflective journal.

RESOURCES

SUGGESTED RESOURCES - UNIT 1 RELIGION

BOOKS

New Zealand Series, (70 books published in 1991 by National Centre for Religious Studies, 30 New Street, Auckland, New Zealand (- available - Resource Centre Mater Dei Institute, Dublin.)

Understanding the Catechism Series, Resources for Christian Living, Workbooks and Teacher Guides. (Available from Cathedral Books).

Reason to Believe by A. Walsh Veritas 1994.(p. 41 - Why people believe, p.88 growth of faith).

SUGGESTED RESOURCES - UNIT 2 BELIEF

BOOKS:

The Road to Emmaus Programme - Catholic Youth Council - personal life stories and reflections on faith.

Living Faith, The Christian Experience by Keene M. Stanley Thornes Publications 1995.

Beliefs, Values and Traditions by A. Lovelace. & J. White Heinemann Educational

Celtic Way of Life, CDU Publications, O'Brien, 1976

Reason to Believe by A. Walsh, Veritas Publications 1994

SUGGESTED RESOURCES - UNIT 3 IMAGES OF GOD

BOOKS:

Dimensions of Christianity, - An approach to GCSE Religious Studies by Sr. Anne Burke, Mayhew Publications, UK 1988.

Faith Development Booklet by Brother Martin O' Flaherty, Marino Institute Of Education.

New Zealand Series 1991 - 70 workbooks covering all aspects of Christian Faith, National Centre for Religious Studies, Auckland, New Zealand. (available Mater Dei Resource Centre)

How to understand God by D. Morino, SCM Press 1990

SUGGESTED RESOURCES - UNIT 4 PRAYER

BOOKS:

Time with Jesus, Twenty Meditations for Youth by Thomas F. Catucci, Ave Maria Press 1993.

Celtic Spirituality by C. Duffy, Hawthorn Publications 1997.

Resources for Catechists and Chaplains, by Margaret McEntee, Columba Press 1994

Guided Meditations for Teens, by S. A. Merritt, Resource Publications, California.

Forty Masses with Young People, by Donal Neary, Columba Press 1994

Prayerways, - Workcards, Video, Teacher Guide and Student Texts deals with prayer in students lives - Published by Veritas 1994.

Understanding the Catechism, Series of books and workbooks on Creed, Liturgy and Sacraments, Prayer and Morality, published by Resources for Christian Living.

Teen Prayer Services - 20 Themes for Reflection, by Kevin S. Regan, 23rd Publications, Connecticut, USA 1992.

Prayer - Starting Points by Sr. J. Rossi, Geoffrey Chapman 1991

SUGGESTED RESOURCES - UNIT 5 RITUAL**BOOKS:**

Celtic Spirituality by Connie Duffy Hawthorn Publications 1997

Looking at Churches and Worship in Ireland, Learning Resource Unit, Stranmillis College.

Transition Year Resource Directory, editor Connie Duffy, Published by Post Primary Diocesan Advisers - Hawthorn Publishing, 1996.

VIDEO:

Season of Change - Rituals of Lent - An exploration of some of the rituals of Lent

**SUGGESTED RESOURCES -
UNIT 6 LITURGICAL CELEBRATION****BOOKS:**

"*Prayer Services for Young Adolescents*" by G. Costello

"*Seasonal Prayer Services for Teenagers*" by G. Dues

"*Advent and Christmas Resource Material*" by N. Hynes

"*Lent and Easter Resource Material*" by N. Hynes

"*Preparing Graduation Ceremonies*" by N. Hynes

"*Forty Masses with Young People*" by D. Neary

"*Prayer Services with Young People*" by D. Neary

"*Celebrating school Liturgies - Guidelines for Planning*" by J. Vos

"*Doing Dance and Drama*" by Wrigley & Murphy

CASSETTES:

Quiet Meditations and Tapes by Jane e. Ayer

"*Be Exalted*" & *Instrumental Music* by Michael J Talbot

"*Action songs for Young People*" by A. Hewson & S Scott

Taize Chants, Laudate.



KEY ASSIGNMENTS

MODULE 1: LOOKING IN

CHECKLIST

I conducted a survey on Religion among my friends/family. I analysed the results and reported on them

I have prepared a report on an out-of-school link that I made during this module

I made a presentation/prepared a report on the class creed as decided by the class group

I recorded the learning from this module in my religion journal.

RELIGIOUS EDUCATION

MODULE 2

OUR RELIGIOUS STORY



MODULE 2:

OUR RELIGIOUS STORY

PURPOSE

This module encourages students to explore religious stories. It asks them to become aware of the power of stories to portray deeper truths about the human condition and the spiritual search for meaning. Through an exploration of stories from various religious texts and traditions, the students are given opportunities to reflect on the implications of these in their own lives. The students will recognise the relationships that exist and are developing among religious groups in Ireland and seek to analyse the presentation of religion in the media today. The module tracks the link between tradition and present-day faith in action, while providing students with an opportunity for active participation in their own communities.

