

# Religion and Ethics

Elective 8: Religion and  
Contemporary Culture

Supporting Resources for  
the QCAA Applied Syllabus -  
Religion and Ethics

Support Resources for  
P-12 RE Curriculum, Years 11 and 12

# Religion and Contemporary Culture

[https://www.youtube.com/watch?time\\_continue=8&v=TnKUwZGdPto&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=8&v=TnKUwZGdPto&feature=emb_logo)

## Topic 1.1: Nature of religion

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.1.1: Beliefs

In this lesson students will explore the nature of religious beliefs.

**Teachers:** *Before you start!*

- Ensure you are familiar with the Nicene Creed and its history

#### Students

For students to explore religious beliefs select from the following activities:

1. Begin the elective with a quick audit of Christian beliefs. Use the materials in Useful Resources that focus on the following:
    - What do you believe about God?
    - What do you believe will happen when you die?
    - What do you believe about Jesus?
    - If you believe in heaven or eternity, what do you need to do in order to get there?
    - What do you believe about what happens at Mass?
    - Who is the Holy Spirit?
  2. Quickly share responses – don't go into any detail at this stage.
  3. Reflect on the Nicene Creed which is in Useful Resources. Have the students unpack something of what it tells us – do this in pairs.
  4. Two groups of pairs join together and share responses.
  5. Make a list of questions that arise and post on the class collaborative space for reflection during the course of this elective.
  6. Deal with the questions that rise during the course of the elective. Revisit these at the end of the elective when the class is addressing the Big Questions.
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## Topic 1.1: Nature of religion

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.1.2: Practices

In this lesson students will explore the nature of religious practices.

**Teachers:** *Before you start!*

- Recall the major religious practices in Christianity
- Be familiar with the major practices in Judaism, Islam, Hinduism, and Buddhism

#### Students

For students to explore religious practices select from the following activities:

1. Individually, brainstorm the religious practices of Christianity. Complete the table in Useful Resources.
2. Share with one other person in the room.
3. Update notes where necessary.

4. Briefly have students suggest religious practices and give some detail about each. Others in class might have information to add. Students update their notes as they go.
  5. Allocate one of the major five World Religions to each pair of students and have them repeat the activity brainstorming and getting some detail about the religious practices in these traditions.
  6. Share these with the whole class – class take notes as students go through the details and update as new information comes to hand.
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## Topic 1.1: Nature of religion

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.1.3: Public places

In this lesson students will explore the nature of public religious places

**Teachers:** *Before you start!*

- Organise to take the students to the centre of town e.g. Brisbane City
- Visit yourself firstly so you know what the students will find
- Familiarise yourself with [Google MyMaps](#)

#### Students

For students to explore public religious places select from the following activities:

1. Organise the students into groups of 4 – each group to have a camera or camera within a mobile device.
2. Students will wander through a pre-arranged grid in the centre of the city and take photos of anything that has a religious context or could be seen within a religious context.
3. As students take photos they need to note their location on the grid and give as much detail as they can about each.
4. When back in the classroom each group to create a presentation of the images they located, and they need to briefly explain what they can of their significance.
5. Develop the “map” of the images – you could utilise [Google MyMaps](#) to map what the students locate in the grids they worked within.
6. Consider what this says about the “place” of public religious spaces.
7. Ensure students have noted any religious buildings – churches and cathedrals in the grid

## Topic 1.2: Contemporary culture

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.2.1: Music

In this lesson students will explore the nature of religious ideas in music.

**Teachers:** *Before you start!*

- Preview some of the music located here.

#### Students:

For students to explore religious ideas in music select from the following activities:

1. Brainstorm what comes to mind for students when they think about religious music.
2. Use the YouTube clips – select one and engage the class with the clip.
3. Students will immerse themselves in Contemporary Religious Music using the link above.

4. Pair the students and have them use headphones or move to a quiet place and then work through as many of the songs and video clips as they can in the available time.
  5. Ensure everyone listens to and views the following:
    - Jesus Culture – Fierce
    - Stars go dim – You are loved
    - The Afters – Live on Forever
    - Jonny Diaz – Breathe
    - No Longer Slaves
    - Meredith Andrews – Soar
  6. Have the students ask the following questions about the clips:
    - Does the music work for you?
    - Is the message clear? What is it for each song?
    - How does the video clip work with the song?
    - Would the song work just as well without the clip?
    - Is the song able to be sung in a Church or Worship service or is just for listening
    - Does anything not work in the clip or the lyrics or the message?
  7. Have a general class discussion about the nature of contemporary religious music. Discuss the limitations with respect to using it during a Catholic Mass – care needed with what the song says theologically and viewing?
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## Topic 1.2: Contemporary Culture

### Core content Area 1: What's the Reality of Religion Today?

#### Lesson 1.2.2: Movies

In this lesson students will explore the nature of religious ideas in movies.

**Teachers:** *Before you start!*

- Preview the trailers to be used in class
- Select other trailers if you prefer others

#### Students

For students to explore religious ideas in movies select from the following activities:

1. Critique some trailers of Jesus Movies:
    - The Passion of the Christ
    - Jesus Christ Superstar
    - The Greatest Story Ever Told
    - The Robe
    - The King of Kings
    - Monty Python's Life of Brian
    - Godspell – Light of the World
  2. Students use the resources in Useful Resources to critique these trailers.
  3. If time watch some extra snippets of one of the films
  4. Discuss the depictions of Jesus in the films.
  5. Have the students name any other versions that they may know – how is Jesus portrayed?
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## Topic 1.2: Contemporary Culture

### Core Content Area 1: What's the Reality of Religion Today?

#### Lesson 1.2.3: Technologies

In this lesson students will explore the nature of religion and technology.

