



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Effective Teaching and Learning in Leaving Certificate Religious Education: Question Quadrant Activity



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Question Quadrant Instructions



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Each of the quadrants on the slides contains a scaffold of four key areas to discuss in relation to the stimulus material. They are as follows:

- **Look and see:** answer(s) found in stimulus
- **Speculate and imagine:** answer(s) found in stimulus but requiring opinion/response
- **Research:** answer(s) linked to prior learning/research
- **Think:** stance provoked by stimulus but looking at the wider context

Ensure your responses link to the topic and complete the quadrant.

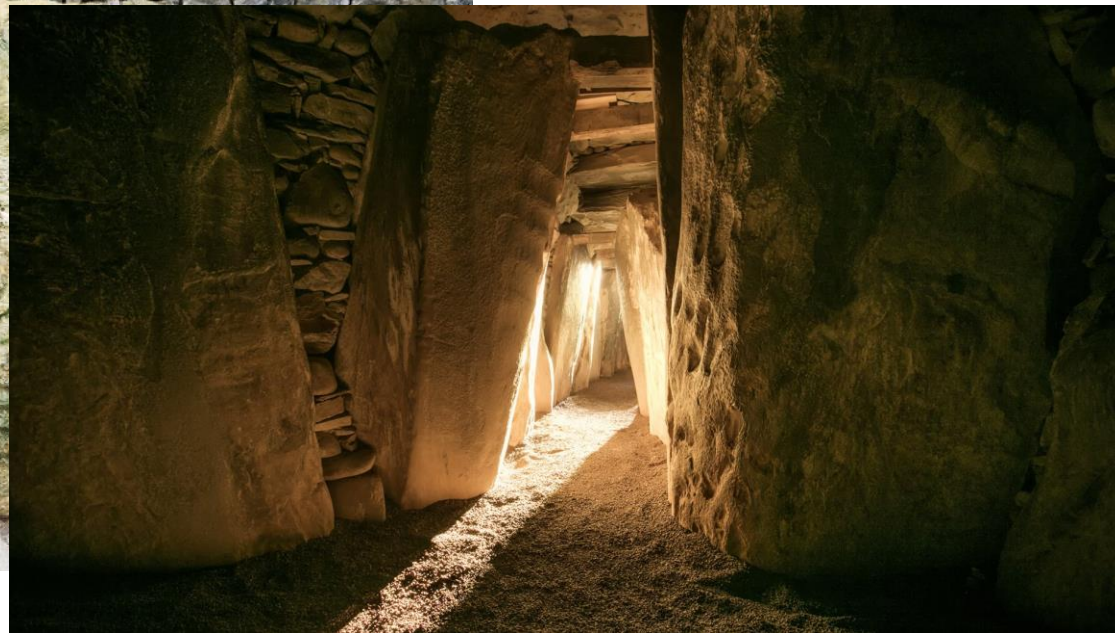
Stimulus Material 1



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Topic: 2.1 The language of symbol

Outcome: Explain why symbol emerged in the formulation of responses to the questions of life

