



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Active Learning and Living Our Values in Religious Education

PLE 2024-2025

Choose an image ...



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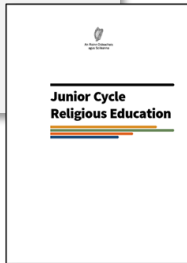


Students as Active Citizens



Oide

- 'students at the centre'
- 'actively participate in their communities'
- 'resourceful and confident learners'
- 'contributes to equality'
- 'inclusive'



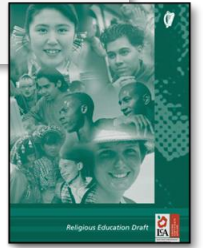
JC RE Specification

- 'students make a positive difference in their schools, communities and society'
- 'act on their responsibilities and exercise their rights'
- 'global citizens'



TY Programme Statement

- 'understand and interpret that experience in the light of our changing world'



LCA RE Programme

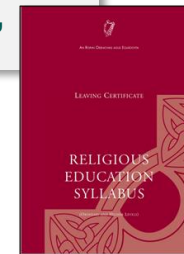
CSPE Specification

- 'students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally'



LC RE Syllabus

- 'the principles of a just society'
- 'participatory citizenship'

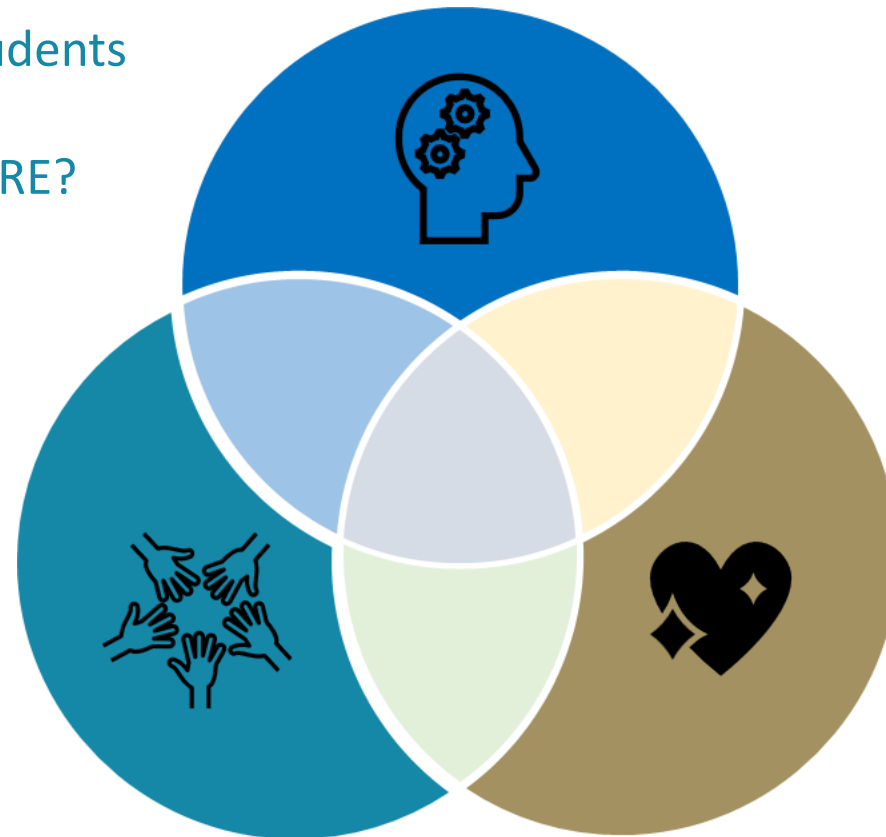


The Value of Religious Education



Oide

Head: What should students **know** and **understand** through their study of RE?



Hands: How could students apply the **skills** they are learning to their daily lives?

Heart: What important **attitudes** and **values** can be nurtured through the study of RE?



Knowledge and understanding of ...

different religious and non-religious traditions

moral codes

the human condition

different beliefs, values, rituals

how beliefs and values are expressed in people's daily lives

the world around us

Nurturing values and attitudes that allow for ...

being open to the "other"

care of the Earth

appreciating religious plurality and different responses to life's Big questions

respect for religious and non-religious traditions

the search for meaning as a common goal

Developing skills of and in...

respectful listening

communication skills

working with others

beliefs and values in action

personal wellbeing

volunteerism & social justice projects



Learning Intentions for Session 1



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To explore the connection between active learning and living our values, we will ...

consider how exploring different beliefs and values can model a positive pluralism that nurtures positive attitudes to diversity in the RE classroom

engage with formative assessment strategies that enable students as motivated, active learners.



Living Our Values

Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society.

(NCCA Junior Cycle RE Specification, page 6.)

Statement of Learning 7



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Students will learn about issues of concern to them and the wider world and be challenged to consider how their response in local and wider contexts can contribute to creating a more just and sustainable world. *(NCCA Junior Cycle RE Specification, page 6.)*



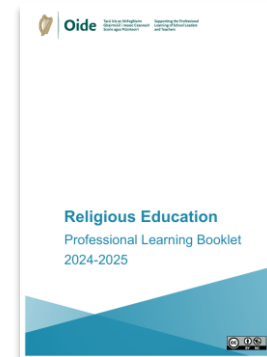
Student Voice on Issues of Concern



Oide



What issues of concern do you have about the world today?



A Journey of Learning



Oide



Supporting interreligious learning and formative assessment: StoryMaps

Exploring how StoryMaps may support this learning in our own contexts



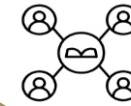
Building a UoL: Narrative, Ritual and Prayer

Distilling key learning from LOs



Claire's context and motivation

Considering what we understand by an inclusive approach to RE



Enabling students as motivated, active learners with the use of learning intentions and success criteria

Reflecting on how we can develop our use of LIs and SC

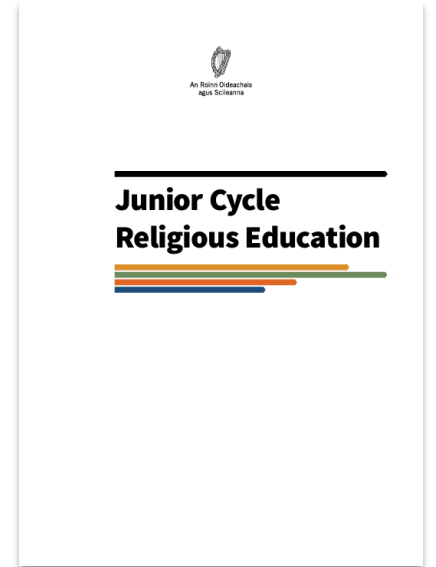
Junior Cycle Religious Education



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Religious Education aims to help students understand, respect and appreciate people's expression of belief.

(NCCA Junior Cycle Religious Education Specification, page 5.)