**Teachers:** *Before you start!*

- Decide how you want to structure this lesson – individually, pairs, small groups
- Consider the parameters of the each tradition e.g. Islam – Sunni, Shi'ite; how many traditions each group will address
- Familiarise yourself with downloading YouTube clips

#### Students

For students to explore religion and technology select from the following activities:

1. Break the class up into pairs – each with a device connected to the internet.
2. Groups to search YouTube for instructional short videos about each of the major five traditions:
  - Christianity
  - Judaism
  - Islam
  - Hinduism
  - Buddhism
3. Students search and locate clips – ensure that the clips are short – 3-4 minutes in length.
4. Download the clips using a programme such as this one.
5. Construct a PowerPoint presentation using the following or a similar slide formation:
  - Slide 1: Title & clip
  - Slide 2: List the key messages from the clip
  - Slide 3: Does this clip introduce all groups or the variety of groups within the tradition?
  - Slide 4: One other piece of significant
  - Slide 5: Can you authenticate the sources for the site? Who wrote it? When was it last updated
6. Groups present findings to class.

## Topic 1.3: Identity – Who am I?

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.3.1: My Family

In this lesson students will explore identity through family.

**Teachers:** **Before you start!**

- Familiarise yourself with the [family tree builder](#)
- Ensure you know if there are issues with particular students in your class with respect to their family background

#### Students

For students to explore identity through family select from the following activities:

1. Have the students go to the [family tree builder](#) and have a bit of a 'play'
2. Caution: Don't let students log into the site. They can work in the site quite easily without logging in. Once they have done the task they can simply close the site and not save.
3. Working independently have the students create as much of their family tree as they can – you might like to tell them this is going to happen in the precious lesson so they can come prepared with some details.

4. Have the students create 3 generations of their family.
  5. Take a screen shot or use a snipping tool to capture the tree.
  6. Add further details about the nationality of people in each generation.
  7. Students share these with one other person in the class.
  8. To conclude – highlight the variety family structures and the variety of cultures that are represented here.
  9. Students will use this information in the next lesson.
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## Topic 1.3: Identity – Who am I?

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.3.2: My Religion

In this lesson students will explore identity through religion.

**Teachers:** *Before you start!*

- Check the religious affiliation of the members of the class
- Use this information to direct how the lesson is organised

#### For Students

For students to explore identity through religion select from the following activities:

1. Have the students identify their own religious affiliation. Group the students together in the classroom so that students from “like” religions are clustered together.
  2. In these groups have the students talk about the following:
    - How frequently do members of your family practice?
    - Is everyone in the family of this tradition? What variations exist?
    - Where do you practice your religion – which parish or community?
    - Does private prayer / devotion play a role in your religious expression?
    - How does coming to this school support your spiritual growth?
  3. Have someone keep some general notes without identifying individuals. One person from each group reports back to the class with what they heard from the group discussion.
  4. Make note of the major religious groupings in represented in the class.
  5. Use this information to have the students identify how these particular religious groups practice their expression of religion.
  6. Have the students do a self-reflection on their own religious experience. Use questions like the following to focus the students’ thinking:
    - What tradition do I associate with?
    - How do I practice this? How often? What form does it take?
    - What are some of my key beliefs that come from this tradition?
    - Why is having a religious affiliation important to me?
  7. Students can post their responses in the class collaborative space and allow others to comment or seek clarification – teachers will need to monitor this closely.
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## Topic 1.3: Identity - Who am I?

### Core content Area 1: What's the reality of religion today?

#### Lesson 1.3.3: My connections

In this lesson students will explore identity through connections.

**Teachers:** *Before you start!*

- Familiarise yourself with [cyber safety](#)
- Consider inviting the school counsellor to the lesson for some input about cyber safety

#### Students

For students to explore identity through connections select from the following activities:

1. Organise the class into groups of 5 – 4 participants and one observer.
2. Students share with the group their experiences of being connected:
  - mobile phones
  - mobile devices
  - Internet
  - Facebook, etc.
3. Observers report back to class the general conversations without giving any “details”.
4. Go through the principles of “cyber safety” with the class:
  - Strong password
  - Reliable source
  - Private information – keep private
  - Think before you send!
  - If you wouldn't say it so someone's face – don't say it!
  - Don't post inappropriate or illegal content
  - Set your profile to private
  - Only accept friend requests from people you know
  - Tell people to ask permission before uploading/tagging a photo of you
  - Don't click on links embedded in emails
5. Students use the “rules” above to determine how well they rate their use of social networking. Use the resource in Useful Resources.

Conclude the lesson with a general discussion about the need to be connected.

#### Deepening Knowledge: *World views: Secular, Religious, and Spiritual*

In this lesson students will explore the nature of world views

**Teachers:** *Before you start!*

- Familiarise yourself with the material in Teacher Background on world views
- Read through the story of “The Blind Men and the Elephant” in Useful Resources

#### Students

For students to explore world views select from the following activities:

1. Have the students read through the story of “The Blind Men and the Elephant” in Useful Resources.
2. Assign roles and then read the story aloud in class.

3. After the students are familiar with the story use the following questions to guide the discussion about differing perspectives:
  - How does it feel when another person doesn't "see" something the same way you do?
  - What examples can you give from a cultural or religious perspective?
  - What happens in the story when each blind man "sees" the elephant?
  - Why were there six different ideas about the elephant? Were any of the men right? Were any of them completely wrong?
  - What did the blind men learn from the Rajah?
  - What does the storyteller want us to learn from this tale?
  - Can you think of examples like this in real life? Describe what happened.
  - What if the men in this story were not blind? Would they still have different ideas about elephants?
4. Using the ideas from the discussion of the questions above respond to the following two questions in the class collaborative space. You are asked to comment on two posts by your classmates:
  - Does the story give us any ideas about how these kinds of problems can be solved?
  - What are some steps you can take to understand why another person doesn't see things the way you do?
5. Briefly explore the world views that are addressed in **Teacher Background**, so students have another context to understand this idea.

### Extending Knowledge: *Religious Images? A School Audit*

In this lesson students will explore religious images throughout the school.