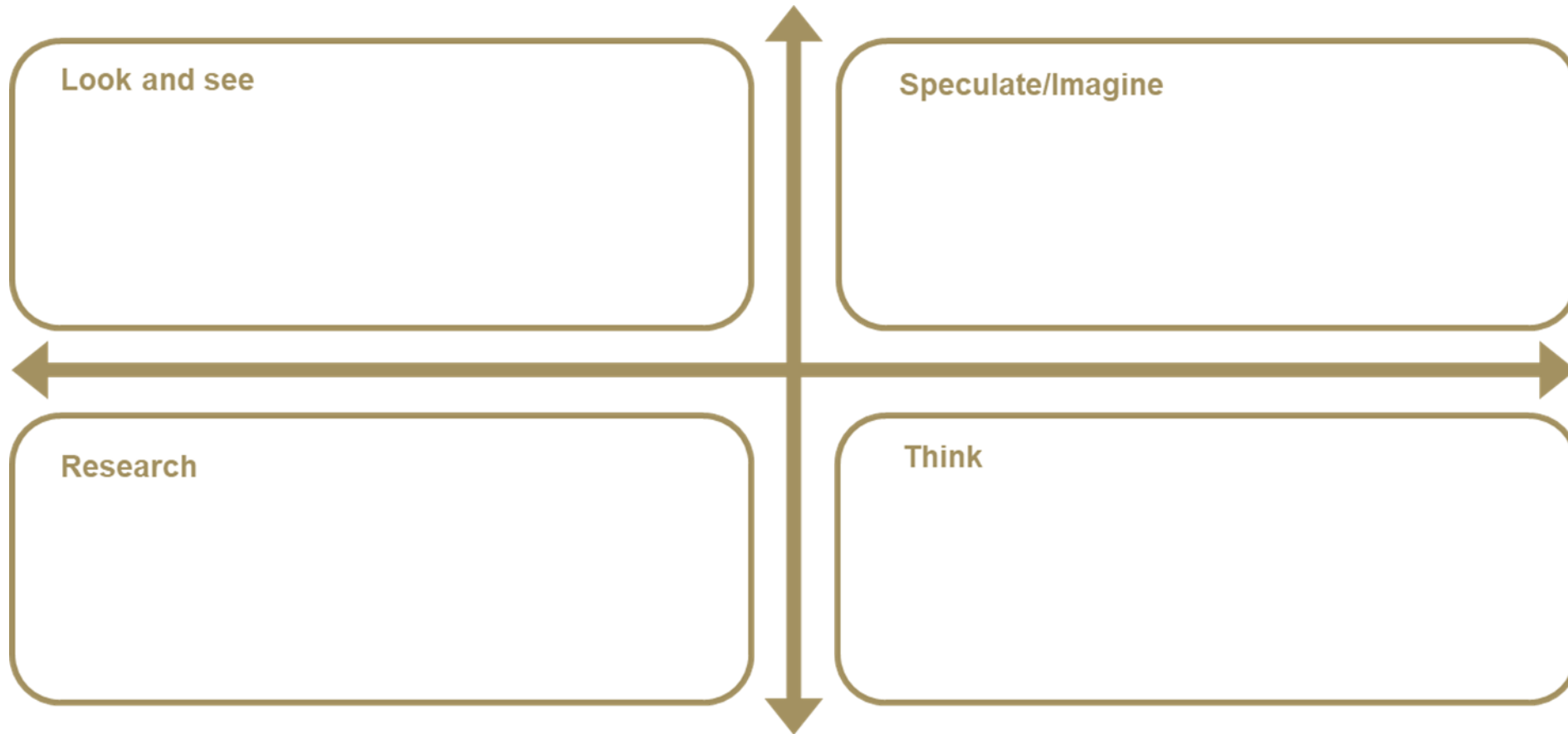


Question Quadrant 1



Topic: 2.1 The language of symbol

Outcome: Explain why symbol emerged in the formulation of responses to the questions of life



Making Connections Discussion Template



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Topic: 2.1 The language of symbol

Outcome: Explain why symbol emerged in the formulation of responses to the questions of life

What connections can we make across areas of learning in the LCRE syllabus?

When can we provide opportunities where students will explore connections across their learning?

How can we plan for learning experiences that engage with learning across different areas of the LCRE syllabus?



Stimulus Material 2



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Topic: 2.2 The tradition of response

Outcome: Provide evidence of spirituality in contemporary culture



Thousands of people are taking part in the annual Reek Sunday pilgrimage, climbing to the top of Croagh Patrick in Co Mayo.

People from all around the country and of all ages are taking part, slowly ascending the rocky 765-metre holy mountain located a few kilometres outside Westport.

There were a number of minor injuries among the climbers, who were treated by paramedics.

An air ambulance helicopter that was located at the base of the mountain throughout the day was not required for any medivacs.

Traffic management and a parking plan were in place in Murrisk at the foot of the mountain, with plenty of parking available as some local people had opened access to roadside fields.