Teacher Voice



Oide



**Claire's context
and motivation**

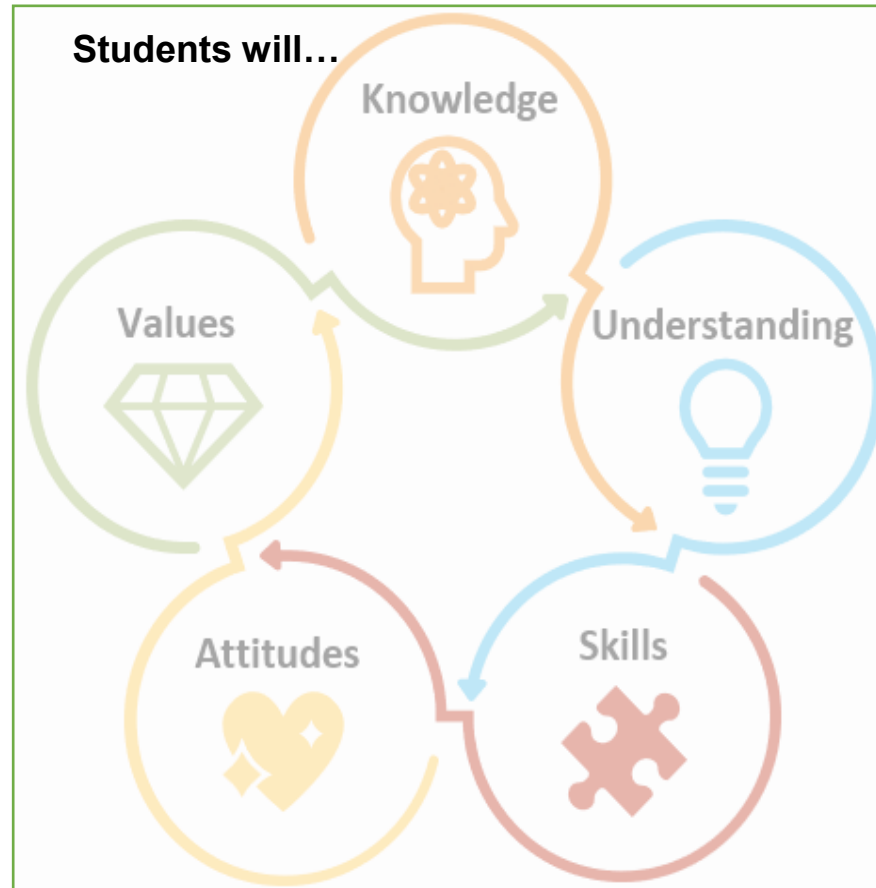
Narrative, Ritual and Prayer



Learning Outcomes

- 3.1 **examine** different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others
- 1.6 **examine** and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
- 1.7 **discuss** the significance of non-religious rituals/celebrations for people's lives
- 1.8 **describe** the role of prayer in the lives of people of faith
- 2.4 **research** and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
- 1.12 **synthesise** and consider the insights gained about how people express and live out their beliefs, religious or otherwise

Key Learning



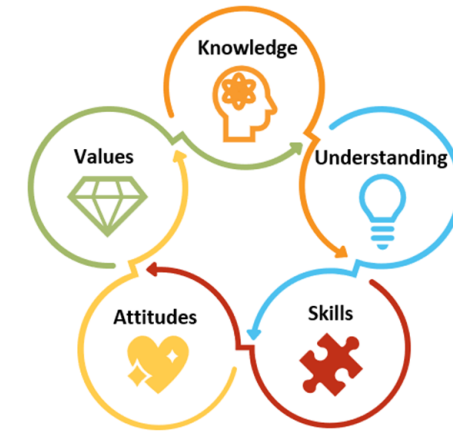
Task:

Consider the possible key learning (KUSAVs) students may develop when engaging with 2-3 of these learning outcomes included in the unit of learning, 'Narrative, Ritual and Prayer.'

Key Learning Activity



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CIRCULATE
around the groups



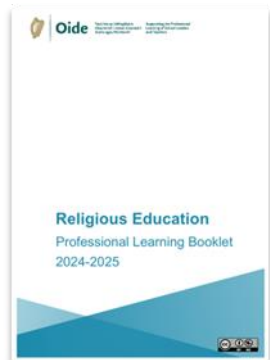
REVIEW

- the key learning other groups have identified.
- one person in each group will stay at their table and present an overview of their work to visiting groups.



TIME

10 minutes



Narrative, Ritual and Prayer



Learning Outcomes

3.1 **examine** different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others

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Key Learning

Students will... (KUSAV)

- understand how a sacred text can influence worship and prayer in the life of a person of faith
- explain the role that narratives, found in sacred texts, play in important religious rituals, marked in the life of a person of faith
- explore rituals that people from different religious and non-religious traditions engage in, to express their beliefs and values
- recognise and describe how these religious and non-religious rituals demonstrate the beliefs and values of communities
- appreciate and respect the rich religious diversity within Irish society today



Narrative, Ritual and Prayer



Oide

Learning Outcomes

3.1 examine different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others

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- recognise and describe how these religious and non-religious rituals demonstrate the beliefs and values of communities
- appreciate and respect the rich religious diversity within Irish society today.

Ongoing Assessment

Students will...

- read a piece of sacred text and identify the key message
- discuss their understanding of this message and recall any ritual they may have already encountered relating to this ritual
- examine religious rituals from a variety of faith backgrounds
- watch to a short video clip and answer questions that follow and share their answers in a group
- consider the ways in which they engage in narrative, ritual and prayer in their own lives
- reflect on the religious beliefs and values of a religious perspective and appreciate how these values are lived out in their everyday life.

Learning Experiences

Students will...

- choose a religious and/or non-religious tradition from the Story Maps resource
- engage with an extract from the sacred text relating to an important ritual
- use Think-Pair-Share or Stop and Jot to recall prior knowledge relating to this ritual
- use enquiry-based learning to identify how the narrative and the ritual influence the lives people of faith
- explore further the role of narrative, ritual and prayer in the lives of people of faith by watching short video clips
- reflect on how beliefs and values are lived out in the lives of people belonging to different religious and non-religious communities in Ireland today.

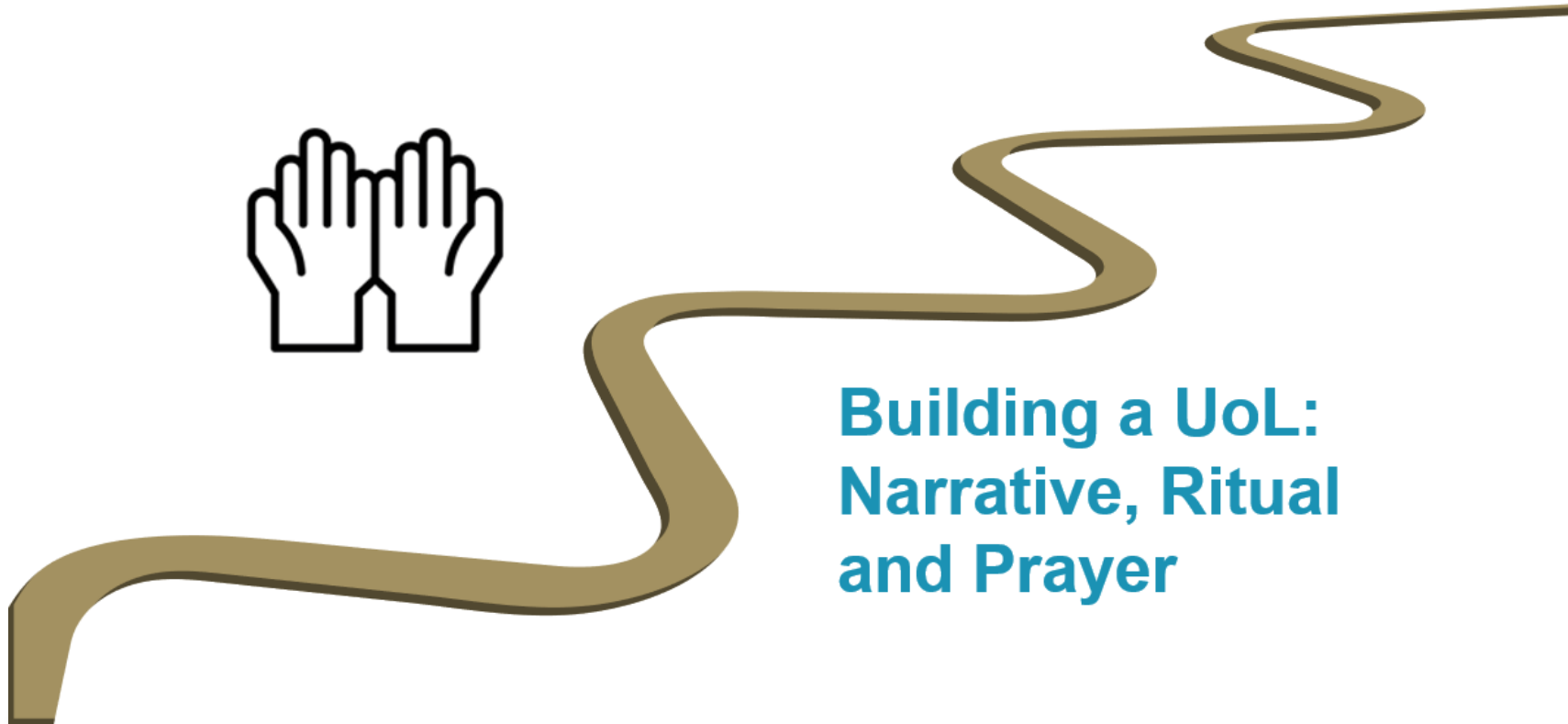
Level 2 LP

Communication and Literacy: **1.4, 1.6, 1.16**
Living in a community: **4.6**

Reflection

Reflect on the importance of learning about and from the different religious and non-religious traditions in Ireland today.