#### Teachers: *Before you start!*

- Tell staff that students will be moving around the school taking photos of religious artefacts and might ask to come into their classroom
- Check out the religious artefacts in the school and locate some history associated the images that have been selected for the school

#### Students

For students to explore religious images select from the following activities:

1. For this lesson students will need to use the cameras in their phones to take images of anything "religious" that they locate in the school.
2. Break the group into groups of 3 students – each group with a phone.
3. Warn staff that this is going to occur and that students might ask to enter rooms to take photos.
4. Take photos of things such as:
  - religious images
  - crosses
  - School crests
  - prayer spaces
  - chapel
  - religious icons
  - any outdoor things of religious significance – e.g. labyrinths
5. Students prepare a presentation using the images they have located in the school.
6. Presentation to include:
  - Image
  - Description or history or significance to the school
  - Location – include relative size and significance of location
  - Final comment – Do these "religious" artefacts serve their purpose?
7. Use the table in Useful Resources to assist in the planning of the presentation.
8. Each group presents to the class. Perhaps invite the APRE, Dean of Mission or Principal to listen to the presentations and invite them to comment on the conclusions drawn by the students.



## Topic 2.1: Contemporary Religion

### Core Content Area 2: Where can we find Religion?

#### Lesson 2.1.1: Sacred

In this lesson students will explore the idea of the sacred.

**Teachers:** *Before you start!*

- Familiarise yourself with the sacred sites of the World Religions as well as for Indigenous Australians
- Decide how best to complete this with your class

#### Students

For students to explore the idea of the sacred select from the following activities:

1. Brainstorm what students understand as "sacred".
  2. Collect ideas on the board and highlight ideas that lead to the following definition: devoted or dedicated to a deity or some religious purpose; consecrated.
  3. Break the class into groups of 4.
  4. Each group will research sacred places / sites in:
    - Christianity
    - Judaism
    - Islam
    - Hinduism
    - Buddhism
    - Australian Indigenous
  5. Consider the following:
    - locate an image
    - find out about the history, significance or associated story
    - relevance today – why is it still important to adherents?
  6. Use the table in Useful Resources to assist with this.
  7. Students share their findings with one other group.
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## Topic 2.1: Contemporary Religion

### Core Content Area 2: Where can we find Religion?

#### Lesson 2.1.2: Holy

In this lesson students will explore the idea of the holy.

**Teachers:** *Before you start!*

- Familiarise yourself with e-Sword, especially the use of the KJV+ tab
- Review the 10 Commandments and their historical background

#### Students

For students to explore the idea of the holy select from the following activities:

1. Locate and read Peter 1:14-16. According to this text why are we able to be considered "holy"?
2. Use a bible commentary to examine this text in more detail.
3. Other references that link to this one are:
  - Leviticus 11:44
  - Leviticus 19:2

- Leviticus 20:7
- 4. Locate and read these verses. Use the biblical commentary to go deeper into these texts.
- 5. Using the detail from the commentary rewrite Leviticus 11:44 in your own words.
- 6. The other source we have for this is The Ten Commandments (Exodus 20). As a class revisit these and then look closely at the first four commandments:
  - You shall have no other gods before me
  - You shall not make for yourself an idol
  - You shall not make wrongful use of the name of the Lord your God
  - Remember the Sabbath day, and keep it holy
- 7. Consider what each of these are saying to Christians and Jews. Use the resource in Useful Resources to assist with this.
- 8. Students can work in pairs on this activity. They will need to do some quick research about the time that the Commandments were written and then suggest what this says: e.g. You shall have no other gods before me – suggests that there were other gods and that the God of the Jews was insisting that they were to be the only God.
- 9. Review as a class what the students have been able to determine about the first four Commandments.

## Topic 2.2: What's Religion Look Like?

### Core Content Area 2: Where can we find religion?

#### Lesson 2.2.2: Television and Advertising

In this lesson students will explore religion through television and advertising.

**Teachers:** *Before you start!*

- Choose a film that contains some religious theme
- Consider the examples of films that are listed in Teacher Background. This list is not exhaustive – but indicative

#### **Students**

For students to explore the idea of religion through television and advertising select from the following activities:

1. Choose a contemporary film that has some religious theme running through it – using the list provided for advice.
2. Depending on time consider watching the film or have the students watch the film in their own time.
3. Use the Worksheet in Useful Resources to collect ideas about the film.
4. Give some of the details: name, actors, date, etc.
5. Detail the story of the film.
6. Suggest religious themes that are present throughout the film and give specific examples of where these can be found.
7. Conclude with preparing a paragraph to go into the school newsletter about this film and its religious message.
8. Share the newsletter articles on the class collaborative space.
9. Invite someone from the school administration / leadership to come to class and listen to the presentation of the materials.

## Topic 2.2: What's Religion Look Like?

### Core Content Area 2: Where can we find Religion?

#### Lesson 2.2.3: FakeBook – Create a Presence

In this lesson students will explore profiling a religious presence.

**Teachers:** *Before you start!*

- Familiarise yourself with FakeBook and organise to have the class sign-up

**Students**

For students to explore profiling a religious presence select from the following activities:

1. Have the student's sign-up for a FakeBook account and become familiar with the site.
2. Students will be creating an account with a particular focus. Allocate a particular focus for each student, examples are listed here:
  - meditation
  - social justice cause
  - advocating for a particular disadvantaged group in the local area
  - Indigenous issues
  - other...
3. Students create the page with the given focus. Source YouTube clips and other weblinks to enhance and emphasise the focus.
4. Teachers need to conference with students as they work on this.
5. Students share with one other person in the class for initial feedback – adjust based on the feedback.
6. Present to the class.
7. Discuss as a class group the impact of social media like FaceBook. Recall and discuss social media such as Kony 2012.

## Topic 2.3: Commercial religion

### Core content Area 2: Where can we find religion?

#### Lesson 2.3.1: Cultural Expressions of Religion

In this lesson students will explore cultural expressions of religion.