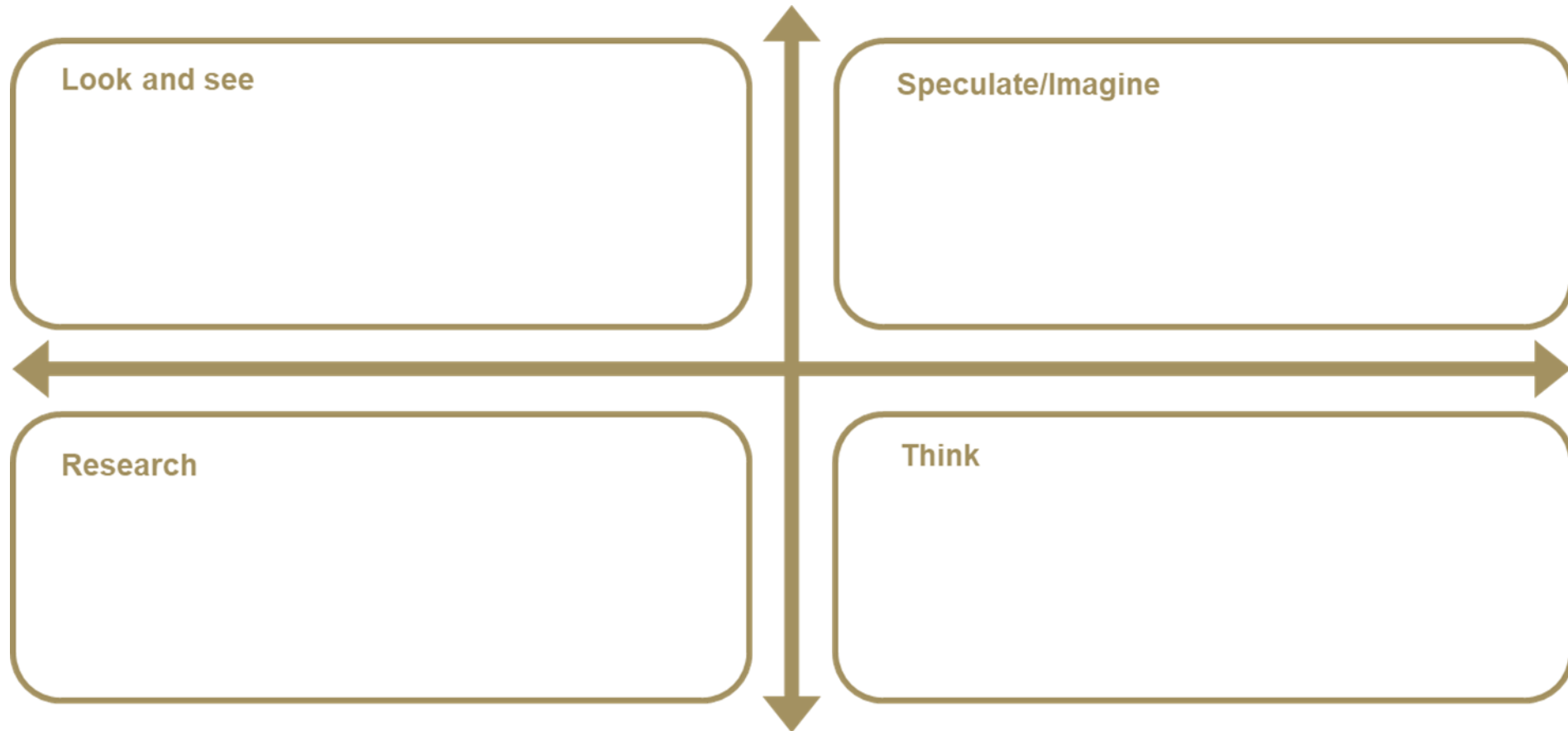
<https://www.rte.ie/news/regional/2024/0728/1462239-croagh-patrick-climb/>

Question Quadrant 2



Topic: 2.2 The tradition of response

Outcome: Provide evidence of spirituality in contemporary culture



Making Connections Discussion Template



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Topic: 2.2 The tradition of response

Outcome: Provide evidence of spirituality in contemporary culture

What connections can we make across areas of learning in the LCRE syllabus?

