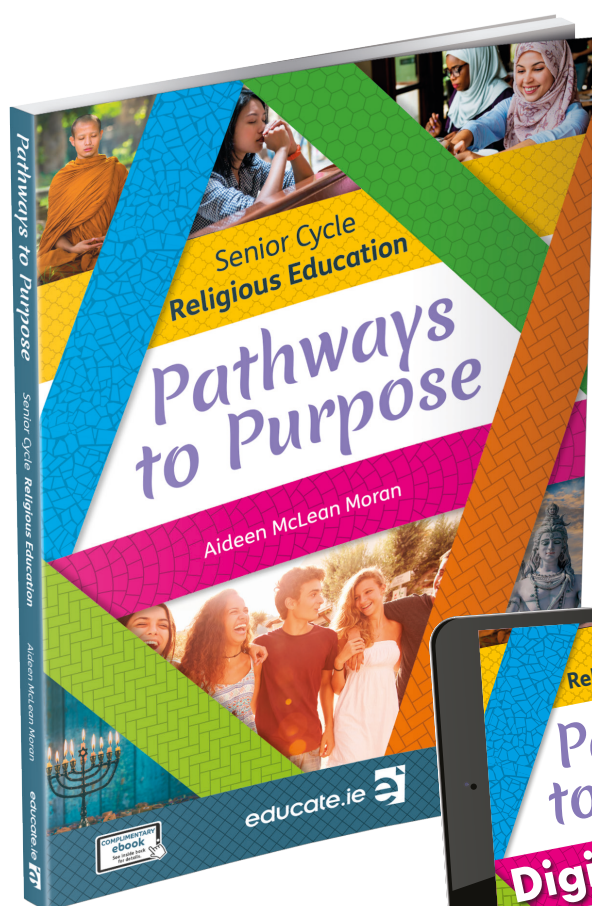
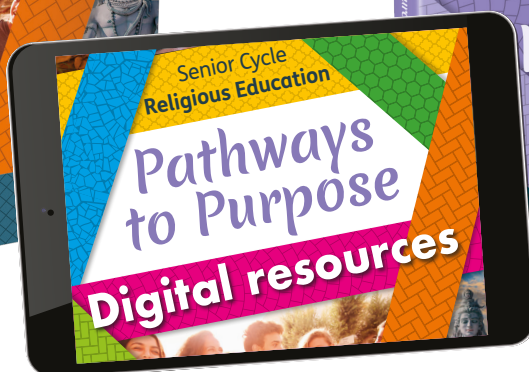
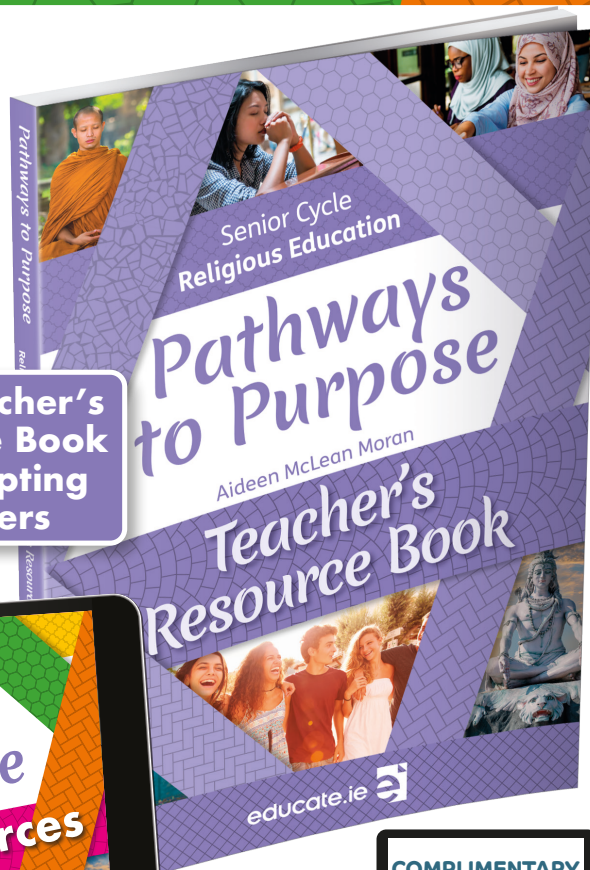


Senior Cycle non-examination Religious Education

Pathways to Purpose



**Free Teacher's
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**COMPLIMENTARY
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- ✓ First new textbook for Senior Cycle non-examination Religious Education since 2014.
- ✓ Thought-provoking, contemporary and relevant topics and texts of interest to Senior Cycle RE students.
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The complete package

The package builds on the knowledge and skills gained at Junior Cycle.