PREREQUISITES

Module 1: Looking In.

AIMS

This module aims to enable the student to:

- identify the role of story in religious tradition
- develop an awareness of the plurality of religious traditions that exist in Ireland today
- examine ways in which commitment to faith can be put into practice in their local communities
- analyse the treatment of religious and moral issues in the media.

UNITS

Unit 1: Religion and Story

Unit 2: Religious Communities and Ecumenism

Unit 3: Religion and the Local Community

Unit 4: Faith in Action

Unit 5: The Story of Living Faith

Unit 6: Religion and the Media

Unit 1: Religion and Story

LEARNING OUTCOMES

The student will be able to:

1. explain the power of story to communicate a truth on many levels
2. recall stories of faithful people in sacred texts
3. examine our history for traces of the sacred in our Celtic past

TEACHER GUIDELINES

- ▶ Explore the concept of story using videos, such as Disney's *Beauty and the Beast* and *The Lion King*.
- ▶ Discuss the power and richness of story. Explore morals, myth and symbolism.
- ▶ Present stories from sacred texts such as Creation stories, prophets, kings, during story-telling sessions in class.
- ▶ Identify the messages that are told in each story.
- ▶ Relate the message of the story to life today.
- ▶ Examine the story of a major religious leader e.g. Jesus, Mohammed. Using relevant sacred texts tell his story.
- ▶ Examine parables - ancient and contemporary - as a story-telling form and say how they are relevant today.
- ▶ Make a compendium of favourite stories from among those studied (Produce a storybook).
- ▶ Research our Celtic story under the following headings:
 - The burial of the dead.
 - Sacred art and artefacts
 - Rites of passage and initiation
 - Rites of sacrifice
 - Spirituality and nature.

Unit 1: Religion and Story (Continued)

LEARNING OUTCOMES

4. compare and contrast religion in Ireland today with Ireland 50 years ago.

TEACHER GUIDELINES

- ▶ Use legends, history books, the internet, film to explore this topic.
- ▶ Conduct interviews with older members of the community, parents and siblings.
- ▶ Do a comparative study on "*Religion in Ireland today and religion in Ireland 50 years ago.*" Look at religious traditions, births, weddings, death, Lent, devotions, family prayer, rosary, confessions, holy places, special blessings, etc.
- ▶ Compile a storybook of local religious traditions, places etc.

Unit 2: Religious Communities, Inter-Faith Dialogue and Ecumenism

LEARNING OUTCOMES

The student will be able to:

1. identify religious groups in Ireland
2. give examples of leaders of religious groups in Ireland
3. explain the/similarities and differences between these religious communities
4. explain ecumenism.

TEACHER GUIDELINES

- ▶ Explain the concepts of inter-faith dialogue and ecumenism – reinforce with photographs, media coverage of inter denominational events, incidences of ecumenical controversy – discuss.
- ▶ Facilitate class discussion on the value/ importance/need for ecumenism.
- ▶ Design a poster promoting inter-faith dialogue and ecumenism.
- ▶ Invite people engaged in the promotion of inter-faith dialogue or ecumenism to discuss these issues with the class.

Unit 3: Religion and the Local Community

LEARNING OUTCOMES

The student will be able to:

1. research the history of a local community of worship

2. list the support groups operating within the community

3. evaluate the contribution of religious groups or congregations in their local community.

TEACHER GUIDELINES

- ▶ Students should carry out research on a local place of worship. This can include site visits using video and camera, local historians visiting the classroom, a visit to the local library. The following areas should be studied:

History of the area, local saints, famous members of the worshipping community, past and present.

Religious organisations in the community e.g. St V de P, Pioneers, bible groups, Mothers' Union.

Religiously motivated support groups in the local community e.g. bereavement, marriage guidance etc.

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

- ▶ As a result of doing this research students should propose ways in which young people actively become involved in their local religious community.

Unit 4: Faith in Action

LEARNING OUTCOMES

The student will be able to:

1. identify key religious figures
2. explain the commitment and motivation of these figures
3. recognise a lived faith in community
4. suggest possibilities for faith in action.

TEACHER GUIDELINES

- ▶ Pair work – Study key religious figures – Jesus – Mohammed – modern figures such as Gandhi, The Dalar Lama, Mother Teresa, Jean Vanier – use of video, documentary, film, text.
- ▶ Explore their commitment, inspiration, motivation, approach, the community they built around them, their way of teaching, and caring.
- ▶ Present findings to group, compare aims, approaches lifestyles.
- ▶ Invite key figures from the local religious communities to address the class - how is their faith a living faith, an active faith, how does the community nourish and support their faith.
- ▶ Where appropriate students assess their role as members of religious communities – responsibility to the community – how young people can become actively involved in their religious communities.
- ▶ Faith Friends Programme. It may be possible to engage students in this or another witnessing programme. Other programmes include; *The Why Programme*, *The Discovery Programme*, *Impact*.
- ▶ Organise a class retreat – to allow the students present themselves as a community of believers.