When can we provide opportunities where students will explore connections across their learning?

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Stimulus Material 3



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Topic: 3.1 The gods of the ancients

Outcome: Give two examples of the gods in ancient myths

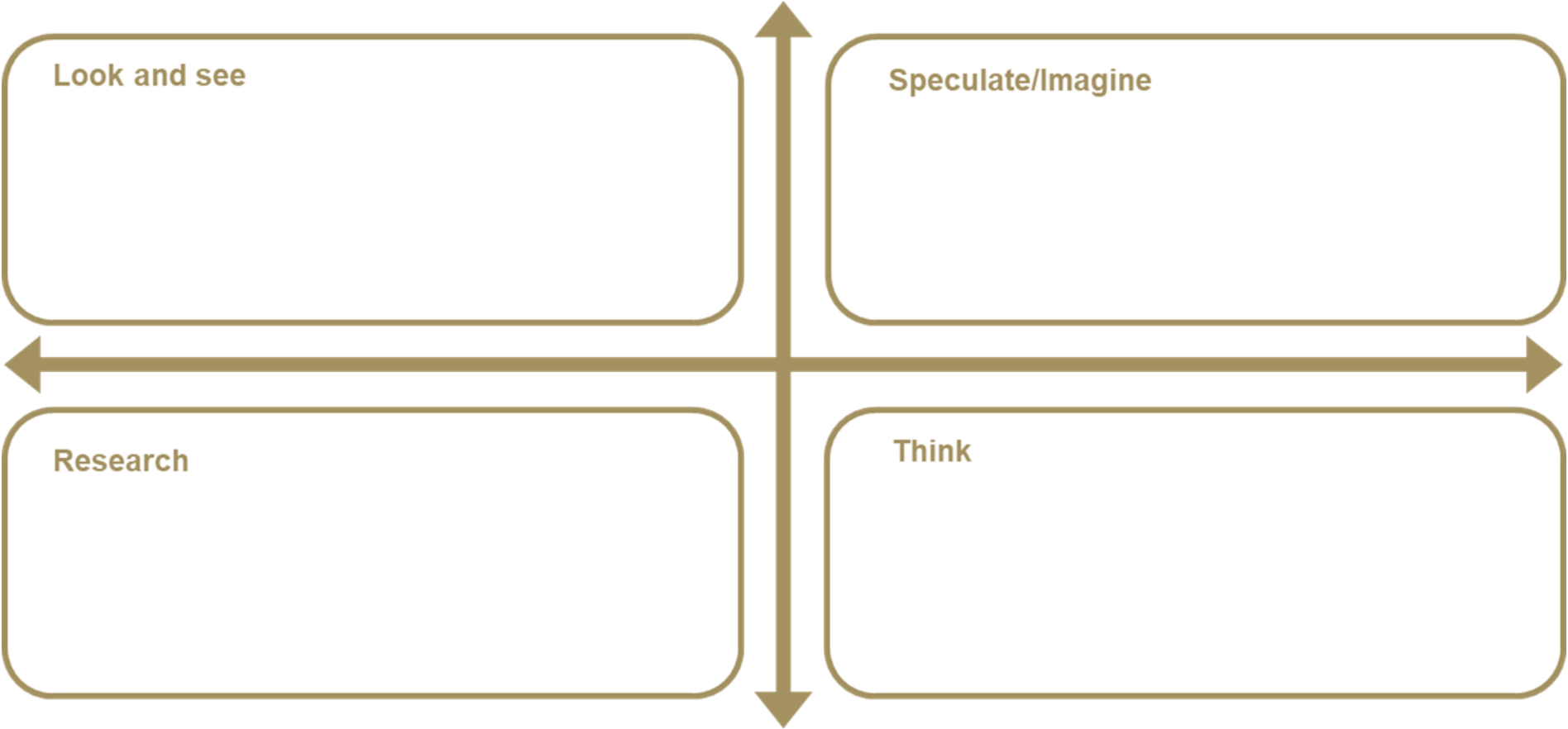


Question Quadrant 3



Topic: 3.1 The gods of the ancients

Outcome: Give two examples of the gods in ancient myths



Making Connections Discussion Template



Topic: 3.1 The gods of the ancients

Outcome: Give two examples of the gods in ancient myths