The topics have been chosen to suit a large range of student ability and interest, to promote thoughtful discussion and foster both national and global perspectives on religious and non-religious worldviews.

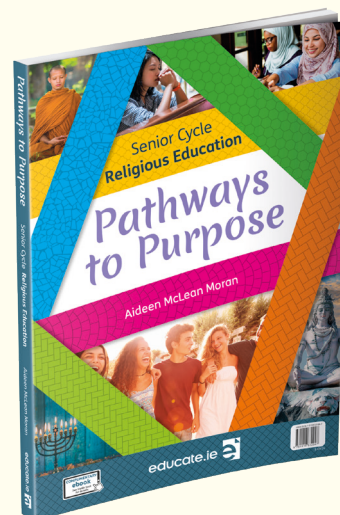
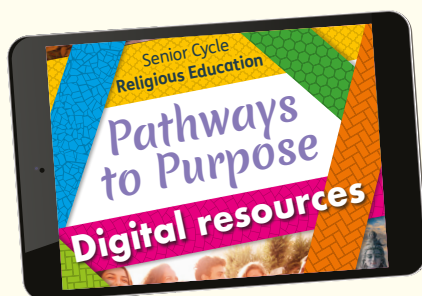
The material relates to the NCCA framework, in particular in its link to the human search for meaning and the importance of justice.

The aim of the package is to help contribute to the spiritual and moral development of students from all faiths and none.

It also helps develop a healthy respect for the beliefs of others and an openness to dialogue in search of mutual understanding.

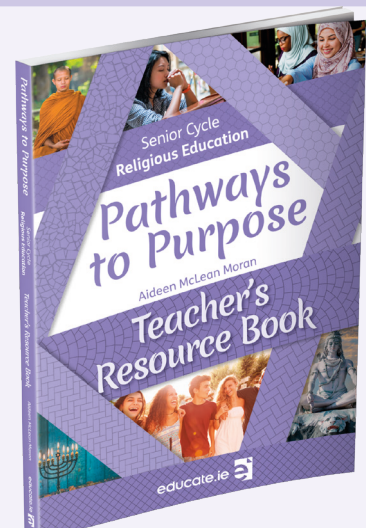
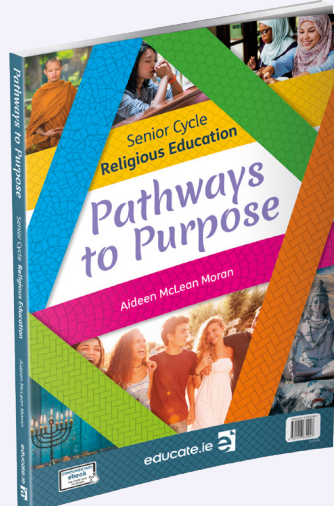
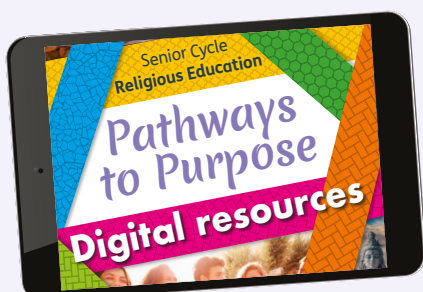
FOR THE STUDENT

- ✓ Textbook with **complimentary** ebook
- ✓ Digital resources



FOR THE TEACHER

- ✓ Textbook with **complimentary** ebook
- ✓ Teacher's Resource Book
- ✓ Digital resources



Take a look inside

Key terms are listed at the start of each chapter.

Chapters open with **learning intentions** that outline what will be covered in that chapter.

Find your way activities at the start of each chapter allow students to start navigating their pathway through the chapter topic.

Key terms are highlighted and defined in the text when they appear for the first time.

Pathways to Purpose / Senior Cycle Religious Education

What are rites of passage?

A **rite of passage** is an event or ceremony that marks a moment of importance in someone's life as they move from one stage of life to another. These rites of passage can be both religious and secular.