**Teachers:** *Before you start!*

- Familiarise yourself with PREZIs
- Decide how you want to organise the class – everyone doing all or allocate to students for the research needed to present

**Students**

For students to explore cultural expressions of religion select from the following activities:

1. Students to construct a PREZI to demonstrate the variety of designs associated with the World Religions.
  2. Some examples to consider:
    - Mosques – Kuraby, Oxley
    - Buddhist Temples – Underwood, Goodna, Camp Hill
    - Hindu Temples – Burbank, South Maclean
    - Judaism – Margaret St. Brisbane, Greenslopes
    - Christian – Cathedral of St Stephen; St John's Anglican Cathedral, Brisbane; Hillsong, Mt Gravatt; St Brigid's church, Red Hill
  3. On the PREZI put an image of the religious building. Add some notes about services that occur in the building and some history of the community. Highlight the architecture of the building.
  4. If possible link some YouTube clips and some other images to enhance the presentation.
  5. Present the PREZI to the class and be prepared to respond to any questions.
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## Topic 2.3: Commercial religion

### Core content Area 2: Where can we find religion?

#### Lesson 2.3.2: Religious Objects

In this lesson students will explore the commercialisation of religious objects.

**Teachers:** *Before you start!*

- Consider how to structure this lesson – you may wish to have this set up over a number of days so that students can source the images needed
- Organise to review the images with the class on a regular basis

#### Students

For students to explore commercialisation of religious objects select from the following activities:

1. Students work in pairs to collect images of religious objects not used in a strictly religious setting. Each pair will need a camera or mobile device with a camera.
  2. On the class collaborative-space the students post their images as they collect them – indicate the location the images were located e.g. gardens ...
  3. Locate images relevant to each of the following traditions:
    - Christianity
    - Judaism
    - Islam
    - Hinduism
    - Buddhism
    - Indigenous Australians
  4. As the number of images increase take time for students to view what has been collected. Students need to be encouraged to collect images and circumstances that have not been collected to date.
  5. Once the activity has concluded ask the students to comment on the purpose the images serve in their locations.
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## Topic 2.3: Commercial religion

### Core content Area 2: Where can we find religion?

#### Lesson 2.3.3: Online presence

In this lesson students will explore the online presence of religion.

**Teachers:** *Before you start!*

- Organise the students so that they can complete this task during the lesson
- Familiarise yourself with the websites of the traditions listed

#### Students

For students to explore the online presence of religion select from the following activities:

1. Use the table in Useful Resources to critique the online presence of various religious communities.
2. Consider the following:
  - Catholic Church
  - Islam
  - Buddhism
  - Hinduism

- Judaism
- 3. Use the criteria listed to evaluate each of the online materials:
  - What are the key messages on the landing page?
  - Are there links to other Social Networking: Twitter?
  - Twitter – what’s the current conversation focusing on?
  - YouTube clips? Are there any and what are they about?
  - Rate the information provided
  - Is there information about education or courses?
- 4. Students can compare their analyses with each other.
- 5. As a class decide what should be present on each site in order to attract those interested in finding out about the tradition and those already connected who are looking for specific information.
- 6. Take one site e.g. St John’s Anglican, Brisbane and evaluate it against the “new” criteria.

### Deepthing Knowledge: *Religious Architecture*

In this lesson students will explore religious architecture.

**Teachers:** *Before you start!*

- Check out the Virtual Tours before class
- Decide how best to organise this lesson

#### **Students**

For students to explore religious architecture select from the following activities:

1. Students can work individually on this or you can run this from the front of the room.
2. Work through the Virtual Tours of the following:
  - Vatican – Rome
  - Holy Sepulchre – Jerusalem
  - St Basil’s Cathedral – Moscow
  - Basilica of St Peter – Rome
  - Church of the Nativity – Bethlehem
  - Cathedral of St Paul – Minnesota
  - Basilica of St Mary – Minneapolis
  - Canterbury Cathedral – Canterbury
  - Exeter Cathedral – Exeter
  - St Patrick’s Cathedral – New York
  - Cathedral Basilica of Our Lady of Chartres – Chartres
  - Basilica of the National Shrine of the Immaculate Conception – Washington DC
3. Bring the class together for a general discussion at the end of the lesson. Have the students “react” to what they saw and experienced.

### Extending Knowledge: *How can I make the most of life?*

In this lesson students will explore the big question: How can I make the most of life?

**Teachers:** *Before you start!*

- Familiarise yourself with sample eulogies.

#### **Students**

For students to explore the big question select from the following activities:

1. This is the lesson for wrapping up this elective. In order to address the big question: How can I make the most of life? Students will write the eulogy that they would like read at their funeral. The eulogy is to answer the question of how they made the most of life.
2. Sample eulogies can be found here.
3. Have the students read some of these sample eulogies.

4. Students to write their own eulogy.
5. Use someone else in the class as a “critical friend” during the writing process.
6. Use the material in Useful Resources for this.
7. Share these with the class.
8. Complete the lesson with students designing their tombstone – use Useful Resources – to summarise the sentiments of the eulogy.
9. Post the tombstones and eulogies in the class collaborative space.

## Topic 3.1: Is religion central to contemporary culture?

### Core content Area 3: Does religion still matter?

#### Lesson 3.1.1: Locating religion

In this lesson students will explore the presence of religion in the local area.

**Teachers:** *Before you start!*

- Familiarise yourself with Google Maps and Google MyMaps
- Decide how you want the class to work on this activity – each pair working in a different area? Allocating suburbs to each group? Etc.

**Students**

For students to explore the presence of religion in the local area select from the following activities:

1. Work in pairs and go to Google Maps and locate your local area. You could opt to use Google MyMaps for this activity
2. Copy the map and indicate on the map anything that has to do with religion, e.g. churches, halls, nursing homes, schools, etc.
3. On each of the indicators name the place and give a brief description of which tradition or denomination is involved and what happens in the place.
4. Draw some conclusions about the ‘place’ of religion in this local area.
5. Present this to the class and collate each of the edited maps to get a sense of the local area.
6. As a class repeat this activity with the City of Brisbane.
7. Consider what the presence of religion in the City says about the City. Are there any non-Christian traditions present? Why the imbalance?

## Topic 3.1: Is religion central to contemporary culture?

### Core content Area 3: Does religion still matter?

#### Lesson 3.1.2: Spirituality?

In this lesson students will explore the variety of expressions of spirituality.