What connections can we make across areas of learning in the LCRE syllabus?	When can we provide opportunities where students will explore connections across their learning?	How can we plan for learning experiences that engage with learning across different areas of the LCRE syllabus?



Stimulus Material 4

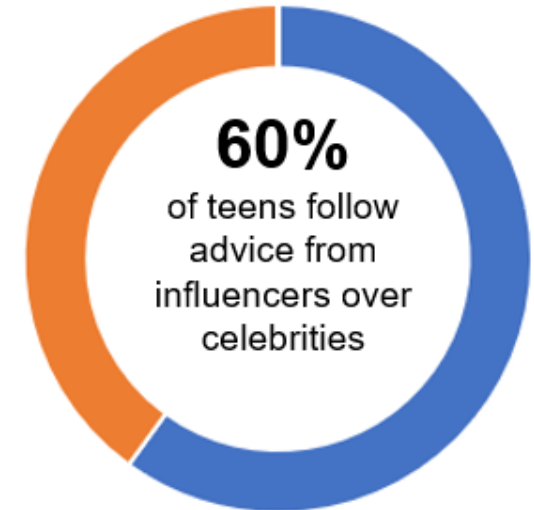
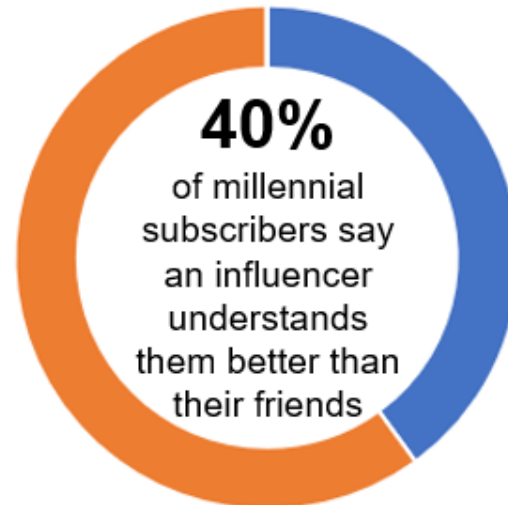
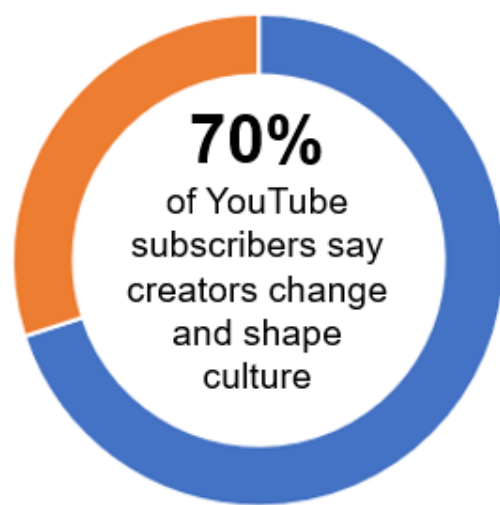


Topic: 4.2 Secular sources of communal values

Outcome: Show how communal values can be shaped by sources other than religion

SOCIAL MEDIA INFLUENCERS:

How much do they really influence?