Certain moments in a person's life need to be celebrated, but there are also moments where struggles or difficulties need to be acknowledged. For example, we tend to feel special when our achievements or moments of growth are celebrated. However, our feelings may also be validated when we are given the appropriate space to process any difficulties or mourn a loss.

If you are asking yourself, "What is the purpose of life?", experiencing rites of passage like graduation or starting college could help you engage with this question. Similarly, times of transition that are marked starting college could help you engage with questions like, "Why do people suffer?" or "Is there by difficulties or loss can help someone engage with questions like, "Why do people suffer?" or "Is there life after death?" It can be very difficult to find answers to these questions, but acknowledging them can offer a person the chance to reflect, heal and respond in a way that is appropriate to them.

ACTIVITY 2.1: THINK AND RESPOND

- Do you like when your achievements are acknowledged? Explain your answer.
- Have you ever experienced a difficulty in life and found out that someone you knew had experienced something similar? If so, how did it feel knowing someone else had gone through a similar struggle?
- Do you think it is important for us to hear stories about how successful or happy people have struggled in the past? Explain your answer.

Here are some examples of rites of passages:

Birth of a baby	Growing older	Getting married	End of a person's life
Ceremonies can take place to celebrate the birth of a baby, for example: <ul style="list-style-type: none"> secular naming ceremonies Aqiqah in Islam Baptism in Christianity. 	Growing older and the transition from childhood to adulthood can be marked with ceremonies like: <ul style="list-style-type: none"> birthday parties Bar/Bat Mitzvah in Judaism Ritu Kala Samikara in Hinduism. 	Religious and non-religious marriage ceremonies celebrate committing yourself to someone you love.	Religious and non-religious ceremonies like funerals can mark the end of a person's life. These events can celebrate the life the person has lived and, in some religious traditions, the hope of a new life after death.

Chapter 8 Miracles

In this chapter, you will:

- identify examples of miracles and the impact they can have on people
- explore a miracle associated with Jesus
- describe how a Hindu place of significance is associated with miracles
- explore how a sacred text can be seen as a miracle for Muslims
- identify three types of miracles according to the Buddha
- examine a Jewish festival associated with a miracle
- discuss the story and legacy of Donal Walsh.

KEY TERMS

- Miracle
- Kumbh Mela
- Maksha
- Prophet
- Hanukkah
- Menorah

FIND YOUR WAY

In pairs, come up with a list of words to describe the term 'miracle'. When coming up with your list consider the following:

- words you think of when you hear the term 'miracle'
- any people, places, objects or festivals you might associate with miracles
- examples of miracles – these examples can be associated with any religion or can also be non-religious.

Organise the words you come up with into a word cloud like the example above. You can make the words you find the most important bigger. Alternatively, you can submit your responses into Mentimeter: www.mentimeter.com

Note: You do not need to have an example for all the prompts above, you can just use the prompts as a guide.

Chapter content is presented in a clear, student-friendly style.

Some activities contain **reflection moments**.

Chapter 14 - Inclusion

Reflection

In this story, the actions of the four men are very significant. They went to a great deal of effort in order to include the man who was paralysed. Even when they faced the barrier of the crowded house, they did not give up. You can imagine that safely lowering the man through a gap in the roof was no easy task, but they persisted regardless.

It is also important to note that people who had disabilities or who were ill at this time were seen as sinners who had been punished by God, so they were often isolated as a result. Thankfully, the actions of the four men and Jesus were more in line with modern society's understanding and inclusion of people with disabilities.

B. Imagine you are in the crowd witnessing the events of the story of 'The Paralytic Man'. Write down what you would be thinking and feeling at this time.

ACTIVITY 14.4: READ AND RESPOND

A. In pairs, read this summary of the short story 'Humming through My Fingers'.

Like most experiences in life, living with a disability can have positives and negatives associated with it. 'Humming through My Fingers' is a short story by Malarie Blackman. The main character, Amber, has retinopathy, which is a disease of the retina (the layer at the back of the eye) resulting in a loss of vision. The story highlights some of the difficulties she experiences due to her disability, such as being misunderstood and underestimated by some of her peers, feeling overprotected by adults and missing things from before she lost her vision, like seeing people's faces. On the other hand, she has synaesthesia, which is a condition where someone experiences things through their senses in an unexpected way, for example, 'hearing colours'.