Teacher Voice



**Building a UoL:
Narrative, Ritual
and Prayer**



StoryMaps



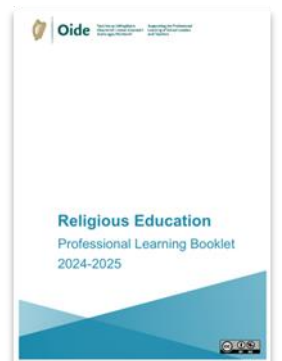
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<https://tinyurl.com/4vp4vafp>



Narrative, Ritual & Prayer

In Religious and Non-Religious Traditions



Teacher Voice



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**Supporting interreligious
learning and formative
assessment: StoryMaps**

Enabling Students as Active Learners

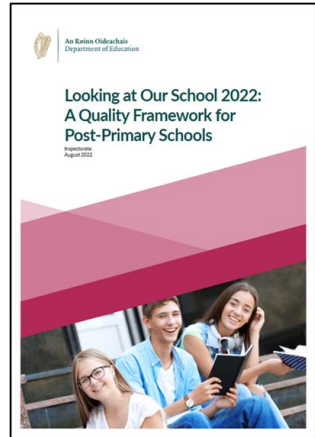


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The quality framework views students as **active agents** in their learning who engage purposefully in a wide range of learning activities, who respond in a variety of ways to **different learning opportunities** and who are afforded the opportunity to engage in **meaningful discussions** with teachers to inform learning and teaching.

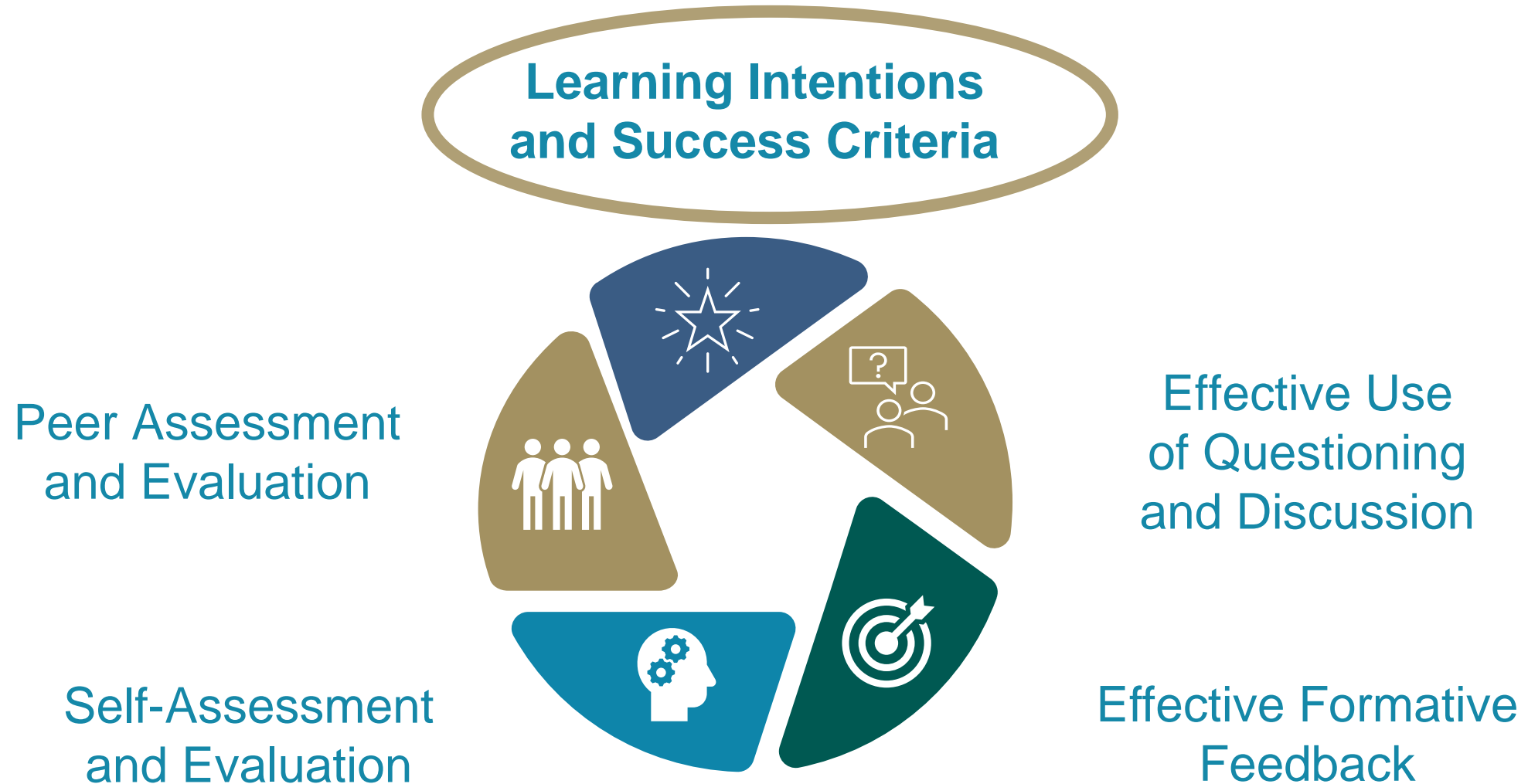
(Looking at Our School 2022: A Quality Framework for Post-Primary Schools, page 9)



Aspects of Formative Assessment



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Learning Intention

... a statement that describes what students should know, understand and be able to do by the end of the lesson or series of lessons.

Success Criteria

... are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Check-in on Practice



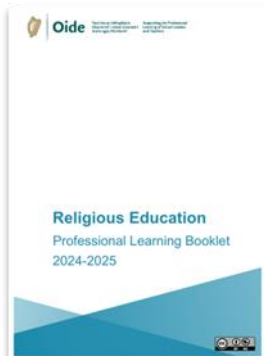
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What is working well in your use of learning intentions and success criteria?

Is there anything you would like to develop in relation to your use of learning intentions and success criteria?

What
is working well?

Even
better if?



Students as Active, Motivated Learners



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Clear direction



Planning a Learning Experience Activity



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Year or class group

Identify the prior learning needed before this learning experience

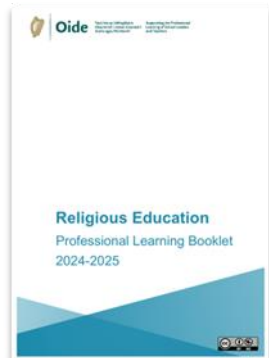
Learning Intentions

Success Criteria

Describe how the learning could be brought to life using the StoryMaps resource.

How might this learning be assessed?

Oide Taisc leas an bhFiacháin
Gháirníúil i meic. Ceannairí
Scale agus Múinteoir Supporting the Professional
Learning of School Leaders
and Teachers



Planning a Learning Experience Activity



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JOIN

your assigned group



PLAN

a learning experience where students are motivated and active learners engaging with the key learning from the UoL Narrative, Ritual and Prayer that you identified earlier



TIME

20 minutes

Carousel of the Learning



Oide

- Take a few moments to move around the room and review the learning experiences other groups have developed.
- One person in each group will stay at their table and present an overview of their learning experience.

Year or class group

Identify the prior learning needed before this learning experience

Learning Intentions

Success Criteria

Describe how the learning could be brought to life using the StoryMaps resource.