**Teachers:** *Before you start!*

- Familiarise yourself with Catholic spirituality and its various forms

**Students**

For students to explore the variety of expressions of spirituality select from the following activities:

1. Brainstorm how students would describe “spirituality”.
2. Look closely at the following 5 characteristics of spirituality:

- not commonplace in the language of ordinary people
  - rooted in reality
  - shown in the quality of relationships between and among people
  - shown in the service of others – work, school, families
  - difficult to understand for those who don't participate in it
3. Have the students do a quick response: For me, spirituality is ... Respond in 150-200 words.
  4. Share the response with one other person.
  5. Consider influences on my spirituality:
    - History: life, growth, family, successes, failures, hopes, needs, beliefs, dreams, experiences
    - Personality: what kind of person am I?
    - Sexuality: male / female
    - Vocation: what do I do? ... student?
    - Others
    - World: Australia, culture, economics, history, etc.
  6. Conclude the lesson with a brief look at "Ingredients for a Spirituality" and then have the students consider the various forms of Catholic Spirituality:
    - Lectio Divina
    - Ignatian Prayer
    - Carmelite Spirituality
    - Franciscan Spirituality
    - Global Spirituality
    - Indigenous Spirituality
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## Topic 3.1: Is religion central to contemporary culture?

### Core content Area 3: Does religion still matter?

#### Lesson 3.1.2: Numbers Game

In this lesson students will explore statistics about religious affiliation.

**Teachers:** *Before you start!*

- Familiarise yourself with the ABS website

#### **Students**

For students to explore statistics about religious affiliation select from the following activities:

1. Explore the ABS.Stat website to see what possibilities there are for sorting data.
2. Divide the class into 6 groups:
  - Christianity
  - Judaism
  - Islam
  - Hinduism
  - Buddhism
  - No religion
3. Students present this data quickly to the class
4. Staying with the same groupings have the students dig deeper into the traditions to see the age spread for each grouping – 0-24, 25-40, 40-65, over 65
  - Christianity
  - Judaism
  - Islam
  - Hinduism
  - Buddhism
  - No religion
5. Students make some comment about what the data shows.

6. If time have the students explore religions by region.

## Topic 3.2: The Online challenge

### Core content Area 3: Does religion still matter?

#### Lesson 3.2.1: Virtual sacred spaces

In this lesson students will explore the presence of virtual sacred spaces.

**Teachers:** *Before you start!*

- Familiarise yourself with the online prayer spaces in this lesson

#### **Students**

For students to explore the presence of virtual sacred spaces select from the following activities:

1. Revisit what prayer is – being and acknowledging God’s presence in our world and in our lives. Ensure that students understand that is encompasses saying prayers and going to Church services – but this is just one part of our prayer filled life.
  2. Have the students explore the following online prayer sites:
    - Sacred space
    - Pray
    - Light a candle
    - Gratefulness
    - Daily scripture
    - 3-minute retreat
  3. Students take each of these and evaluate their purpose. Use the table in Useful Resources to collect the information.
  4. Share the conclusions drawn by the students about the effectiveness of the virtual sites.
  5. Students locate virtual sites in other traditions:
    - Hinduism
    - Buddhism
    - Judaism
    - Islam
  6. In a class collaborative space, list the common features as well as anything that might be unique to one of the sites.
- 

## Topic 3.2: The Online challenge

### Core content Area 3: Does religion still matter?

#### Lesson 3.2.2: Apps

In this lesson students will explore religious apps.

**Teachers:** *Before you start!*

1. Spend some time reviewing the APPs in Teacher Background.

#### **Students**

For students to explore religious apps select from the following activities:

1. During this lesson you are going to be looking at the variety of APPs that are available that support prayer, reflection, meditation, study, and many other elements of spirituality and life in the Church.



2. Show the students a variety of APPs during this lesson – have them take note of the range and variety.
3. Reflect on one APP that relates to each of the following areas:
  - prayer
  - reflection
  - meditation
  - study
  - other ...
4. Use the table in Useful Resources to collect this information.
5. Have a quick comment from some students about their experience of the APPs and where they consider they will be most useful

## Topic 3.3: The big questions

### Core content Area 3: Does religion still matter?

#### Lesson 3.3.1: Sacred places and symbols in the marketplace

In this lesson students will explore sacred places and symbols in the marketplace.

**Teachers:** *Before you start!*

- Organise an excursion to a place such as the Cathedral of St Stephen in Brisbane City
- Sort permissions, transport, staffing, etc.

#### **Students**

For students to explore sacred places and symbols in the marketplace select from the following activities:

1. Organise an excursion to a place like the Cathedral of St Stephen in the City of Brisbane. The directions here fit that excursion – modify this to suit the local situation.
  2. Time the excursion to the Cathedral from about 8.30am through until 10.30am – to catch the city workers going to work.
  3. Position the students in places such as:
    - walkways on both sides of the Cathedral
    - doors to the Cathedral
    - inside the Cathedral
    - in the prayer space behind the main altar
    - entrances to the Cathedral precincts
    - near main entrances to Archdiocesan Offices and ACU centre
    - in the green space around the Cathedral
  4. Students to take note of the following:
    - whatever activity occurs
    - the number of people who pass through
    - demographic of the people who pass through
    - how long they spend in that part of the Cathedral
  5. Once back at school collate the class results and have these graphed (you may want to get some assistance from a Maths teacher for this). Ensure the graph shows each of the elements that were 'noticed'.
  6. Have a general discussion about "What's noticeable?"
-

## Topic 3.3: The big questions

### Core content Area 3: Does religion still matter?

#### Lesson 3.3.2: Responding to the big questions

In this lesson students will explore responses to the big questions.

**Teachers:** *Before you start!*

- Familiarise yourself with the process of Speed Dating

#### Students

For students to explore the big questions select from the following activities:

1. This lesson is intended to raise questions and have students begin to respond to the questions. This is set-up like Speed Dating.
2. Organise the students in an open space with two rows of chairs facing each other.
3. Invite some 'outsiders' to join the class – these could be other staff who connect with the students or could be people from the local community.
4. Rules are simple:
  - Sit facing one other person
  - Introduce each other by name
  - Leader / teacher reads the question
  - The row sitting on the LHS responds first – the other person listens
  - The person on the RHS responds second – the other person listens
  - Time take for each conversation is 1 minute per person
  - Each person responds to and listens to each question 5 times
5. Questions are as follows:
  - Who am I?
  - Why are we created?
  - What is the meaning of life?
  - Why is there disorder in order?
  - What does it mean to be human?
6. Once completed have the students reflect in the class collaborative space about things that surprised them and things they want to know more about.

