

The Island

Learning Objectives	Teacher Activities	Learning Outcomes	eLearning
The beginning.	Teacher introduces the story of the island. Students then respond, asking questions where appropriate. The teacher can invite everyone to contribute and explain their feelings.	Throughout the island lessons: Empathise with other people and beliefs that may be different to their own Reflect upon why people have belief systems/faith/rites of passage Develop their creativity and the ability to make informed decisions	Students could create their own island using SketchUp or Second Life/Teen Grid. Students can record their responses in whichever way they prefer – audio recordings, typed responses etc. The responses will be presented as a diary.
The first challenge The time comes...	Discuss what has happened. Explore with the pupils the dangers ahead. Ask students how they feel.		Students contribute to a blog, recording their thoughts about the project.
Planning a celebration – designing a rite of passage	Ask the pupils what they want to do now that the baby is safe and well – lead them to the idea of celebration. Teacher can brainstorm what a Rite of Passage involves.		Students can discuss their responses on SharePoint
The need for a code of law	What are the community to do? How do they feel? Should punishment be involved? If so, why? What does the community need – eg a Code of Law.		Students can create a set of laws using a wiki.
Festivals	At the core of every festival is a story that needs to be remembered. Ask pupils where it would be told eg: round the fire, who would tell it, what would they wear, would all stories be the same or from different perspectives?		Using a SharePoint survey, compare different diary accounts.

What is the Sacred?

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What is meant by the sacred?	Sorting card exercise – what is and isn't sacred. Discuss definition of the sacred.	Explain what the concept of the sacred means. Evaluate whether sacred is the same as special.	Class Server learning resource to sort sacred and not-sacred. SharePoint survey on what is and isn't sacred.
What are sacred objects and who has them?	Discuss students' sacred objects that they have brought in.	Reflect upon objects that are special to them. Explain what it is that gives value to a sacred object, and how these objects should be treated.	Class wiki on how objects that are sacred ought to be treated.
Can a moment, or a story about a moment, be sacred?	Stilling exercise – a special moment.	Empathise with the importance of sacred moments. Reflect on a personal sacred moment. Investigate a religious sacred moment and how it has been recorded.	Use of the extranet to find out more about religious sacred moments.
Is the universe sacred, and does this depend on religious belief?	Image inquiry – NASA website.	Reflect upon their own beliefs about the universe. Investigate religious and other views on the sacredness of the universe. Consider the impact these beliefs should have on the way we treat the world.	NASA Website images.
How would you keep a sacred object?	Tell story about 'People of the flame'.	Make a structure in which to keep the flame. Explain the structure to classmates.	

Symbolism

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What are codes and how do we break them?	Give students a code. Talk about symbols and meaning.	Evaluate the concept of symbolism via code-breaking. Consider methods of communication.	Send each other emails in code.
How are everyday things symbolic and how do people use them?	Imagine you are on an island activity. Find out about Christian and Muslim uses of water as a symbol.	Reflect on how things we take for granted can be symbolic. Consider how purity can be symbolic. Evaluate religious ideas about purity.	Produce a mind-map using laptops.
What is a story?	Heaven, Hogwarts and RS lessons. Examine religious beliefs and link back to code-breaking lesson. Consider two accounts of the same experience, highlighting fact and opinion. Religious responses.	Examine ways in which stories are used. Evaluate the reliability of stories.	Use of SharePoint to get all students to give an account of the same event.
Are Bible stories symbolic?	Discuss different stories and consider whether they are factual or not. Consider birth narratives – each student adding to the birth narrative, and considering perspectives.	Investigate stories and consider whether they are fact or not. Evaluate the purpose of symbolic stories.	View different online accounts of the birth narratives – e.g. bricktestament.
How can art be used to symbolise beliefs?	A picture showing moods. Examples of icons from Christianity.	Consider how art can be used to symbolise belief. Enquire into symbolic imagery.	

What is Belief?

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What different kinds of belief are there?	Quiz about beliefs. PowerPoint on mysteries	Enquire into what it means to believe in something. Reflect on their own beliefs.	SharePoint survey on beliefs. PowerPoint using data projector.
Why should we respect different beliefs to our own?	Facts found around the room. Feedback about the most interesting ones.	Enquire into different religious beliefs.	Internet inquiry into different beliefs (Webquest)
What does it mean to be religious?	Responses to the word 'faith'. Considering whether faith has to be linked to religion at all. Look at images linking faith to religion.	Analyse what being religious means. Reflect on how religious beliefs can be expressed through actions. Evaluate how religious beliefs make a difference to a person's life.	
How do evil and suffering affect religious belief?	Image inquiry – Tsumani. Think about examples of suffering in our own lives.	Use specific terminology with regard to God – atheist, Reflect on arguments for and against God. Evaluate these arguments.	Internet image gallery. Class Server activity on WOWAS.
What do Christians believe about God?	Sorting starter – groups of three. Apply this to their own roles in life.	Investigate Christian concept of the Trinity, and how belief in the Trinity affects how Christians live their lives.	
What do Muslims believe about God?	Talk about a journey across the Sahara. Discuss the idea that Allah guides Muslims through life.	Analyse and discuss how Islamic ideas about God are expressed through Tawid and Shahadah,	Discuss responses using SharePoint.

What does it mean to be Jewish?

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What does it mean to be 'chosen', and how does it affect the lives of Jews?	Choose teams, and discuss how it felt being chosen. How does it feel not to be chosen? Investigate Jewish history and the covenant.	Empathise with the Jewish concept of being a 'chosen people' Consider the importance for Jews of being a chosen race.	SharePoint survey on being chosen.
How important are promises? What does the concept of the covenant mean?	Introduce the covenant and contextualise with regard to the 10 commandments.	Consider how important a promise is and whether they are too easy to break. Investigate the covenant.	
Why do people seek asylum?	Present different scenarios to the class regarding refugees. Roleplay on Moses.	Consider the need for refuge and asylum.	Use the internet to find out about contemporary statistics regarding asylum and refugees. MovieMaker presentations on
What can sacred artefacts tell us about Judaism?	Introduce the concept of the sacred in Judaism. Discuss various artefacts with the class.	Investigate sacred in Judaism. Explore Jewish artefacts.	Virtual tour of a synagogue.
What are tefillin and how do they help Jewish people to remember?	Discuss how tefillin are used. Make tefillin. Stilling exercise.	Construct tefillin.	