***Teaching about World Religions using the AAR Pedagogical Competencies***

***“Scavenger Hunt”***

The objective of this modified “Scavenger Hunt” is to familiarize you with the World Religions identified in the OACS, understand the key issues and challenges faced with teaching about this content in public schools, and identifying appropriate resources, best practices and skills to effectively teach about World religions. We will use the Pedagogical Competencies outlined in the AAR document

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| ***Pedagogical Competencies*** | ***Explore/Research/Reflect*** | ***Application*** |
| ***Station 1 (20 points)***   * Identify the OACS that focus on World Religions * Be able to find and recognize appropriate resources about religion when needed, on the Internet or in more traditional media. | ***Identify the OACS. Then develop an annotated bibliography: Identify 3 Resources for each of the world religions(incl. young adolescent literature): Buddhism, Hinduism, Islam, Christianity, Judaism***  ***Theme: Religions and People of the Eastern Hemisphere***  Content Statement #8: Modern cultural practices and products sow the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism).  Buddhism:   * <http://prezi.com/ovwhcyvtlfm0/buddhism-prezi/> : This site looks into many different aspects of the Buddhist religion including, key figures, major beliefs, origins, where it is found today, foundations for creation and salvation and religious texts. * The Dharma of Dragons and Demons: Buddhist Themes in Modern Fantasy by David R. Loy. This book creates a Buddhist perspective on the major works of modern fantasy. Loy creates this fantasy that illuminates the qualities of the Buddhist teachings. * <http://www.classzone.com/webquest/u4/intro.cfm> : This website is a webquest that can be used in the classroom to teach students the main components of the Buddhism religion. It allows students to become archaeologists and search ancient Buddhist buildings.   Christianity:   * <http://www.youtube.com/watch?v=Ut-UOhY0s8E>   : This site talks about the main principles and people within Christianity (Jesus, God, Adam and Eve, etc)   * <http://prezi.com/yf6qlbbwubv9/christianity/> :Prezi   on Christianity.   * <http://www.religionfacts.com/christianity/index.htm> : Facts on Christianity. Students could spend time researching this website.   Judaism:   * [http://www.chabad.org/multimedia/media\_ cdo/aid/797123/jewish/Dreidel-Song.htm](http://www.chabad.org/multimedia/media_%20cdo/aid/797123/jewish/Dreidel-Song.htm) : Dreidel song. * <http://www.primaryresources.co.uk/>   re/docs/Roman\_Occupation.doc : This is a Jewish occupation worksheet with questions about the reading.   * <http://m.youtube.com/#/watch?v=z32h99NKbU>   U&desktop\_uri=%2Fwatch%3Fv%3Dz32h99NKbUU  This is a powerpoint focusing on the Jewish religion  Hinduism:   * <http://www.hindunet.org/day_as_hindu/> : Prayers, exercises and tributes as part of your day as a Hindu. * <http://www.ichild.co.uk/tags/browse/241/Hinduism> : Activities to teach about the yearly festivities. * <http://www.zunal.com/webquest.php?w=63406> : Webquest about Hinduism.   Islam:   * <http://www.taleb.net/islamwq/webq2.html> : Webquest about Islam. * <http://prezi.com/a1jo2oi4scjv/islam/> :Prezi on Islam * <http://islam101.net/> : Basic facts about Islam. Students could spend time doing research on this site. | ***Write a short description highlighting key points of each religion***  \*Buddhism  - They do not worship any god or God.  -They believe a person has countless rebirths, which include suffering.  -Meditation  \*Islam  -They believe there is one God, named Allah. He is viewed as the creator of the universe and the source of all good and evil.  -Muhammad is considered that last prophet.  -To be Muslin, one must follow five religious duties.  \*Christianity  -Believe in God.  -Faith in Jesus Christ  -Regard the Bible as God’s written message.  -Believe God answers prayers.  \*Hinduism  -Hindus see their position in this present life as based on their actions in a previous life.  -There are three ways to end karma.  -Most Hindus worship Brahman.  \*Judaism  -The purpose of life is obedience to God.  -There are 13 principles of faith  -The believe that Jesus is not the son of God |
| ***Station 2 (15 points)***   * Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others. * Be aware of examples of best practices in teaching about religion. * Develop the ability to present multiple religious perspectives in a fair or neutral way. | ***Highlight at least 2 key points from the reading that addresses each of these competencies***  \*Develop the ability to present multiple religious perspectives in a fair or neutral way  -Pages 14 & 15: There is a discussion about Mr. H talking about geography. While discussing geography, the Hindu traditions came up. By putting geography standards with religious ideas, Mr. H was able to teach the ideas in a fair and neutral way.  -Page 14: There is a discussion about reading a certain book as a class and then diving into a classroom discussion. The discussion focused on the various objects and places that are central points within certain religions. The students then got to write their own stories which included the different types of people the associate with daily.  \*Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.  -Page 14: The discussion of storytelling and incorporating a “diverse array of cultures and traditions”. This would allow students to develop skills in creating a positive discussion.  -Page 10: The Literary Approach- Students read about the different religions cultures and customs on their own. This will create a good discussion based on the readings taking place.  \*Be aware of examples of best practices in teaching about religion.  -Page 13: There is a discussion about having students act like they are explorers of the diverse cultures. This best practice allows students to put themselves into the subject of religion and learn using hands on activities.  -Page 13: There is a discussion on oral, written and visual representations of the various religious cultures. By giving students options, they are able to learn about the different religions within multiple dimensions. | ***How can incorporate this into your teaching of world religions? Provide at least 1 example for each competency’***  \*Develop the ability to present multiple religious perspectives in a fair or neutral way  To teach using this competency I think I would break my students up into groups of five. I would have each student in the group look into a different religion. Then, I would do a jigsaw type of activity and allow the students to share what they have learned about the different religions. This will be a fair way to go about teaching this unit because it provides students an opportunity to be the teacher and really be in charge of the learning that is taking place.  \*Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.  To teach using this competency I think I would use my students religious afflictions to my benefit. I think it would be interesting to listen to students discuss their different beliefs with the rest of he class. However, I think it would be important to discuss respect before having these conversations. The students must realize that we must respect one another, even if we have different views. They must realize we would be doing this to learn about one another. I think we could celebrate each persons religion by having parties symbolic of a given religions, eating the food that is custom to the given religion, etc.  \*Be aware of examples of best practices in teaching about religion.  To teach using this competency I believe I would make sure my lessons are hands on and relate to real life experiences. I think it would be interesting to break into groups and create skits that discuss the different religions. |
| ***Station 3 (15 points)***   * Understand the difference between the secular academic and devotional approaches to religion, and consistently use the secular academic approach. * Be able to address in a constructive way religious disagreements and conflicts that arise in the classroom. * Be aware of, and manage effectively, religious diversity in the classroom. * Create an environment of respect and tolerance—a safe environment in which students feel free to talk about religion. | ***The AAR guidelines outlines 4 Approaches to teaching religion (see pages 10-11). Which approach do you think you will follow? Why?***  ***What do you understand by the competencies in Station 3?***  After reading the AAR guidelines, which outlines the four approaches to teaching religion, I would like to think I would teach using the Cultural Studies Approach. I think this would be the best way to teach students because it provides students with the most in-depth combination of each of the approaches listed in the AAR guidelines. I wonder if I will have the tools necessary to use this approach, because the AAR states that many who teach with this approach have been trained in religious studies programs. If I am not able to fulfill this type of teaching, I think I would follow the Historical Approach. I think before you can really teach a religion, you need to know where it came from, you need to understand its origins. I think this would be one of the main ideas I would like to get across to my students which I would be successful in doing by using the Historical Approach. | ***How will you implement your approach/understanding of competencies into practice? Provide at least 2-3 specific examples.***  I will implement my approach/understanding of competencies into practice by creating hands on experiences that foster positive discussion and real-world situations. I think it would be interesting to bring guest speakers in to discussion the different religions in greater detail. This could promote successful discussion by having someone of each faith in the classroom. I also think it would be interesting to tour the various areas of worship, such as churches, temples, etc. I think by immersing students into other religions they will begin to have more respect since they have a better understanding. |
| ***Station 4 : Final Reflection***  ***10 points*** | ***Reflect on the AAR document –what impact did these guidelines have on your professional development and pedagogy?***  To be very honest, like many teachers, before reading the AAR document I would be terrified to teach religion in the classroom. I did not know enough about many of the religions that students are expected to know and I feared many of the questions that could be asked. I now have a stronger sense of what I need to know to be successful in teaching religion in my classroom. | ***How will you take all of the information you have gained from AAR and your research and make it comprehensible to your 6th graders? This is your “snapshot of practice” - provide at least 1 specific example of practice.***  As I have described above, I will take the information I have gained from the AAR and my own research to create a world religions unit that is based around hands on experiences, real-world learning and discussion-based learning. I think by using these ideas, my students will have a greater sense of the religions that exist and why it is important to learn about each of them. I like many of the example as discussed in the AAR article, however I loved the storytelling idea and I believe I will use that in my own classroom when it comes time to teach religion! |
| ***Total: 60 points*** |  |  |