#### Depthing Knowledge: *What's my purpose in being here?*

In this lesson students will explore the big question: What's my purpose in being here?

**Teachers:** *Before you start!*

- Familiarise yourself with how to give student feedback through your school's LMS
- Decide the length of the response you are after.

#### Students

For students to explore responses to the big questions select from the following activities:

1. Students respond to the question: What's my purpose in being here?
2. Discuss with the class how they might respond to this question.
3. Create a reflective atmosphere in the classroom to allow for this writing.
4. This reflective writing should be between 300 – 400 words.
5. Submit to the teacher for feedback. Students can upload through the school's

## Useful Resources

### Lesson 1.1.1

Audit of beliefs ...

Question	What do I know?	What is the source of my knowledge?
What do you believe about God?		
What do you believe will happen when you die?		
What do you believe about Jesus?		
If you believe in heaven or eternity, what do you need to do in order to get there?		

What do you believe about what happens at Mass?		
Who is the Holy Spirit?		

### Lesson 1.1.1

#### Nicene Creed

Read through the text of the Nicene Creed below and write it in your own words. List any ideas or concepts that need clarification at the bottom of the page.

Nicene Creed	My words
<p>I believe in one God, the Father Almighty, maker of heaven and earth, and of all things visible and invisible.</p> <p>And in one Lord Jesus Christ, the only begotten Son of God, and born of the Father before all ages. God of God, light of light, true God of true God. Begotten not made, consubstantial to the Father, by whom all things were made. Who for us men and for our salvation came down from heaven.</p> <p>And was incarnate of the Holy Ghost and of the Virgin Mary and was made man; was crucified also for us under Pontius Pilate, suffered and was buried; and the third day rose again according to the Scriptures. And ascended into heaven, sits at the right hand of the Father, and shall come again with glory to judge the living and the dead, of whose Kingdom there shall be no end.</p> <p>And I believe in the Holy Ghost, the Lord and Giver of life, who proceeds from the Father and the Son,</p>	

<p>who together with the Father and the Son is to be adored and glorified, who spoke by the Prophets.</p> <p>And one holy, catholic, and apostolic Church. I confess one baptism for the remission of sins. And I look for the resurrection of the dead and the life of the world to come. Amen.</p>	
Points for clarification:	

## Lesson 1.1.2

### Religious practice?

Brainstorm what you know about religious practices using the table below or organise your ideas. You will be asked to share and update your notes during this lesson. The first one has been started for you.

Religious Tradition	Practice	When does it happen?	Who is involved?	What purpose does it serve?
Christian	Baptism	Normally when a baby is a few weeks old	Baby, parents, God-parents, family & friends	To welcome the baby into the Christian community

Religious Tradition	Practice	When does it happen?	Who is involved?	What purpose does it serve?
Tradition?				

### Lesson 1.2.2

Use the following to collect your ideas about each of the trailers you view in class:

Movie trailer	How is Jesus portrayed?	Comment on the movie and its setting
The Passion of the Christ		
Jesus Christ Superstar		
The Greatest Story Ever Told		
The Robe		
Godspell – Light of the World		

The Kings of Kings		
Monty Python's Life of Brian		



## Lesson 2.1.1

Sacred sites across World Religions and Indigenous Australians:

Hinduism	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?
	Why is this site still important today?

Buddhism	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?
	Why is this site still important today?

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Judaism	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?
	Why is this site still important today?

Christianity	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?
	Why is this site still important today?

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Islam——	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?
	Why is this site still important today?

Australian Indigenous	
Paste images here:	History, significance or story:
	Why is this site considered "sacred"?

### Lesson 1.3.3

Rate your use of Social Networking:

Questions	10 being always – 1 being never	Do the Maths!
How strong is your password?	10 9 8 7 6 5 4 3 2 1	
Do you only go to reliable sources?	10 9 8 7 6 5 4 3 2 1	
How private is your personal information?	10 9 8 7 6 5 4 3 2 1	
Do you “think before you send”?	10 9 8 7 6 5 4 3 2 1	
Do you only post what you are happy to say to people face to face?	10 9 8 7 6 5 4 3 2 1	
Are you profiles all set to “private”	10 9 8 7 6 5 4 3 2 1	
Do you only accept friend requests from people you know?	10 9 8 7 6 5 4 3 2 1	
Do people know to ask your permission before uploading images of you?	10 9 8 7 6 5 4 3 2 1	
Do you always copy URLs from emails and not clicking on them?	10 9 8 7 6 5 4 3 2 1	
Add up your score:		

A simple key:

If your total is 80 to 90 then you very cyber safe!

If your total is below 40 you need to consider what your online presence is like!

# Lesson 1.1 Extending Knowledge

After viewing the film: Life of Pi construct a film review using the following as a guide. Upload this to the class collaborative space.

My Movie Review!

Movie:
--------

I thought this movie was ...
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Reason #1	Reason #2	Reason #3

Conclusion
My rating:

## Lesson 1.1 Deepthing Knowledge

### The Blind Men and the Elephant

Source: <http://www.peacecorps.gov/www/stories/blind-men-and-elephant/>

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she travelled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful."

The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear."

The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's coarse tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

"An elephant is like a wall," said the first blind man. "Surely we can finally agree on that."

"A wall? An elephant is a giant snake!" answered the second blind man.

"It's a spear, I tell you," insisted the third blind man.

"I'm certain it's a giant cow," said the fourth blind man.

"Magic carpet. There's no doubt," said the fifth blind man.

"Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us."

Their argument continued and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!"

"Stop shouting!" called a very angry voice.

It was the Rajah, awakened from his nap by the noisy argument.

"How can each of you be so certain you are right?" asked the ruler.

The six blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all.

"The elephant is a very large animal," said the Rajah kindly. "Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace."