Unit 5: The Story of Living Faith

*This unit involves the students undertaking a **Community Action Project**. This project could involve them in areas such as: **Older People, People with Disabilities, Homeless People**.*

There are many other possibilities. Students with the teacher's guidance may devise their own action project following the examples given below. They may decide to embark on an action project for the duration of the module, or for one week, one month or for a session. The project may be ongoing while other material is being covered in class. Therefore, advance planning is recommended.

Option 1: Older People

LEARNING OUTCOMES

The student will:

1. be aware of the elderly around them
2. respect the chosen lifestyle and beliefs of the elderly
3. be aware of possible difficulties facing the elderly
4. identify how respect for the elderly is seen in a number of religious traditions.

TEACHER GUIDELINES

- ▶ Explore student attitudes to the aged – use of media, family photos, personal experiences.
- ▶ Define "aged" – invite in aged community members to share experiences of their lifestyle.
- ▶ Explore the elderly and religion – conduct a survey among family members/ neighbours on the place of religion in the lives of the elderly.
- ▶ Examine a number of different religious traditions and identify how the elderly are treated.

Unit 5: The Story of Living Faith (Continued)

Option 1: Older People

LEARNING OUTCOMES

TEACHER GUIDELINES

- ▶ Compare lifestyles of the elderly in rural/urban areas – assess facilities available to them; – guest speaker from the social services.
- ▶ Link with Community- invite in member/representative from local Care of the Aged/Age in Action group to discuss the work of the organisation.
- ▶ Explore possibilities for student involvement with the elderly in the locality:
 - visits to homes
 - painting project in local aged centre
 - shopping service for elderly once a week
 - distribution of fuel to elderly
 - organisation of liturgy/party/ fundraising event.
- ▶ Establish links and organise a rota and timetable – for one week/month or a term.
- ▶ Students report back on experiences – record in diary.
- ▶ Students should write the story of an old person in their community and as a class should be encouraged to answer "what can our community learn from these stories?"

Option 2: People with Disabilities

LEARNING OUTCOMES

The student will be able to:

1. recognise different types of disability
2. recognise the rights of disabled people in our community.

TEACHER GUIDELINES

- ▶ Introduce the theme of disability with games/imagination exercises.
- ▶ Brainstorm student experiences of disability – discuss.
- ▶ Present information on types of disability – mental and physical.
- ▶ Introduce organisations that work with disabled people – guest speakers to detail resources and services available.
- ▶ Investigate options for establishing an outreach programme with a local centre for physical or mentally disabled people – possibilities include:
 - visit centre, return visits on alternate weeks
 - organisation of sports event/party for guests
 - preparation of meal for guests
 - involvement with local training/workshop.
- ▶ Examine caring for others in sacred text.
- ▶ Research twentieth century figures who have given their lives to the care of others – look at the role of carers in society.

Option 3: Working with Homeless People

LEARNING OUTCOMES

The student will be able to:

1. identify the different causes of homelessness
2. recognise the rights of homeless people in our society.

TEACHER GUIDELINES

- ▶ Brainstorm images of homelessness – use of media – pictures – where we see/meet homeless – age profile – circumstances – use of documentary video.
- ▶ Present facts on homelessness in Ireland.
- ▶ Brainstorm help available to homeless – invite guest speaker from organisation that serves homeless.
- ▶ Research religious and state responses to homelessness.
- ▶ Suggestions for action – soup run, fundraise, visit shelter for homeless to assist with reading/writing/form filling, conduct a survey and prepare information booklet of facts for school students, organise homelessness awareness week in the community – posters, facts to local schools, shops and library.
- ▶ Liturgy on experiences working with or helping homeless people.

Unit 6: Religion and the Media

LEARNING OUTCOMES

The student will be able to:

1. analyse the treatment of religion and moral issues in the media

2. identify different types of religious programmes

3. identify any bias, prejudice or hidden agenda where such exists.

TEACHER GUIDELINES

- ▶ Look for the "God slot" on television, radio programmes, the print media, music and the internet. Conduct a survey of all the different media types to establish the extent of coverage given to religion. The following areas could be looked at:
 - Examine television and radio schedules in terms of timing, length, audience etc.
 - Identify and name the different types of religious programmes e.g. worship and magazine type programmes, religious documentaries, religious and moral issues in soaps and dramas.

View the various types of programmes in the classroom.
 - Examine newspapers and magazines for their treatment of religious issues. Explore any bias, prejudice or hidden agenda present.
 - Examine the lyrics of popular music for their treatment of religion.
 - Conduct a survey of religious sites on the internet. Comment on their frequency, content, presentation, target audience etc.
- ▶ Identify current trends in the way religion is treated in the media.

The class could produce a show for the local radio station. It should include religious items of interest/songs etc.