In order to get another character, Ethan, to understand what life is like for her with a vision impairment, she asks him to walk around blindfolded. Amber is able to guide Ethan and prevent him from walking into anything by using her other senses. She even manages to convince him to jump over a stream with her while blindfolded. Amber is confident and content during this experience. Ethan equally seems to benefit from the walk, as he gains a newfound respect for Amber and learns to enjoy using his other senses to identify and experience things on a deeper level.

B. In pairs, think of what people can learn from having a disability or working with people with disabilities.

We will now explore people and organisations who have helped raise awareness and remove barriers for disabled people, making society a more inclusive place for all.

Individual, pair-work and group-work **activities** are presented under clear action headings:

THINK AND RESPOND

CREATE

COMMUNICATE

READ AND RESPOND

WATCH AND RESPOND

ACTIVITY 1.8: READ AND RESPOND

Read the profile of St Francis of Assisi and the accompanying poem excerpt. Answer the questions below.

Profile of St Francis of Assisi

St Francis was a friar who lived in Italy in the thirteenth century. A friar is someone who belongs to a religious order or a group within the Catholic church. He founded the Franciscan Order. Two years after his death he was **canonised**; this is when a person is officially declared to be a saint by the Catholic Church. He was made the patron saint of animals, as he spent much of his life preaching his vision of people and animals living in harmony. It is said that birds even gathered around him while he preached. His feast day is on the 4th of October, and it has become customary for some Christian groups to organise ceremonies where animals are blessed on that day.

Excerpt from 'My Father Perceived as a Vision of St Francis', by Paula Meehan

Autumn was nearly done, the first frost
whitened the slates of the estate.
He was older than I had reckoned,
his hair completely silver,
and for the first time I saw the stoop
of his shoulder, saw that
his leg was stiff. What's he at?
So early and still stars in the west?

They came then: birds
of every size, shape, colour; they came
from the hedges and shrubs,
from eaves and garden sheds,
from the industrial estate, outlying fields,
from Dubber Cross they came
and the ditches of the North Road.

The garden was a pandemonium
when my father threw up his hands
and tossed the crumbs to the air. The sun
cleared O'Reilly's chimney
and he was suddenly radiant,
a perfect vision of St Francis,
made whole, made young again,
in a Finglas garden.



1. How would you describe the poet's father in this poem?
2. What is the connection between the religious and non-religious or secular aspects of life in this poem?

Topics are explored using a **variety of texts**, including articles, blogs, songs, poems, sacred texts and prose.

Learning landmark activities at the end of each chapter allow students to mark important stages on their learning pathway.

Students are given the opportunity to **relax and reflect** on inspiring quotes or their own thoughts at the end of each chapter.

Images of God in song

In this section, we will examine the song 'Neon Cathedral' by Macklemore.

Benjamin Hammond Haggerty, also known as Macklemore, is an American rapper, singer and songwriter.

Macklemore is a Christian who has been open about his struggle with alcoholism, which resulted in him questioning his faith in God. His music deals with many themes and topics, including his addiction issues and how he has grown in his faith.

In an interview with Sway's Universe Macklemore said:

'Music is the way that I connect with God, and I have connected to God. When music is in its purest form, you are just a conduit [channel] for something greater than yourself.'

He also said in a conversation with Interview magazine that:

'My relationship with God is as strong as the time and energy I put into connecting with God. Today, I woke up, said some prayers, meditated, and jumped on Twitter [now X]. I'm all over the place. I find that when I put my spiritual life first, the rest of my life is easy. When I put my career first, that's when I have problems.'



© Macklemore

ACTIVITY 6.1: THINK AND RESPOND

1. How would you describe Macklemore based on the information above? Explain your answer.
2. What do you think gives his life meaning? Explain your answer.

ACTIVITY 6.2: READ AND RESPOND

The lyrics of 'Neon Cathedral' by Macklemore are below. Read the lyrics of the song and answer the questions.