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah's advice.

"He is right," said the first blind man. "To learn the truth, we must put all the parts together. Let's discuss this on the journey home."

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend's shoulder, and so on until all six men were ready to travel together.

### Lesson 2.1.3

What are the Commandments saying?

Commandment	What was happening in the world at the time?	What does this suggest about being a believer?
You shall have no other gods before me		
You shall not make for yourself an idol		
You shall not make wrongful use of the name of the Lord your God		



Remember the Sabbath day, and keep it holy		
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## Lesson 2.2.2

Use the following table to collect details about the film and to indicate how the film portrays religious themes:

Name of film:	
Actors:	
Date released:	

What's the story?

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What religious themes are present in the film?

Theme	Where do we find it in the film?


Write a paragraph to go into your school newsletter about this film and its religious message. You would need to indicate which age groups it would be most appropriate for:

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## Lesson 2.3.3

Critique the online presence of the religious groups in Queensland using the following criteria:

Question	Catholic Church	Islam	Buddhism	Hinduism	Judaism
What are the key messages on the landing page?					
Are there links to other Social Networking: Twitter?					
Twitter – what's the current conversation focusing on?					
YouTube clips? Are there any and what are they about?					
Rate the information provided	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Is there information about education or courses					
Other ...					

## Lesson 2.3 Extending Knowledge

Use the following table to assist with the collation of the materials of the presentation:

Paste the image here	Name the image	
	Give its history	
	What's the significance to the school?	
	Where was it located?	
	Comment on its size & location	

Paste the image here	Name the image	
	Give its history	
	What's the significance to the school?	
	Where was it located?	

	Comment on its size & location	
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Paste the image here	Name the image	
	Give its history	
	What's the significance to the school?	
	Where was it located?	
	Comment on its size & location	

Paste the image here	Name the image	
	Give its history	
	What's the significance to the school?	
	Where was it located?	
	Comment on its size & location	

Paste the image here	Name the image	
	Give its history	
	What's the significance to the school?	
	Where was it located?	
	Comment on its size & location	

## Lesson 3.1.2

Spiritualities...

Ingredients for a Spirituality

Time alone - a day, hour or minute, an inner space which allows the creative spirit to find a home in us. When we reconnect our energies to the inner core of our being, we are refreshed, re-created and set free.

Do you have a prayer place? If not, think creatively until you find a suitable spot. Start by asking yourself if there is anywhere nearby - a church or a particular walk or a beauty spot where the sense of God's presence is strong. Or maybe there is a corner of your home which could be converted into a "prayer place" - a certain chair or bean bag, a rug or a particular spot on a certain carpet, a spare bedroom or built-in wardrobe, a garden shed.

A prayer place is of little use unless we carve out a space where we can step out of our busy routine and give time to developing our relationship with God. The challenge which faces each of us is to discover the best possible time when we can be alone with God.

Ask yourself whether you are more alert in the morning or the evening. Decide when you will set aside time for stillness and roughly how long this will be: five minutes, ten minutes, twenty minutes, an hour ...

One way of coming to God is to take advantage of life's "little solitudes" - those early morning moments in bed before the rest of the family wakes up, that cup of coffee in the middle of the morning, sitting in bumper to bumper traffic waiting for a light to change, travelling by train or car, and waiting in the supermarket queue.

(Source: "Recovering the Lost Voices: Spirituality for Teaching")

Lectio Divina

This method of praying comes from the 5th century and formed the basis of the style of prayer attributed to St Benedict. The term "Lectio Divina" describes a prayerful reading and pondering of the Scriptures.

In the earliest days of Christianity people listened to the Scriptures being read to them. As they did so, they waited until a phrase or a word or a sentence appealed to them. Then they focussed on this phrase / word / sentence and gave it their full attention as they turned it over in their mind. These words would then become part of their very being and would lead them into quiet prayer before God.

CHOOSE a passage of scripture (e.g. Jeremiah 1:4-10)

READ IT SLOWLY, deliberately and listen quietly to the words as they are being read.

You need to PERSONALISE THE WORDS, i.e. receive them as though they were written especially for you at this precise moment in time.

RECITE the words / phrase / sentence over and over.

When the Word of God does its healing, transforming work within you, it calls forth a RESPONSE which does become your prayer.

The DESIRE TO CHANGE is the result of fruitful contemplation. It may be a change of attitude ...

Ignatian Prayer

St Ignatius of Loyola, a sixteenth century Spanish mystic who founded the Society of Jesus (the Jesuits) wrote a book on prayer called the "Spiritual Exercises". Ignatius encouraged his retreatants to visualise and enter into the Gospel stories making maximum use of all their senses as well as their minds and will.



In the meditation on the Nativity Ignatius asks us to imagine that we are the servant of Mary and Joseph accompanying them on the journey to Bethlehem. We travel with them, share their dismay when they learn that there is no room for them in the inn, watch Mary give birth and even assist her. We are then invited to take note of our feelings about being present at the birth and our reaction to the new-born baby. Then we are invited to make a response.

Prepare yourself for prayer. Have your bible, prayer journal, something to write with handy.

Centre yourself - music, relaxation exercise, lighting a candle, sitting quietly.

Pray a short prayer e.g. "Be still and know that I am God". It is helpful always to use the same prayer as a preparation for prayer.

Read the Gospel story.

Set the scene by visualising it as vividly as possible. Let your imagination have full play.

Hear Jesus ask you: "What do you want?" Tell him.

Use your senses. What do you see? What do the scenes and characters look like? What do you hear? What are the characters saying? What can you smell and feel and sense?

Ask yourself: Where am I? What can I learn from Jesus, from the people, from my own reactions? What are my reactions, feelings? What do I want to say to the God who is revealed before me?

Pray the Our Father or some other prayer.

Look back over the experience and write about it in your prayer journal.

Resolve to come back to this particular story / incident another time.

Ask that others may be enriched through your friendship.