RESOURCES

UNIT 1

Values and Visions, A Handbook for Spiritual Development and Global Awareness, Hodder and Stoughton, 1993.

Useful section on story, pp. 113-136.

Religion in Focus, by J. Murray, 50 Albermarle St., London

Stories for Sharing, by E.J. Dwyer, 1991.

An excellent resource for the teacher.

Storytelling, Imagination and Faith, by William. J. Bausch, 23rd Publications, 1984, Mystic, Connecticut

A storybook which contains stories worth telling.

That's My Boy, by Jose Luis Cortes. *Translated into English*

by John Medcalf, Collins, 1984. Gospel in contemporary and cartoon form. Good adaptation of the story of the Prodigal Son.

Jesus of History, Christ of Faith, by Thomas Zanzig, St Mary's Press, CB publications, Winona, Minnesota.

Good explanation of the Parables here.

The Hebrew Scriptures: The Biblical Story of God's Promise to Israel and Us, by Mary Reed Newland, St Mary's press, CB publications, Winona, Minnesota. Stories on Creation may be useful.

Catholic Customs and Traditions, by Greg Dues, Columba Press

Teach me your Way, Approaches to Christian Religious Education, by Kevin Treston, Creation Enterprises, Brisbane, 1990.

For the teacher, this book examines storytelling as a methodology.

Along the Waters Edge, by Daniel Juniper St Pauls ,New York, 1982

Celtic Spirituality, Connie Duffy. Hawthorn Publications. 1997.

Excellent resource for teaching about our Celtic past, lesson plans with lots of activities for students to do.

Celtic Way of Life, O'Brien Educational, CDU Publication. 1976.

Irish Customs and Beliefs, K. Danaher, Mercier Press 1964.

Nice stories for reading.

UNIT 2

The Christian Experience, Michael Keane, Stanley Thornes Ltd, 1995.

Another Ireland, by M. Hayes, Stranmillis Publication, 1997.

Show us the Way, Veritas, Dublin.

Looking at Churches and Worship in Ireland, Irish Commission for Justice and Peace, Teacher's Guide and student worksheets.

UNIT 4

Faith in Action series.

People who have helped the World, Wolfhound Press.

Stories for Religious Education. St. Max Kobe,
The Pilgrim Fathers etc. (video)

What is Christianity, by M. Green, Lion Publication, 1981

Faith Friends Programme, ed. by Maura Hyland and Martin Kennedy, Columba Press. Through this programme the students are given a chance to witness their own faith to children preparing for first Holy Communion and Confirmation.

Parish and Transition Year, by Luke Monaghan, Religious Education Resource Centre, Marino Institute of Education

The Discovery Programme, Catholic Youth Council. Topics include, God, Why be Christian?, Alcohol and Family

Too High A Price, Catholic Youth Council. This faith development programme aims to connect personal experience and the story of the life of Irish Martyrs.

The Road to Emmaus, Catholic Youth Council. This aims to connect personal experience and the story of the Road to Emmaus.

The Why Programme, Catholic Youth Council. Topics examined here include Our Community, Justice in the World, Faith and the Environment.

Impact, Young Christian Workers, Dublin

VIDEOS

One Day in Calcutta, Veritas

A Man for all seasons, film

Brother Sun, Sister moon, film

Don Bosco – A Life, Veritas

The Little Acrobat, Veritas

Romero, Veritas

UNIT 5 OLDER PEOPLE

1. *In Due Season*, National Council for the Elderly, 1993.
This programme aims to promote positive attitudes to ageing and to older people. The approach used is active and interesting.
2. *Attitudes of Young People to Ageing*, National Council for the Elderly, 1992. This reports on the attitudes to ageing and the elderly in Irish society.
3. *Age Link Project*, Federation of Active Retirement Association, Dublin, 1993. This project sets out to engage students and the elderly in discussion.

Organisations:

1. National Council for the Elderly
2. Age and Opportunity
3. Federation of Active Retirement Association
4. Alone
5. The Alzheimer's Society
6. The Carers Association

UNIT 5 DISABILITY

The Breakthrough Programme, A Disability Awareness Pack for Young People, St Michael's House. Topics explored include: body image, rights of disabled people, labels and stereotypes etc.

The Cara Programme, St Michael's House, Dublin, 1983. Informative pack on mental handicap.

Fast Friends, St Michael's House, Dublin, Video and booklet with guidelines for students who wish to set up links with care centres and special schools.

On Equal Terms, St Michael's House, Dublin. A follow up programme to Fast Friends.

The Heart Has Its Reasons, L'Arche, Veritas. This video explains the work of the organisation.

Organisations:

St Michael's House

National Rehabilitation Board

L'Arche

CASA (caring and sharing association)

Centre for Independent Living

Sign Language Association of Ireland

UNIT 5 HOMELESSNESS

Homelessness as a Contemporary Issue – a module for Leaving Certificate Applied – Focus Ireland, 1 Lord Edward Court, Dublin 8.