'Neon Cathedral' by Macklemore

One, two, now
'Round here they sing broken hymns
Their prayers flow better when they're soaked in gin
The amp's dusty and sits in the corner
By a bartender that'll pickpocket your heart
And a jukebox that'll steal your quarter
Bartender, please give me a confession
Exchange fear for courage in the form of a well drink
There's a heavy current, got a long way to swim
Closed the Bible a while ago, I need some shots for this sin
Hail Mary, come with me, feel like Pac* when it hits
Got some fire in my belly and a riot in the gut
Bushmills** for a Band-Aid, the sweet taste of blood
Then I might actually feel something if I don't cover it up
Rusted faces, familiar places
Even if they haven't left the vinyl booth that they stayed in
The motel next door, a sign that reads vacant



ACTIVITY 3.11: THINK AND RESPOND

Light being a symbol of hope has not lost its significance in modern society. A perfect example of this is Darkness Into Light, which is an annual fundraising event organised by Pieta. The funds raised from this event go directly to Pieta's services, such as free-of-charge suicide prevention, intervention and bereavement support across Ireland. During this event, hundreds of thousands of people meet before dawn, usually on a particular Saturday in May. They then walk or run for 5 km and are met with the sunrise.

Do you think this is an effective or positive way of raising awareness for organisations like Pieta and their services? Explain your answer.



© A Darkness Into Light event.

ACTIVITY 3.12: CREATE

Create a sketch or design for a piece of art or an artefact that you believe shows the importance of light or the sun today. When you are completing this activity, consider the following:

- You can look at light as a symbol of hope, new beginnings, understanding, etc.
- This can be a religious or non-religious piece of art or artefact.
- Your sketch or design can be as colourful and detailed as you want it to be.
- If you prefer to explain your choice with words, you can write a paragraph instead.



LEARNING LANDMARK

Choose your favourite piece of art or artefact from this chapter and answer the following questions:

1. Explain why you picked this piece of art or artefact.
2. Do you think your example is relevant to people today?
3. If you were to meet the artist or creator of this piece, write down at least three questions you would ask them about their creation.

RELAX AND REFLECT

Take a minute in silence to think about and reflect on one of the quotes below. You could also spend this time reflecting on any thoughts or questions you might have after reading this chapter.

'If you hear a voice within you say "you cannot paint," then by all means paint, and that voice will be silenced.' - Vincent van Gogh

'Life is sacred. Life is art. Life is sacred art.' - Gabrielle Roth

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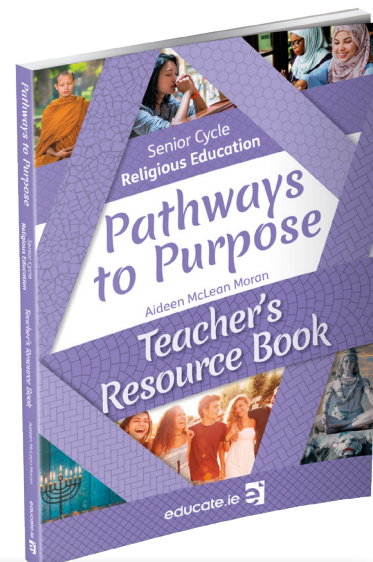
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Teacher's Resource Book

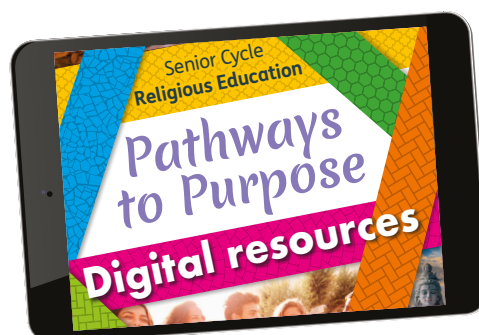
The Teacher's Resource Book provides information and guidance to support you in teaching Religious Education. It includes:

- ✓ guidance on planning
- ✓ sample schemes of work
- ✓ blank planning and reflection templates
- ✓ guidelines on how to incorporate optional meditation into your Religious Education classroom
- ✓ chapter-by-chapter teaching supports and advice
- ✓ sample answers.

[illegible]

Digital resources

- ✓ PowerPoints
- ✓ Editable planning documents
- ✓ Ebook



About the author

Aideen McLean Moran is an experienced Religious Education and English teacher. She has over a decade of experience teaching exam and non-exam RE from First Year to Sixth Year in Jesus and Mary Secondary School, Gortnor Abbey. Aideen has also corrected the state exams for RE, as well as the mock examinations.