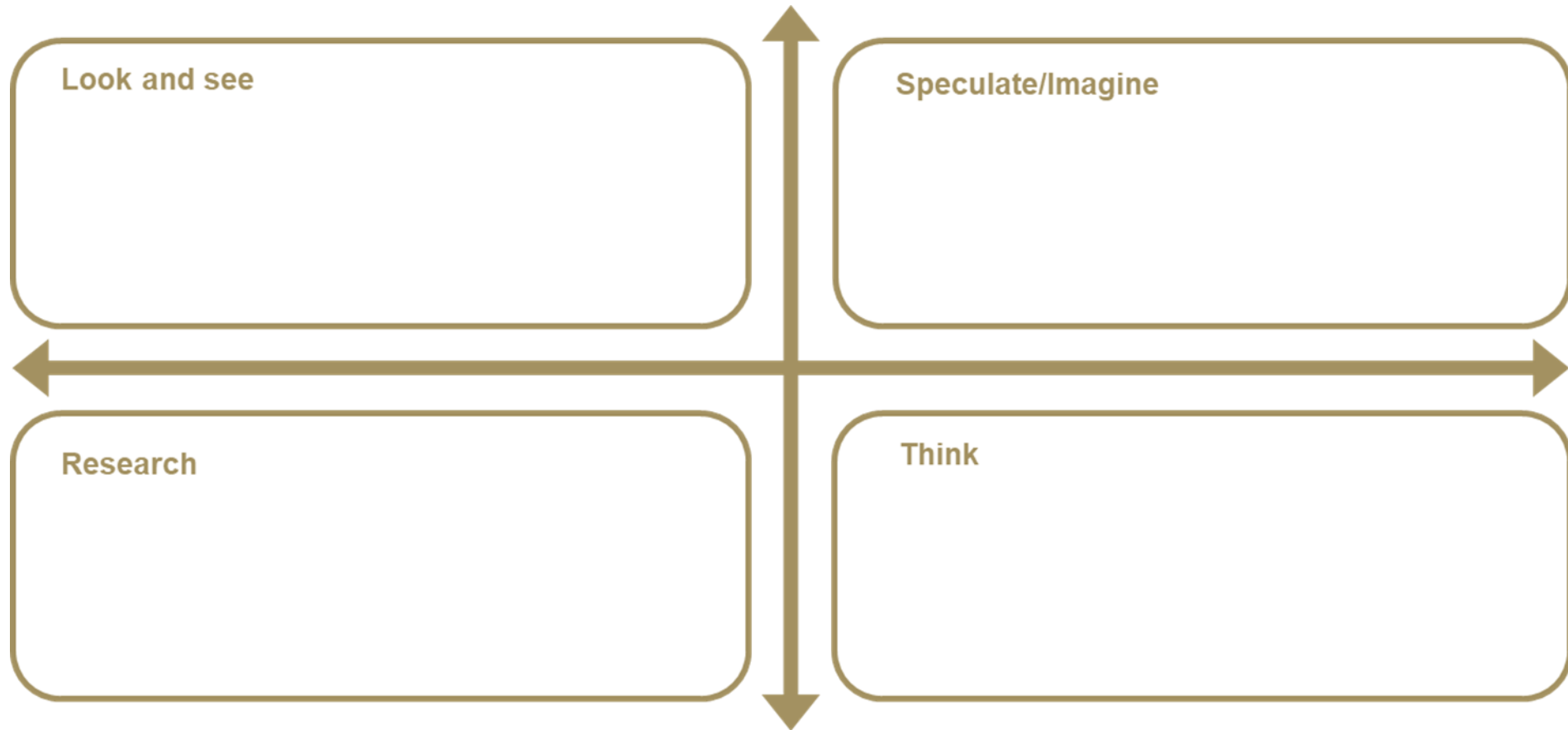
Information courtesy of Google Studies

Question Quadrant 4



Topic: 4.2 Secular sources of communal values

Outcome: Show how communal values can be shaped by sources other than religion



Making Connections Discussion Template



Topic: 4.2 Secular sources of communal values

Outcome: Show how communal values can be shaped by sources other than religion

What connections can we make across areas of learning in the LCRE syllabus?

When can we provide opportunities where students will explore connections across their learning?

How can we plan for learning experiences that engage with learning across different areas of the LCRE syllabus?