Out of Home, Focus Point Ireland. Homeless people tell their stories on tape.

A profile of the Simon Community, Simon Community National Office, 1992. This video shows how the organisation cares for the homeless.

Against the odds, Poverty in Ireland, Produced by Marino Institute of Education

Teaching Social Justice Issues, Produced by Marino Institute of Education.

To Feel at Home, UN pack on Refugees. 79-83 Lr Mount St Dublin 2.

UNIT 6

The Why Programme, Catholic Youth Council.

Introduction to the Mass Media, Owen and Hunt, Veritas

Gateway (Series 4), Mission Education Department, St Columbans, Navan, 1989

WEB SITES

www.bbc.org.uk BBC Education Web with a link to Religious Education for Secondary Schools, excellent resource for World Religions in particular. Link also to RE.net, the online resource for teachers, trainees and pupils of Religious Education.

www.nine.org.uk Northern Ireland Network for Education, excellent for religious groups in Northern Ireland, Scriptures and Ecumenism.

www.cin.org/cin Catholic Information Network

<http://ericir.syr.edu> ERIC, Educational Resources Information Centre is the largest library of educational information on the internet.

www.eirconlearning.ie/general/links/linkreligion.htm These Religious Education pages include information for teachers of primary, post-primary and third level. This page contains information on Bible stories, saints, world religions, history of religion and spirituality.

<http://www.scoilnet.ie/npadc> The Scoilnet pages for Religious Education provide information on; Irish Saints, Gospels, Media File for religion, Kohlberg's stages of moral development, and world religions.



KEY ASSIGNMENTS

MODULE 2: OUR RELIGIOUS STORY

CHECKLIST

I produced a storybook of favourite stories from Sacred Text with my class/group

I took part in/observed a faith in action project in my local community and reported on it

I surveyed religious sites on the internet/programmes on TV or radio/articles from newspapers or magazines etc. and commented on their frequency, content, presentation, target audience etc.

I kept a journal for the duration of the module and recorded my own thoughts, feelings and experiences.

RELIGIOUS EDUCATION

MODULE 3

A LIVING FAITH



MODULE 3:

A LIVING FAITH

PURPOSE

This module promotes an awareness of the plurality of moral visions in society today. It focuses on sets of moral issues and asks students to analyse religious teachings in relation to them. It seeks to equip students with the necessary skills to make decisions on moral issues.

PREREQUISITES

Module 1: Looking In.

AIMS

This module aims:

- to guide the students in the identification of values in moral issues
- to introduce students to a process for moral decision making
- to explore issues of Christian morality
- to recognise the potential for growth in moral values and decision making
- to compare and contrast the moral visions of a variety of religious traditions.

This module follows a thematic approach. The following themes should be studied:

- Life Issues
- Relationship Issues
- Justice and Peace
- Morality in the Workplace.

Teachers will choose four issues from each theme. The focus is to examine the current reality of each issue in society today. Then the views and values of the students are juxtaposed with the teachings of two religious traditions on the issue. Students will be asked to explore moral dilemmas and observe or participate in a religious service relevant to the issue under examination.

It is important to stress that the religious dimension of each issue is to be studied.

THE THEMES

LIFE ISSUES

- Sanctity of human life
- Respect for persons, physical/sexual abuse. stereotyping
- Abortion
- Suicide
- Family planning
- Euthanasia
- Birth Technologies
- Violence
- War
- Terrorism
- Capital punishment.
- Drugs/alcohol/smoking.

RELATIONSHIP ISSUES

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

JUSTICE AND PEACE

- Human dignity and equality
- Global solidarity
- Social justice
- Discrimination
- Civil Rights
- Homelessness
- Poverty in Ireland and the Third World
- Distribution of wealth
- Institutional structures
- Personal experience of being wronged
- Human Rights
- Peacemaking
- Social teaching of the Churches.

MORALITY IN THE WORKPLACE

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

Unit 1: A Living Faith

LEARNING OUTCOMES

The Students will be able to:

1. state the current reality of each moral issue studied

2. compare and contrast the teaching of two religious traditions on various moral issues

3. apply a moral decision making process in solving moral dilemmas

4. participate in or observe a religious service on each theme.

TEACHER GUIDELINES

- ▶ Exploration of the theme to identify the main issues involved. Use webbing exercise to achieve this. Choose four issues from each theme and study them in detail. Fact file: information gathering exercise to establish the current reality in relation to these issues. This can be done through interviews, questionnaires, surveys, newspaper articles, videos, television programmes, films etc.

- ▶ Students identify their own values in relation to the issues and try to examine influences on their moral growth.

- ▶ Examine the teaching of two religious traditions on these issues.

- ▶ Outline a process for moral decision making.

- ▶ Examine case studies/dilemmas on the issues. Apply a process of decision making to each moral dilemma.

- ▶ Hold a religious service on each theme.