How might this learning be assessed?

Oide



A Journey of Learning



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Supporting interreligious learning and formative assessment: StoryMaps

Explored how StoryMaps may support this learning in our own contexts



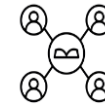
Building a UoL: Narrative, Ritual and Prayer

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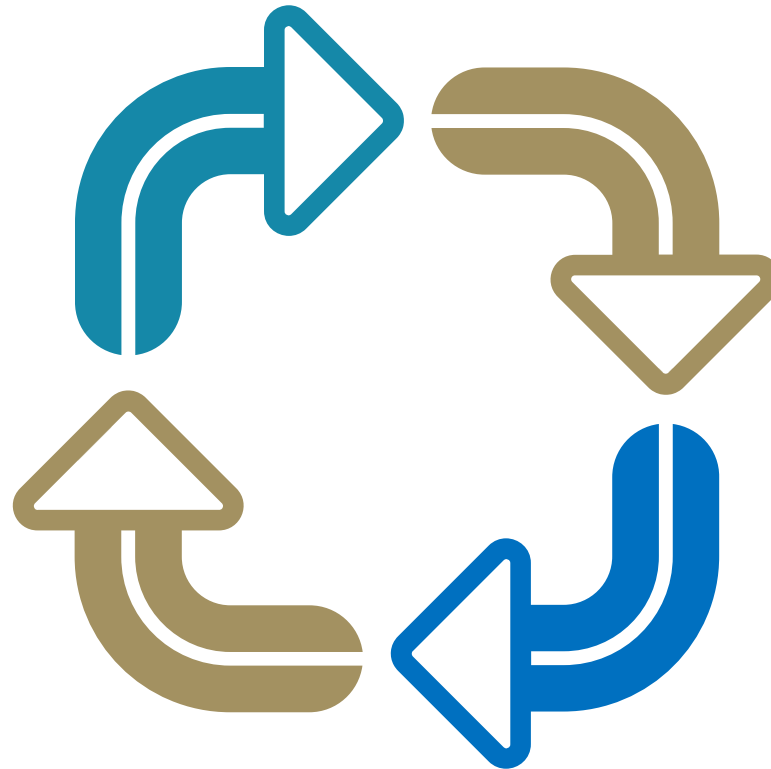
Reflection on Session 1



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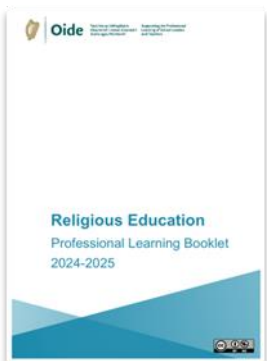
How will I adopt it to my practice?

How might it work in my context?



What have I seen that may enhance my students' experience?

How does it work in this context?



Learning Intentions for Session 1



Oide

To explore the connection between active learning and living our values, we have ...

considered how exploring different beliefs and values can model a positive pluralism that nurtures positive attitudes to diversity in the RE classroom

engaged with formative assessment strategies that enable students as motivated, active learners.

Learning Intentions for Session 2



Oide

To explore the connection between active learning and living our values, we will ...

engage with strategies that support research integrity and motivate students as active learners

consider how active learning experiences can deepen students' understanding of what it means to be an active citizen.

Action Verb: Research



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Research:

...find suitable information, sort, record, analyse
and draw conclusions.

(NCCA Junior Cycle Religious Education Specification, page 22.)



JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES



ELEMENTS

Enquiry

Exploration

Reflection and action

STRANDS

EXPRESSING BELIEFS

- 1.1 present the key religious beliefs of the five major world religions found in Ireland today
- 1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)
- 1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members
- 1.4 investigate how Christianity has contributed to Irish culture and heritage
- 1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film
- 1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
- 1.7 discuss the significance of non-religious rituals/celebrations for people's lives
- 1.8 describe the role of prayer in the lives of people of faith
- 1.9 explain what was involved in the development of a particular sacred text within a major world religion and consider its continued significance for the lives of believers
- 1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today
- 1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision
- 1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

EXPLORING QUESTIONS

- 2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life
- 2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?
- 2.3 explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today
- 2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
- 2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information
- 2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge
- 2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today
- 2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs
- 2.9 describe how the faith of a believer can change at different stages in life
- 2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships

LIVING OUR VALUES

- 3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others
- 3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making
- 3.3 examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers
- 3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view
- 3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation
- 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue
- 3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action
- 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today
- 3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people

Research in the RE classroom



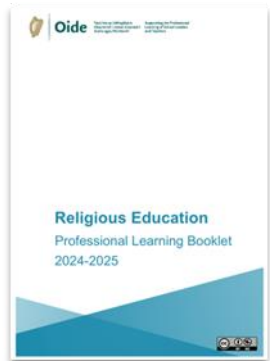
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Discussion:

What are some of the opportunities and challenges you have encountered when engaging with research in the RE classroom?

Challenges?

Opportunities?



Care for the Earth



Oide



What line of inquiry could we take?

What strategies could support the research on this topic?

What relevant sources could we engage with?

Care for the Earth



Oide

Learning Outcomes

3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today

2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today

1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

3.6 debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue

Key Learning

Students will...

- know the teachings of different religious and non-religious world view's regarding care for the earth
- understand the impact of these teachings on followers' values and actions towards care for the earth
- evaluate the relevance of these teachings to contemporary environmental issues
- develop an awareness and appreciation of the common values and attitudes that inform religious and non-religious responses to caring for the Earth
- engage with local, national or international religious organisations who contribute to ongoing efforts to promote environmental responsibility.

Ongoing Assessment

Students will...

- answer Enquiry, Exploration and Reflection & Action questions following research on one world view's teaching on the care for the earth
- share their learning with their peers
- craft questions to ask their peers about other world views' response to caring for the earth
- create a poster to share their learning with the other groups.

Learning Experiences

Students will...

- engage with the research question '*What do different religious and non-religious world views teach about caring for the earth?*'
- participate in a co-operative learning strategy 'Jigsaw' to support their research
- create a poster and demonstrating their learning
- share their learning with their peers during a World View Café activity
- reflect on their learning using a 4F's reflection template.

Level 2 LP

Communication and Literacy: 1.2, 1.15, 1.17
Living in a Community: 4.6.

Reflection

Students will tie their learning together using the following reflection. *I think it's important people with different religious and non-religious world views care for the Earth because...*



Jigsaw Strategy



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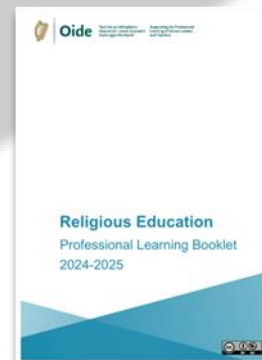


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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Research in Action using JIGSAW



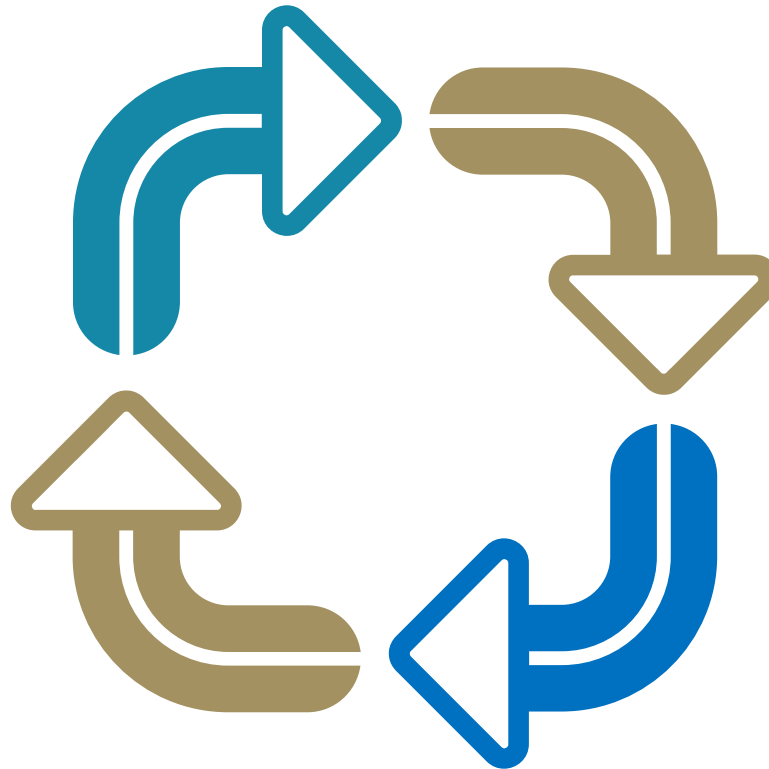
Reflection on Jigsaw



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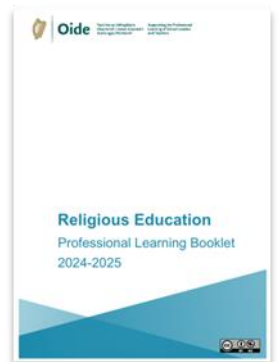
How will I adopt it to my practice?