#### Carmelite Spirituality

Carmelite spirituality is not hampered by being too closely allied to one form of prayer but is adaptable as there are a variety of ways to follow Jesus Christ. However, there are constants in the tradition of Carmelite prayer. These constants are:

the practice of the Presence of God

the immersion in the mystery of God - prayer

a prophetic awareness of the Word of God as found in Scripture and the signs of the times

prayerful reading of and pondering on the Scriptures as a means of nourishing prayer

liturgical prayer of the Church

prayer that is comfortable with both the western and eastern traditions

prayer is considered as an anticipation of our activity in proclaiming the Kingdom

Mary is taken as the model of contemplative prayer

Carmelite Spirituality has at its core contemplation, i.e. the experience of God in all the dimensions of human life. The contemplative hears the Word of God in the cry of the poor. The contemplative experiences the daily living out of the Paschal Mystery as they come to grips with the myriads of little deaths and resurrections that make up our day. The contemplative finds strength in quiet and calm.

#### Franciscan Spirituality

St Francis was born in the small Umbrian town of Assisi in 1182, the son of a wealthy textile merchant, Pietro di Bernadone. The spirituality of Francis perceived that the entire world was filled with the power, wisdom and goodness of the creator.

At the heart of the Franciscan spirituality are the value of humility, poverty, conversion and contemplation. But the molten core of Franciscanism, however, is the incarnation. Central to an incarnational spirituality is the belief that the grace of God is embodied in the physical world around us.

**INCARNATION:** Francis did not discover either the creator God or the Christ in some distant place, or in lonely hours of prayer and fasting. Rather Francis discovered God in the wonders of the world about him, and he discovered the Christ inside himself and in the flesh of the poor and suffering.

**HUMILITY:** Much is written of Francis' love of creation. In fact, he is the patron saint of the environment. Yet his love of creation does not stem from a particular love of nature. Rather, Francis recognised that he was a part of the creation of God. As such he shared the earth with the creatures and plants, his brothers and sisters. His beautiful "Canticle of Creation" speaks of Brother sun and Sister moon, Mother earth and Brother wind. In this same Canticle he praises those who bring peace and harmony into the world by reconciliation and forgiveness.

**POVERTY:** Here Francis' vision was the poor Christ. He spoke of Christ emptying himself for "our sake". It was not so much a doing without for the sake of asceticism, but a doing without for the sake of others. Francis called on his followers to be happy to live among the poor and the outcast, the sick, the unwanted, the oppressed and the destitute.

**CONVERSION:** Francis believed that those who followed Jesus Christ had to imitate his virtues. While he continually extolled his brothers to do penance and follow Christ, he was tender in his embrace of those in need of conversion. In his letter to a minister he outlined the manner of dealing with a difficult person: "... there should not be any brother in the world who has sinned, however much he may possibly have sinned, who, after he has looked into your eyes would go away without having received your mercy..."

#### Global Spirituality

You have been told, O Mortal, what is good;  
and what does Yahweh require of you  
but to do justice, and to love kindness,  
and to walk humbly with God? (Micah 6:8)

To be contemplative means that we must develop a wholistic spirituality - a spirituality that is balanced. We must move out of our private personal space for prayer and become immersed in the prayer of the world or, as the Psalmist says, "... hear the cry of the poor".

To become attuned to the "cry of the poor" we need to listen with the heart. We need to see and hear beyond the written word on the front page of the daily newspapers or the visual image that flashes across our television screen. We need to put ourselves into the skin of those who are experiencing oppression and / or injustice of any kind and bring these experiences to our prayer.

Commitment to a Global Spirituality that works for justice and peace brings balance into our spirituality. We are not asked to save the world but to transform the world by starting with our own point of reality.

... we as people who have taken the challenge of Micah 6:8 to heart

... enabling those people who touch our lives to become people committed to work for justice - our families, our friends, our school community, our parish

... raising a conscious awareness of the needs of other and unjust structures and circumstances

... networking to be a support to all who work for justice

... deepening our relationship with the God who “hears the cry of the Poor”

... striving to work on one issue of injustice

### Indigenous Spirituality

This land that we call Australia may have been inhabited by Aboriginal people for as long as 120,000 years. Our people lived in every part of the land - the deserts, the rain forests, the plains. Prior to 1788, there were approximately 520 different language groups of Aboriginal people- each with a piece of land that was their sacred source of life. Aboriginal people believed in the past, as many do now, that the land is the source of our creation.

Each of these groups have stories of a Creator God who formed and shaped the land. An English word DREAMING is often used to describe these Aboriginal beliefs, but many Aboriginal people say that this word is too limiting, however, it is difficult to find a more appropriate word. Our Dreaming are our stories of Creation, our rules for living and our means of identifying sacred and significant rites.

The Dreaming of each Aboriginal group was handed down from generation to generation through story, song, ceremony, dance, signs in nature - and carvings, etchings and drawings made and interpreted by our Ancestors.

(Source: “Recovering the Lost Voices: Spirituality for Teaching”)

Lesson 3.2.1

Use the following table to collect information about the virtual prayer spaces listed:

What is the site?	Sacred space Pray Light a candle Gratefulness Daily scripture 3-minute retreat
Who runs the site?	
Who do you think is the target audience?	
How easy is it to navigate?	5 (very easy) 4 3 2 1 (very poor)
What text is used as the focus?	
What images are used?	
What sound is used?	

What is your overall evaluation – to what extent does the sacred space and the performance of sacred activity (praying) possible in this online environment?

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Lesson 3.2.2

Use the following table to assist with reviewing religious APPs:

APP / tool	Comment on your experience of the APP:
	Where do you think this APP would be most useful?

APP / tool	Comment on your experience of the APP:
	Where do you think this APP would be most useful?

APP / tool	Comment on your experience of the APP:
------------	--

	Where do you think this APP would be most useful?

APP / tool	Comment on your experience of the APP:
	Where do you think this APP would be most useful?

APP / tool	Comment on your experience of the APP:
	Where do you think this APP would be most useful?

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APP / tool	Comment on your experience of the APP:
	Where do you think this APP would be most useful?

### **Lesson 3.1 Extending Knowledge**

On the following write the information that you would like to see on your headstone:

### **Lesson 3.1 Extending Knowledge**



[illegible]