RESOURCES

GENERAL TEXTS

Growing in Christian Morality, by Julia Ahlers, Barbara Allaire, Carl Koch, and St Mary's Press CB Publications Winona, Minnesota. Good background information on a definition of morality and moral decision making.

Moral Questions, by John McKenna, School and College Publishing, Dublin, 1992. Comprehensive section on a definition of morality, moral decision making and Catholic Church teaching.

The Challenge of God by Niall Boyle, Gill & Macmillan Ltd, Dublin 1998. Looks at the development of moral thinking and issues of life and love.

Transition Year Resource Directory by Connie Duffy, Post Primary Diocesan Advisors, Dublin, 1996. Covers the themes love, life, and justice. Full of practical information on resources, lesson plans, organisations, and ideas for linking with the local community.

LIFE ISSUES

Lifeways, part of Keyways Series, Veritas, 1995. This programme developed for Transition Year, examines issues such as: love, relationships, marriage, morality, rape, and pornography

The Challenge of God, by Niall Boyle, Gill & Macmillan Ltd, Dublin 1998. Part three deals with family planning, abortion, drug/alcohol abuse and suicide.

Moral Questions, by John McKenna, School and College Publishing, Dublin, 1992. Examines the issues of suicide, euthanasia, abortion, birth technologies and addiction Outlines Church teaching on these issues.

Growing in Christian Morality, by Julia Ahlers, Barbara Allaire, Carl Koch, St Mary's press CB Publications Winona, Minnesota. Chapters on respect for persons, creation and life would be useful here.

Power to Hurt, Irish Commission for Justice and Peace, 1995. This pack explores the morality of violence and includes an examination of contemporary violence.

Forty Masses with Young People, by Donal Neary, Columba Press, 1994.

ORGANISATIONS

- Alcoholics Anonymous
- The Young Pioneers Association
- Amnesty International

RELATIONSHIP ISSUES

Lifeways, part of Keyways Series, Veritas, 1995. This programme developed for Transition Year examines issues such as love, relationships, marriage, morality, rape, and pornography.

Love Needs Learning, Catholic Marriage Advisory Council UK, Geoffrey Chapman, 1994. This relationships course for young people contains a series of exercises and worksheets for use in small groups.

Love Matters, by Frances McCrickland, Veritas, Dublin. Teacher guide and pupil text.

Discovery Series, Growing up Sexually (one module in the series) St. Mary's Press, 1991. This American High School Religious Education programme has lesson plans on love, life and decision making.

Creating a Christian Lifestyle, by Carl Koch, St Mary's Press, and CB Publications Winona, Minnesota.

Sexuality: A Catholic Perspective, by Brian Johnstone and Vanessa Rohan, Dove Communications, Melbourne, Australia, 1983.

Sexuality and Dating: A Christian Perspective, by Richard Reichert, St Mary's Press, CB Publications, Winona, Minnesota.

AIDS, (Teacher guide), published by the Diocesan Offices, Archbishop's House, 1990. Catholic Social teaching on HIV/AIDS.

AIDS the heart of the Matter. (Video). The Christian approach to caring for AIDS patients, available from Veritas.

Love is for Life, Irish Bishops' Pastoral, Veritas.

Resources for Catechists and Chaplains, ed. by Margaret McEntee, Columba Press, 1995

Teen Prayer Services, by Kevin Regan, Twenty Third Publications, 1992

Prayer Services for Young Adolescents, by Gwen Costello, Twenty Third Publications, 1994

ORGANISATIONS:

- Crosscare, the Catholic Social Services Conference: HIV/AIDS awareness programme.
- Aids Alliance
- Merchants Quay Project: Drugs/HIV Project.
- Cairde: Offers support to those affected by HIV/AIDS
- Accord, Catholic Marriage Counselling Service.
- CURA

JUSTICE AND PEACE

The Christian Call to Justice and Peace, by Joseph Stoutzenberger, St Mary's Press CB Publications, Winona, Minnesota 1981. This looks at issues such as poverty, hunger, prejudice, environment and the Christian call to justice and peace.

In Words and Deeds, 100 years of Catholic Social Teaching, (Poster Pack), John Dardis et al. The Irish Jesuits, Dublin, 1991. (Available from Trócaire). Catholic social teaching on peace and justice, stewardship, human dignity and equality, are explored using a series of photographs.

Justways, part of the Keyways Series, (teacher/student books and video) Veritas/Kairos, 1994. Issues explored in this text include debt, social exclusion, and justice in the Bible hunger, health, and fair trade.

Who Cares? Crosscare, Dublin, (Teacher pack and video). This programme explores unjust situations in our society and challenges students to act justly.

Against the Odds, Teacher pack, Marino Institute of Education.
Contains lesson plans on poverty.

Yes, You do Count, Irish Commission for Justice and Peace, 1995.
Lesson plans on rights and responsibilities, history of human rights, rights of women, children etc.

Power to Hurt, Irish Commission for Justice and Peace.1995. This pack explores the morality of violence and includes an examination of contemporary violence.