How might it work in my context?



What have I seen that may enhance my students' experience?

How does it work in this context?



The Challenge of Research



Oide

Maintaining Focus

Bias & Misinformation

Digital Fatigue

Ethical Considerations



Plagiarism &
Academic Integrity

Digital Literacy

Reliability &
Choice of Sources

Information Overload

Exploring Challenges of Research



Oide



Maintaining Focus

Bias & Misinformation

Digital Fatigue

Ethical Considerations



Plagiarism & Academic Integrity

Digital Literacy

Reliability & Choice of Sources

Information Overload

Challenges of Student Research in the RE Classroom



Oide



JOIN
your talk partner

Maintaining Focus

Bias & Misinformation

Digital Fatigue

Ethical Considerations



Plagiarism &
Academic Integrity

Digital Literacy

Reliability &
Choice of Sources

Information Overload



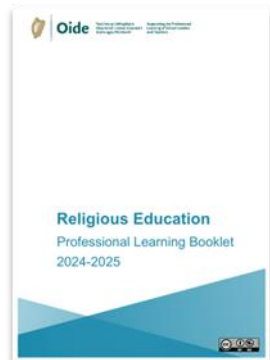
SHARE

- a challenge from the list for which you have a solution or some background knowledge or experience
- a second challenge with which you would like some help with



TIME

10 minutes





Group Discussion

- How can we develop a research rich environment within our own classrooms?

Developing a Research Rich Classroom



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Empathy and understanding



Questioning assumptions



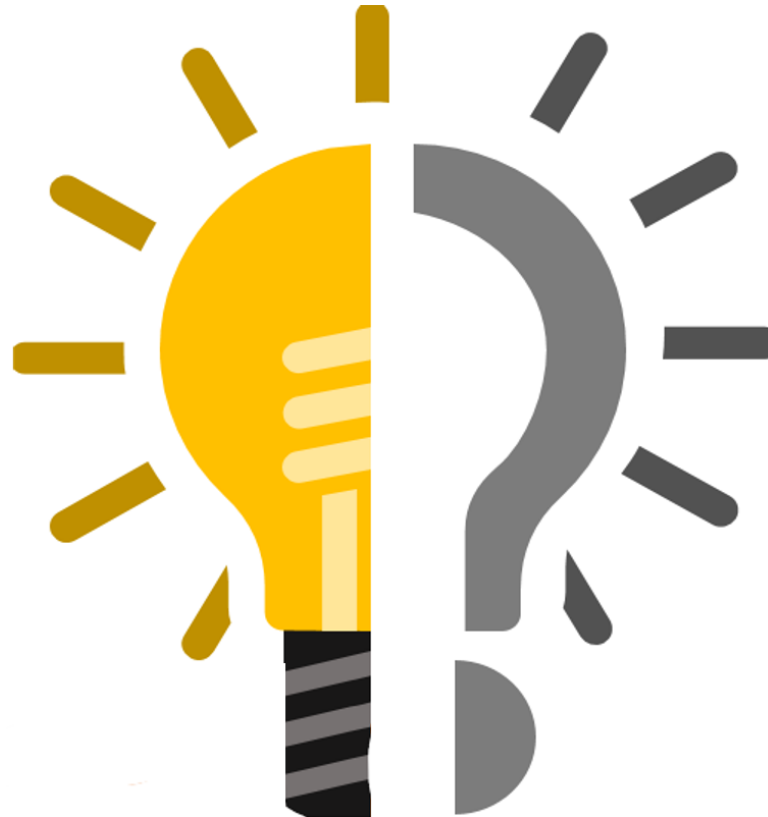
Promote Collaboration and Active Learning



Fostering Curiosity



Critical thinking



Begin with line of inquiry



Provide Feedback and Support



Modelling Research Practices

Repositories to Support Research



Oide

EAL + ...

Museums + ...

Religious Education Repository of Resources

A Collection for Educators and Students

Explore Scripture + ...

Bible Project Home Page

bibleproject.com

Study the Story of the Bible With Free Tools

To explore, or to find, or to analyse a piece of scripture, this portal offers students and teachers easy access to material. Research can be facilitated using podcasts, videos, visual commentaries and exploration of themes in the Bible.

Bible Gateway Home page

biblegateway.com

Bible Gateway

BibleGateway.com: A searchable online Bible in over 150 versions and 50 languages.

Read, see and hear scripture at the world's most visited Christian website. One can search for Bible passages, listen to podcasts or read articles based on the study of the Bible

Author
Huston Smith

National Gallery of Ireland

Chester Beatty Library

chesterbeatty.ie

Sacred Traditions - Chester Beatty

In this collection you will find sacred and ill...

The First Fragments Exhibitions: Chester Beatty

chesterbeatty.ie

New Testament - Chester Beatty

The Chester Beatty library is situated in Dublin, near to Dublin castle, and is free to visit. However, if a visit cannot be facilitated, we have a link here to their online exhibition of First

Visual Thinking Strategy

In VTS, the teacher is not teaching the group but is actively facilitating a conversation and a shared experience through looking and discovering. The students are asked to look carefully at an image and to respond to it. In this way

online + ...

Links to Irish Charities and Irish Environmental Groups

Charities Institute Ireland (Cii)

Cii envisions an Ireland that trusts and values charities for the positive contribution they make to solving challenges in our society. This repository provides links to

Directory of Environmental Groups

Directory of Environmental Groups | University College Cork

This is a list of environmental groups based in Cork as well as groups based nationally. Links are

IRISH AID Global Citizenship Resources for Religious Education Teachers

WorldWise Global Schools

Global Citizenship Education - WorldWise Global Schools

This repository offers teachers a bank of resources to help educate and provide students with research opportunities in the area of global citizenship. It helps students critically explore the root

Volunteer Ireland

volunteer.ie

I enjoy meeting new people and working together to improve our society - Youcef, Dublin - Volunteer Ireland

True Tube

truetube.co.uk

Home - TrueTube

This is an award-winning repository from the UK, providing research material suitable for teachers of Religious Education. Did you know that the people who bring you TRUETUBE

Assembly Tube

assemblytube.com

Secondary School Assembly Ideas

This website is for people leading assemblies; however, the website content focusses on values and morality. There is a primary and secondary section easily located on the home page. Included on this site are stories and videos

Holy Cribs True Tube

truetube.co.uk

Home - TrueTube

Free award-winning resources for RE, PSHE and Citizenship



Independent Research Projects



Oide



JOIN
your assigned group



CONSIDER
the prompts on the *Values in Action: Independent Research Project Guide* template



TIME
15 minutes

Values in Action: Independent Research Project Guide

Learning Outcomes:
Syllabus/Programme Area:

Learning intentions:

How will students investigate the beliefs, values and attitudes that motivated people to take action?

How will I ensure research is valid and credible?

What are the ways students can demonstrate their learning? Can I offer a choice?

How will we establish what successful learning will look like?