Nuncamas, Amnesty and Trócaire. 1993. An active methodology is used to examine issues such as rights and responsibilities, UN declaration on human rights etc.

Biblical study guides on Justice and Peace Topics. Irish Commission for Justice and Peace.

Teaching Social Justice Issues. Teacher pack. Marino Institute of Education. This pack explores topics such as world development, war and peace.

The Gateway Series published by the Columban fathers and Sisters, 1989.

The Work of Justice, Irish Bishops Pastoral Letter.

ORGANISATIONS:

- Trócaire
- Concern
- Afri
- Goal
- National Committee for Development Education
- One World Week (DEFY)

- East Timor Solidarity
- Amnesty International
- Crosscare
- Glencree Centre for Reconciliation
- Pax Christi

INTERNET:

A Development Education guide to the World Wide Web.

<http://homepage.eircom.net/ncde>

<http://www.oneworld.org/dee>

MORALITY IN THE WORKPLACE

Work is the Key, Irish Bishops Pastoral Letter, 1992.

Workways, Part of the Keyways Series. Veritas. 1994.

This issue of the Keyways series explores the world of work and unemployment and is a good general resource. Topics explored include, work and a job, women's work, unemployment, fair wage.

Creating a Christian Lifestyle, by Carl Koch, St Mary's Press, CB Publications Winona, Minnesota. Chapters 7 /8/9 deal with work and the Christian lifestyle.

The Balance Module, a Transition Year pack, the Department of Education and Science.



KEY ASSIGNMENTS

MODULE 3: A LIVING FAITH

CHECKLIST

I participated in or observed a religious service on a moral theme and reported on it to my class/group

I surveyed people in my local area on their attitudes to one moral issue that I have studied

I made a presentation on the religious perspective of two religious traditions I have studied

I kept a journal for the duration of the module and recorded my own experience, thoughts and feelings.

RELIGIOUS EDUCATION

MODULE 4

WORLD RELIGIONS



MODULE 4:

WORLD RELIGIONS

PURPOSE

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

PREREQUISITES

Module 1: Looking In.

AIMS

This module aims:

- to encourage student exploration and understanding of Buddhism, Christianity, Hinduism, Islam and Judaism
- to identify the main beliefs of these faiths
- to provide opportunities for comparison of belief and practices between these religions
- to explore current issues in world religions
- to address the issue of new religious movements and to inform students about these movements.

UNITS

Unit 1: Buddhism

Unit 2: Christianity

Unit 3: Hinduism

Unit 4: Islam

Unit 5: Judaism

Any three of the above religions/denominations to be studied separately.

Unit 6: New Religious Movements.

Each of the three religions/ denominations will be studied separately, under some or all of the following headings:

- History
- Key Beliefs
- Teachers and Interpreters
- Celebrations of significant moments
- Practice, Prayer and Pilgrimage
- Sacred writings and texts
- Ethical teaching
- Gender Issues
- Current Issues

INFORMATION CHART

For the duration of this module, it is suggested that a wall chart, displaying information on all three religions, be compiled as each religion is studied. This will then be used as a summary of learning and for comparative study.

ACTIVITIES

The students should seek to complete one of the following activities (or others of your choice) on completion of each unit of study (which comprises eight classes).

Suggested activities:

Learning Centre – wall display with information

Liturgy – celebration of music and prayer

Information Booklet

Power Point Presentation

Visit out of School

Units 1 – 5: Buddhism, Christianity, Hinduism, Islam, Judaism,

LEARNING OUTCOMES

Unit 1: Buddhism

Unit 2: Christianity

Unit 3: Hinduism

Unit 4: Islam

Unit 5: Judaism

For any three of the above, the student will be able to:

1. discuss the history
2. list the key beliefs
3. summarise the life story of key figures
4. name some sacred texts and writings
5. be able to discuss some of the major ethical teachings
6. identify rites of passage
7. explain the similarities and differences between sub-groups within the religion
8. outline the major ways of holiness
9. define the role of women
10. discuss current issues
11. participate in a group activity which will describe the main facets of the religion
12. compare the similarities and differences between the world religions
13. describe prayer and celebration in world religions.

TEACHER GUIDELINES

Present information/conduct research on one religion/denomination at a time, taken from the list opposite.

Suggested headings for research:

- history
- key beliefs
- teachers and interpreters
- celebration of significant moments
- sacred texts and writings
- ethical teaching
- prayer, practice and pilgrimage
- role of women
- current issues
- holy places
- places of worship.

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

- text search
- teacher prepared worksheets

Units 1 – 5: Buddhism, Christianity, Hinduism, Islam and Judaism (Continued)**LEARNING OUTCOMES****TEACHER GUIDELINES**

- documentary
- video
- library/museum visit
- internet/cd rom search
- guest speakers
- write to centres for information
- interview members of the faith
- study the music of the religion
- exploration of prayer
- study of religious practices
- research places of pilgrimage
- sacred texts and writings study
- media search for articles, photographs.....
- visits out to centres of worship
- attendance at liturgical services.