How will students be encouraged to reflect on what they have learned and how they have learned it?

Learning Intentions for Session 2



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To explore the connection between active learning and living our values, we have ...

engaged with strategies that support research integrity and motivate students as active learners

considered how active learning experiences can deepen students' understanding of what it means to be an active citizen.

Learning Intentions for Session 3



Oide

To explore the connection between active learning and living our values, we will ...

examine the role formative feedback has in enabling students to be motivated, active learners

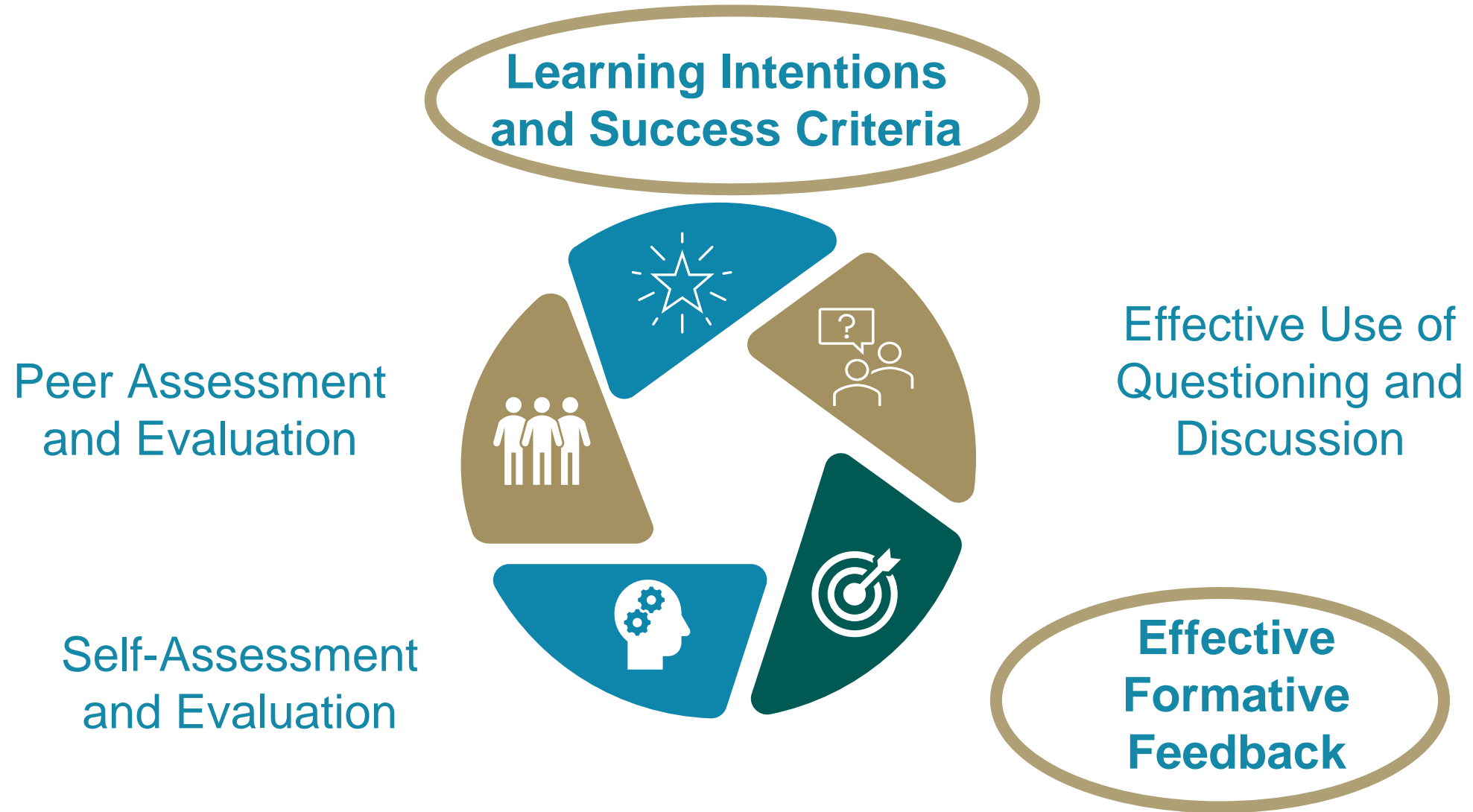
identify strategies that support the giving and receiving of effective formative feedback

reflect on and apply our learning to furnish feedback on samples of student work.

Aspects of Formative Assessment



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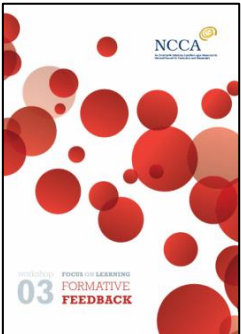


Evidence of Learning



Assessment is formative when either formal or informal procedures are used to **gather evidence of learning** during the learning process and used to **adapt teaching** to meet student needs. The process permits teachers and students to collect information about **student progress**, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning.

(NCCA *Focus on Learning: Formative Feedback*, Workshop 03, page 29.)



Supportive and Constructive Feedback



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“ Providing supportive and constructive feedback to students conveys to students that the teacher cares about their learning and believes they can improve.

(NCCA Focus on Learning: Formative Feedback, Workshop 03, page 29.)



Student Voice on Formative Feedback



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How do you prefer to get feedback?



Teacher Voice: Providing Feedback



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How do you provide feedback to your students?



Effective Feedback Strategy



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What is the most effective feedback strategy you currently use in your RE classroom? Why?

Teacher Voice: Benefits of Feedback



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What are the benefits of having students engage with the feedback provided?



Student Engagement with Feedback



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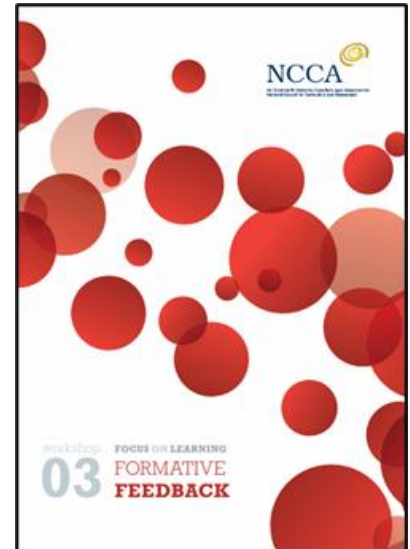
Reflect on a time when you
witnessed the benefits of feedback
on student engagement.



Teacher Voice: What Makes Feedback Effective? | Oide



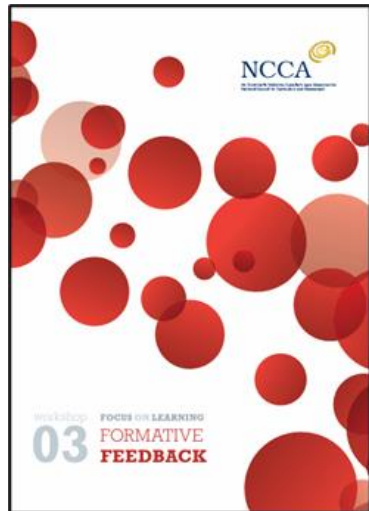
What makes feedback effective?



Prompts for Formative Feedback



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Reminder Prompts

Simple reminders of what they need to add or do to improve their work

Scaffold Prompts

A clear prompt for students who may need more instruction

Example Prompts

Examples that are easy to follow and understand

Supporting Formative Feedback



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How do you tailor feedback to support the learning needs of all your students?



Are there times when you had to adapt your teaching in light of the feedback you are providing to students?



Supporting Formative Feedback



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Consider a time you recently made adjustments to your teaching in light of the feedback you were providing to your students

Effective Formative Feedback

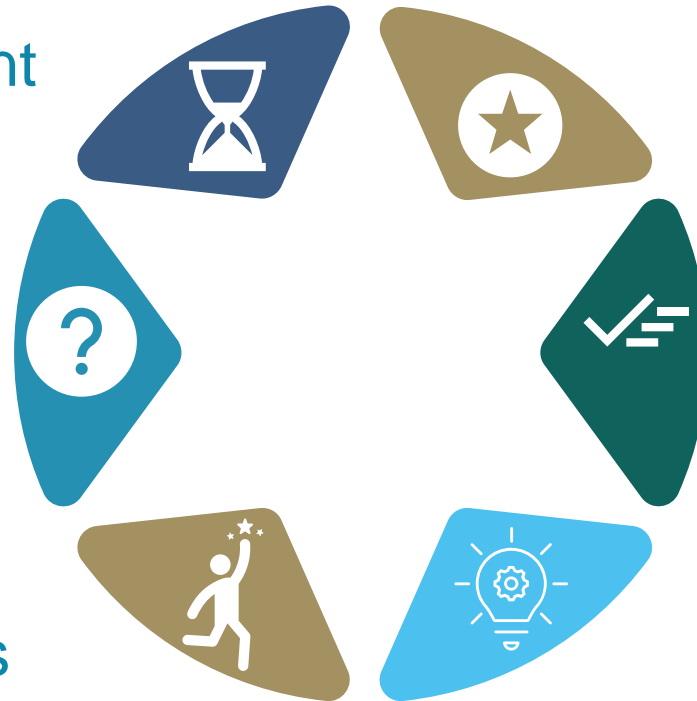


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Allows time for improvement to take place

Prompts student thinking

Indicates suggestions for improvement



Focused on the quality of the student work

Related to agreed success criteria

Identifies success and achievement

Narrative, Ritual and Prayer



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Learning Outcomes

3.1 examine different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others

1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces

1.7 discuss the significance of non-religious rituals/celebrations for people's lives

1.8 describe the role of prayer in the lives of people of faith

2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority

1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

Key Learning

Students will... (KUSAV)

- understand how a sacred text can influence worship and prayer in the life of a person of faith
- explain the role that narratives, found in sacred texts, play in important religious rituals, marked in the life of a person of faith
- explore rituals that people from different religious and non-religious traditions engage in, to express their beliefs and values
- recognise and describe how these religious and non-religious rituals demonstrate the beliefs and values of communities
- appreciate and respect the rich religious diversity within Irish society today

Ongoing Assessment

Students will...

- read a piece of sacred text and identify the key message
- discuss their understanding of this message and recall any ritual they may have already encountered relating to this ritual
- examine religious rituals from a variety of faith backgrounds
- watch to a short video clip and answer questions that follow and share their answers in a group
- consider the ways in which they engage in narrative, ritual and prayer in their own lives
- reflect on the religious beliefs and values of a religious perspective and appreciate how these values are lived out in their everyday life

Learning Experiences

Students will...

- choose a religious and/ or non-religious tradition from the Story Maps
- engage with an extract from the sacred text relating to an important ritual
- use Think-Pair-Share or Stop and Jot to recall prior knowledge relating to this ritual
- use enquiry-based learning to identify how the narrative and the ritual influence the lives people of faith
- explore further the role of narrative, ritual and prayer in the lives of people of faith by watching short video clips
- reflect on how beliefs and values are lived out in the lives of people belonging to different religious and non-religious communities in Ireland today.

Level 2 LP

Communication and Literacy: **1.4, 1.6, 1.16**
Living in a community: **4.6**

Reflection

Reflect on the importance of learning about and from the different religious and non-religious traditions in Ireland today.

Student Assessment



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You have just celebrated Diwali with your family. Write your diary entry following the celebration.

Dear Diary...

Check-in on Learning

☹️ 😐 😊 😄

I need more help or time with this. I'm still working on this. I am pleased with this. I am really pleased with this.



Imagine you are interviewing a member of the Hindu community about Diwali. Craft the questions you would ask this person, and include the answers you might expect.

Question _____ Answer _____

Question _____ Answer _____


Question _____ Answer _____

Check-in on Learning


☹️ 😐 😊 😄

I need more help or time with this. I'm still working on this. I am pleased with this. I am really pleased with this.

What Worked Well?



Even Better If...



THE GALWAY TIMES

You are a journalist for a local paper and Diwali has been celebrated in your community. Write an account of the rituals and celebrations of the festival.

DIWALI

Check-in on Learning

☹️ 😐 😊 😄

I need more help or time with this. I'm still working on this. I am pleased with this. I am really pleased with this.



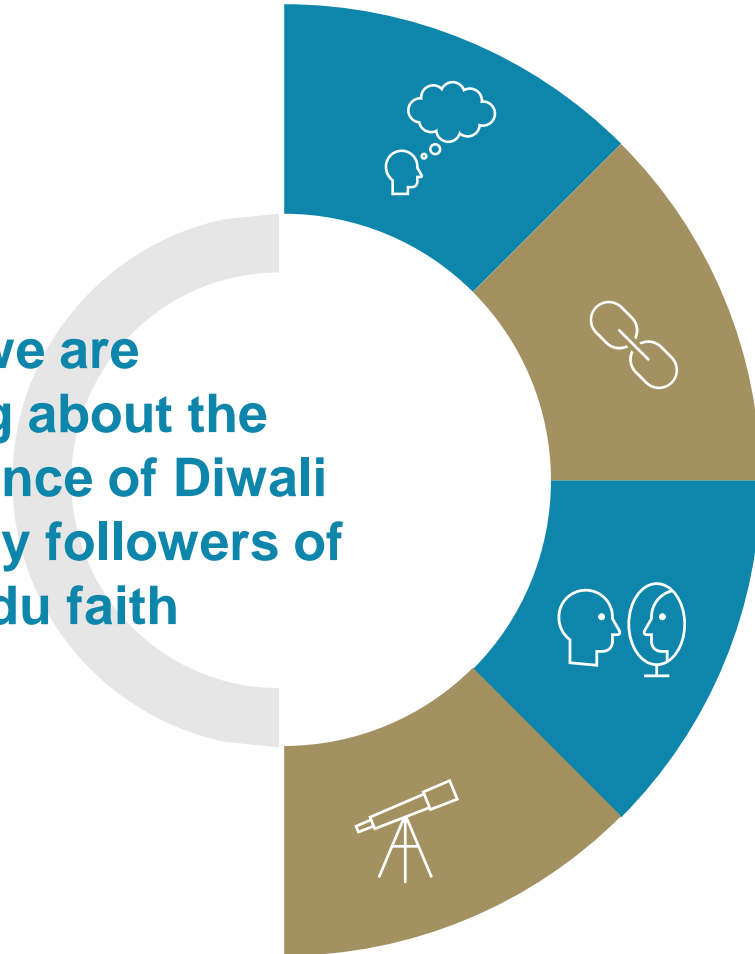
Learning Intentions



Learning Intentions

Today we are learning about the importance of Diwali for many followers of the Hindu faith

We will ...



- recall what we already know about Hinduism
- engage with a sacred narrative from the Hindu tradition to find what it teaches about darkness and light
- discover how followers of the Hindu faith, living in Ireland, celebrate Diwali through ritual and prayer
- reflect on how the rituals during Diwali are an expression of Hindu faith.

Success Criteria



Success Criteria

Co-creating
Success Criteria
for Assessment
Activity

I can...



- explain what a sacred Hindu narrative teaches about darkness and light
- describe important rituals that many followers of the Hindu faith perform during Diwali
- show an understanding of the role of prayer during Diwali
- reflect on the significance of Diwali for people of Hindu faith.

Feedback on Student Work



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JOIN

your assigned group and using the learning intentions and success criteria



CONSIDER

the sample of student work and provide feedback using *What worked well? Even better if...*

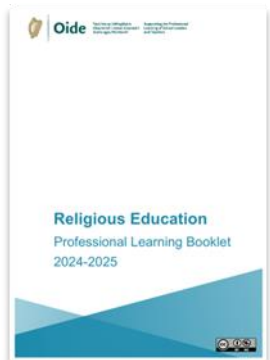


TIME

10 minutes

What Worked Well? 

Even Better If... 



Gallery Walk



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Take a few moments to move around the room and review the formative feedback given by other groups

You have just celebrated Diwali with your family. Write your diary entry following the celebration.