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

Examples:

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

Units 1 – 5: Buddhism, Christianity, Hinduism, Islam and Judaism (Continued)

LEARNING OUTCOMES

TEACHER GUIDELINES

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

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

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

Ensure the wall chart is being compiled as information and research are ongoing.

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

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

Group work – each group takes ownership of information on one religion. Distribute worksheets to be completed as information is being recorded. Report to whole class on the religion under the headings studied.

Organise class debate on the similarities and differences between the religions.

Units 1 – 5: Buddhism, Christianity, Hinduism, Islam and Judaism (Continued)

LEARNING OUTCOMES

TEACHER GUIDELINES

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

Students could take responsibility for all preparations e.g.

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

Unit 6: New Religious Movements

LEARNING OUTCOMES

The student will be able to:

1. name some new religious movements
2. discuss the key beliefs of some new religious movements
3. identify the targeted followers of some religious movements
4. participate in the planning and organisation of a class activity on world religions.

TEACHER GUIDELINES

- ▶ Present information on new religious movements – e.g. video – identify aims and beliefs.
- ▶ Discuss the methods of recruitment, aims and practices of some new religious movements – brainstorm student knowledge.
- ▶ Pair-work: research two movements and report back to the class group – teacher should guide students towards resources/information.
- ▶ Vary research methods e.g. one pair conduct an internet search, another a library visit, media search, questionnaire to peers, vox-pop.
- ▶ Compare research information with information on world religions.
- ▶ Hold a class debate on themes related to new religious movements.
- ▶ Prepare a class quiz on the theme of World Religions/New Religious Movements to test student knowledge and understanding.
- ▶ Encourage students to record significant learning on each religion studied into their religion diary.

RESOURCES

BOOKS:

World Religions and Beliefs, by E. Fleming & B. O'Hara
Gill and Macmillan 1995

Another Ireland by M. Hayes, Stranmillis Publications 1997.

Discovering Religions Series, Heinemann, 1987 (good quiz activities)

Living Religion, by Mudge, Taylor, Morrissey, Bailey, Gregor, Magee,
Mills, Sheerin, Longman, Australia 1997

Great Religions of the World by Sr. Loretta Pastiva St. Mary's Press -
(p.80 Hinduism and Christianity)

Discovering Religions, by S. Penney 1988 Heinemann, 1988
(6 titles in the series, easy to read, good activities such as quizzes.)

VIDEO:

THE VIDEOS LISTED BELOW ARE AVAILABLE FROM:
THE RELIGIOUS EDUCATION RESOURCE CENTRE,
MARINO, DUBLIN PH: 01 -8335111 EXT 367

Burma/Buddhism - 45 minute documentary

Islam in Indonesia - 40 minute investigation of Muslim beliefs

Jewish Bar Mitzvah - 15 minute report

World Religions - Festivals - Muslim/Hindu/Jew -
17 minute account of festivals

World Religions - Initiation Rites - 15 minute report on customs,
beliefs and festivals

Worlds of Faith - Channel 4 Schools Video and Study Guide -
10 x 15 minute programmes - available from Channel 4 Schools,
PO Box 100, Warwick CV34 6TZ - Ph 01926 433333

WEBSITE:

RE on Campus World - <http://www.campus.bt.com/CampusWorld/pub/RE>

OUT OF SCHOOL VISITS:

Corrymeela Reconciliation Centre, Ballycastle, Co. Antrim
Ph: 0801- 232325008

The Columban Mission Awareness Centre, Navan, Co. Meath,
provide workshops on Islam, Buddhism and Hinduism.
Contact person- Fr. Pat Raleigh 046-21525.

The Irish Jewish Museum, Portobello, Dublin 8 Ph: 01-6760737

The Irish School of Ecumenics, Milltown Park, Dublin 6
Ph: 01-2601144

The Christian Renewal Centre, Rostrevor, Newry, Co. Down
Ph: 0801-693738492

UNIT 6

BOOKS:

A Book of Beliefs by J. Allan, J. Butterworth, M. Langley,
Lion Publications.

Are Religious Cults Dangerous? by C Coulter, Mercier Press 1984
(Opus Dei/Hare Krishna/Jehovah Witnesses)

Reason to Believe, by Ann Walsh, Veritas 1994. Chapters 4,5,12.

WEBSITE:

RE on Campus World - <http://www.campus.bt.com/CampusWorld/pub/RE>

Cults- www.infoman.demon.co.uk/cicman.htm



KEY ASSIGNMENTS

MODULE 4: WORLD RELIGIONS

CHECKLIST

I worked with my class group to present a comparative report on two major world religions

I visited a house of worship and reported on the service/liturgy I attended/observed

I compiled and presented a report to my class on a major religion found in Ireland

I recorded my learning from this module in my journal.



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