Dear Diary...

Check-in on Learning

☹️ 😐 😊 😄

1. I need more help. 2. I'm still working on this. 3. I can do it myself. 4. I'm really confident about this.

Imagine you are interviewing a member of the Hindu community about Diwali. Craft the questions you would ask this person, and include the answers you might expect.

QA

Question Answer

Question Answer

Question Answer

Check-in on Learning

☹️ 😐 😊 😄

1. I need more help. 2. I'm still working on this. 3. I can do it myself. 4. I'm really confident about this.

You are a journalist for a local paper and Diwali has been celebrated in your community. Write an account of the rituals and celebrations of the festival.

DIWALI

Check in on Learning

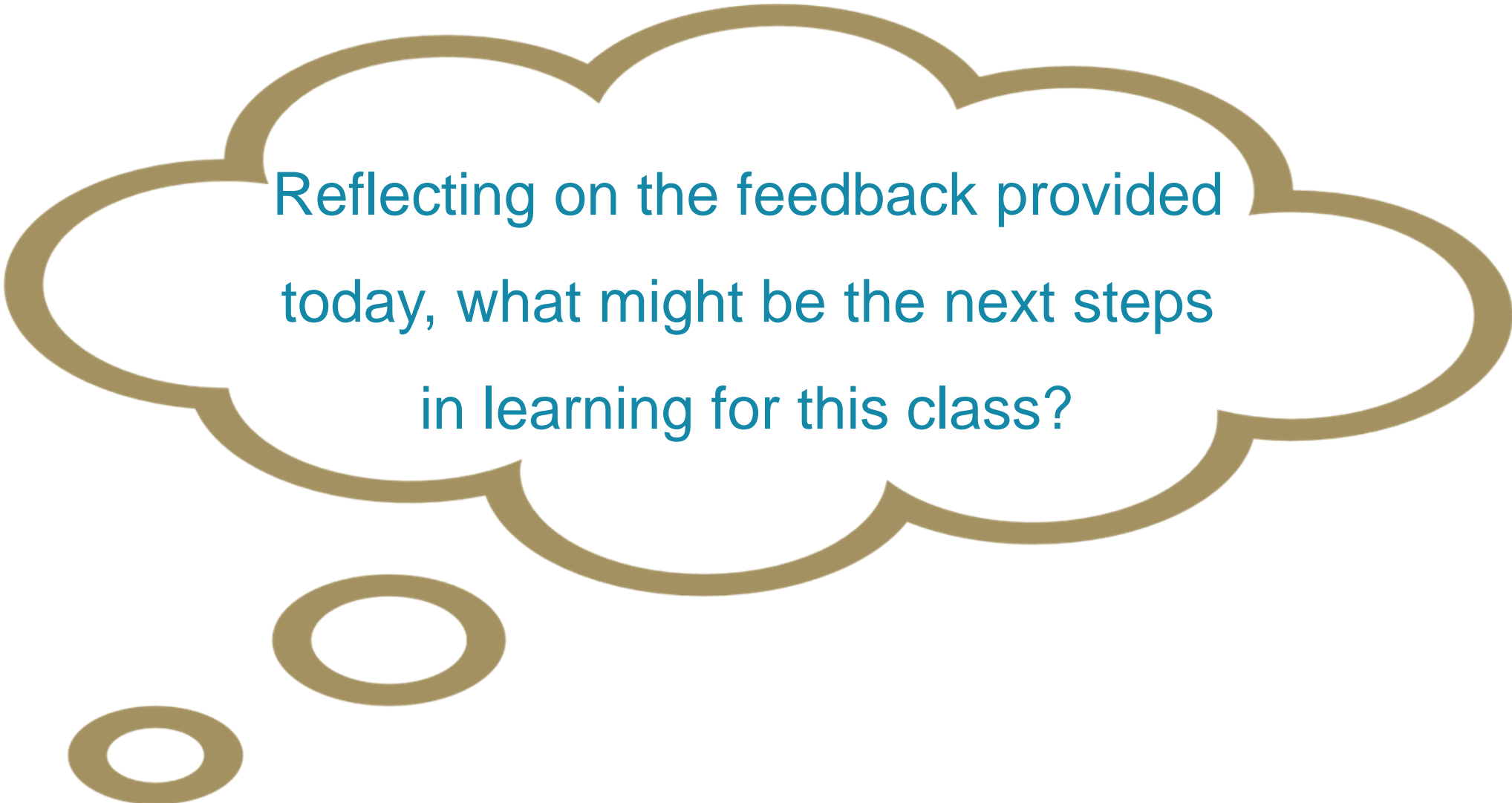
☹️ 😐 😊 😄

1. I need more help. 2. I'm still working on this. 3. I can do it myself. 4. I'm really confident about this.

What Worked Well? 💡

Even Better If... ✓





Reflecting on the feedback provided today, what might be the next steps in learning for this class?

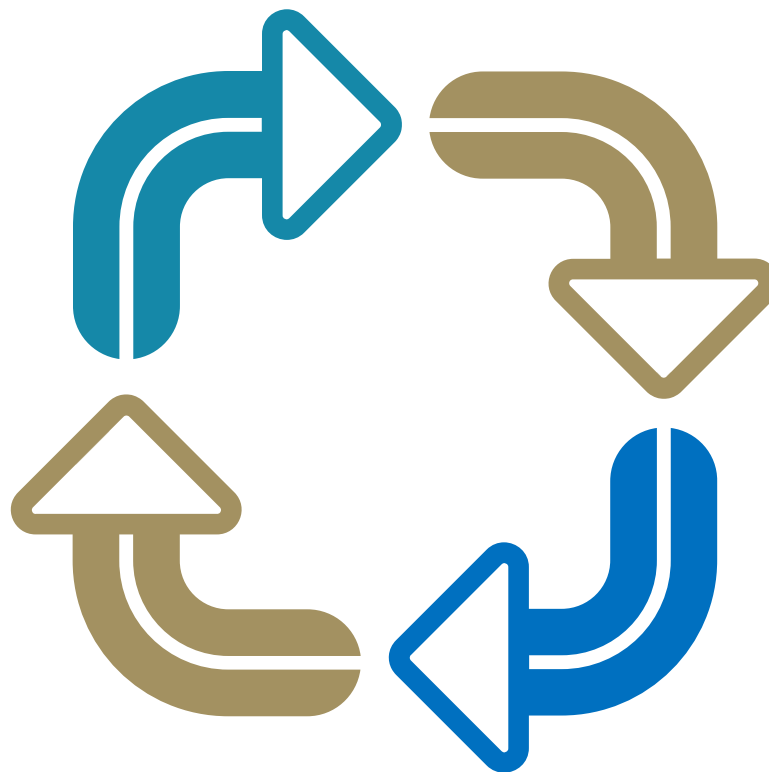
Session 3 Reflection



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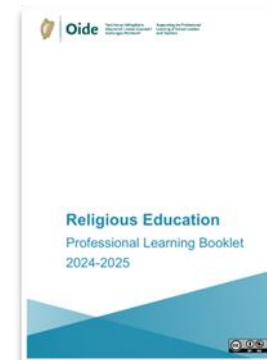
How will I adopt it to my practice?

How might it work in my context?



What have I seen that may enhance my students' experience?

How does it work in this context?



Learning Intentions for Session 3



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To explore the connection between active learning and living our values, we have...

examined the role formative feedback has in enabling students to be motivated, active learners

identified strategies that support the giving and receiving of effective formative feedback

reflected on and apply our learning to furnish feedback on samples of student work.

Department Reflection



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3 ways we...

could adapt our use of Learning Intentions, Success Criteria and Formative Feedback to support learning in the RE classroom

2 ways we...

could connect to school or community-based projects and initiatives to develop skills of active citizenship

1 decision we...

will take as a department to safeguard the use of research in the RE classroom

Religious Education Updates



Oide

[Mailing List Link](#)

Good News!

If you would like to receive news and updates on all things Religious Education, the Oide Religious Education mailing list is now available through the QR code below.





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Thank you