

Some Examples of RE and ICT in Action

Before you get launched on using ICT in a particular RE session there are obvious **questions to ask:**

- Are the pupils going to be using new / unfamiliar software? Does Initial ICT preparation time need to be incorporated into the lesson? Please don't take this off the allocated RE time!
- Is this for an audience? This affects the presentation of ideas, the language and images used, speed of transition of images and the design of any support material. Questions you could ask include: What age group is this for? What is the purpose of assignment / presentation - is the RE purpose the first priority? Is it to be used by one person, group or class? Is it something which needs to be available for future use?
- Are we presenting the finished product in such a way that there might be copyright implications? The Copyright Licensing Agency has a web site at www.cla.co.uk

So what is around to help us?????????????

Creating your own Digital Media

You or your pupils may like to try creating some digital storyboards to support RE work – perhaps to create meditative or thought provoking pieces which can then be used to support AT2 discussions or collective worship. Here are a few websites which could help you out with this:

- <http://www.ljudo.com/> is a searchable sound effects site. Fun to play with – although I couldn't get any of the "audition" buttons I tried to work – I had to temporarily download each file to check it out.
- For a selection of general photographs (including ones associated with religions) try <http://www.sxc.hu/> and - <http://www.flickr.com/creativecommons/by-2.0/> - just type key words into the search engine and see what emerges!

What about software for Digital Storytelling? Probably the easiest to use is Powerpoint, but for the more ambitious Microsoft Photo Story (see www.microsoft.com) is free for Windows XP and newer, whilst InAlbum (www.inalbum.com) is a slideshow maker for older versions of Windows, available as a free or shareware version. www.bt.com/betterworld/resources also has materials on photo movies – movies made with still images – this site contains tutorials on every aspect of production, from scriptwriting and assembling the images to putting on special effects, recording the narration and laying down a music track.

If you would like to make a Big Book, there is a resource on the Naace website at <http://primary.naace.co.uk/activities/index.htm> which will support you in this, including demonstrating how to add audio and video if required.

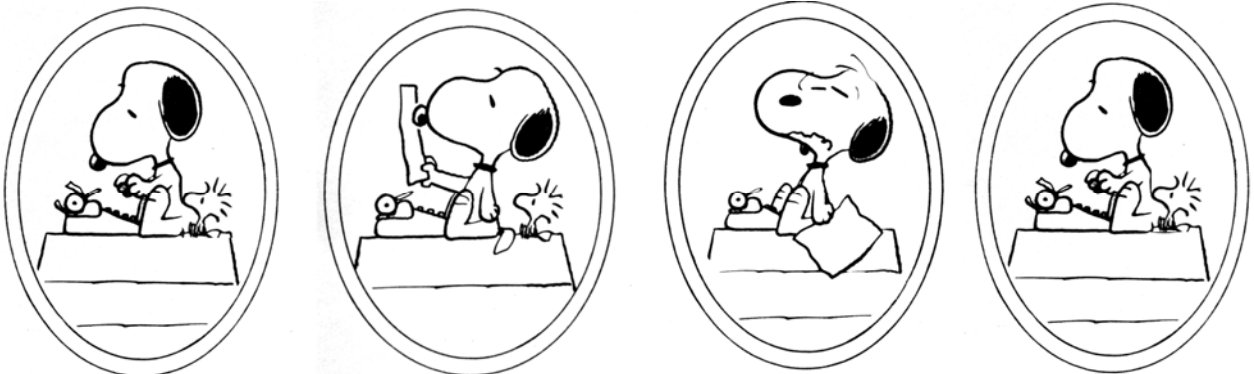


But before you launch on an RE with ICT project, here are some words of warning from OFSTED: ***"The most common impediment to learning is pupils' natural tendency, when using computers for writing, to focus on decorative matters..."*** There will be many times when the RE dictates that pupil work begins with selecting images...but if this is *not* the case, why not get pupils to work just in Word or Notepad until you reach the presentation stage – then paste it into the other programme for “decoration”?

Also ***"Equally unproductive is pupils' use of the internet and CD Roms where teachers have not... set tasks which preclude block copying and pasting."*** So make sure that any pre-prepared materials used are being transformed in some way!

What we could actually do – some suggestions:

1) Retelling stories



Staffordshire Learning Net – www.sln.org.uk/storyboard has an archive of short stories with religious themes which is well worth looking at for useful stimuli. Careful thought needs to be given to the choice of story and it may be appropriate to select part of a longer story e.g. an individual parable or the story behind a festival.

The Miracle Maker animation is a good example of this sacred story re-telling technique. (The web site tells more about how the film was made - www.themiraclemaker.com) Children should be able to create animation sequences in the same manner with

plasticine models. Here the important RE element is actually the initial storyboarding, as pupils bulletpoint the action ready for filming – and pacing it correctly. For support ideas try the website of animateur Oscar Stringer at www.animationforeducation.co.uk

The retelling could also include an updating of the story to make it more relevant for the 21st century – the parable of the Good Samaritan is infamously used and re-used for this purpose (I can remember “the good punk rocker” being a popular suggestion *many* moons ago!)

Suitable media for this purpose include: Video, CD ROM, presentation (e.g. PowerPoint), web pages (intranet), digital camera. You could also make cartoon strips.

For online stories to use to get you started, try:

- www.bodhitrecreations.com - humorous and thought-provoking Buddhist cartoon sequences
- www.buddhisteducation.co.uk/stories.htm - stories from the UK Buddhist Education Foundation
- www.request.org.uk/main/bible/jesus/Jesus01.htm - the life and teaching of Jesus
- www.request.org.uk/main/history/history.htm - Christian Saints in Britain
- www.hindukids.org/stories/grandpa.html - Hindu stories as told by 'grandpa'
- www.al-islam.org/gallery/kids/Books/bilal/index.htm - Bilal's bedtime stories for Muslim children
- www.geocities.com/mutmainaa/story/story_index.html - edifying Muslim stories collected by Mutma'inaa
- www.sln.org.uk/storyboard/ - stories from religious traditions from the Staffordshire Learning Network
- www.hasidicstories.com/stories1.html - Stories of the Hasidic rabbis

Alternatively you could re-tell the story in the form of a play: pupils could write, perform and record a play in which a key aspect of religious teaching is presented. This format gives very wide scope and is ideal for group presentation as many skills and talents are needed. Look at www.jesusfortoday.com for the outline of a Passion Play which you could adapt.

2). Self and Community – religious beliefs in action

What are the major stories in the news at the moment – can you tell what the faiths you are studying have to say about them? What does the teaching of Jesus have to say on the issues relating to these events?

OR look at charity websites to see how faith works out in real terms e.g:

- www.angulimala.org.uk - Buddhist prison chaplaincy organisation
- www.cafod.org.uk - Catholic agency for overseas development
- www.christian-aid.org.uk - Christian Aid
- www.hindu.org/aid-relief - Hindu Disaster Aid Organisation
- www.worldjewishaid.org.uk - World Jewish Aid
- www.noahproject.org.uk > education > kids corner; - The Noah Project (Jewish environmentalists)
- unitedsikhs.org - Sikhs engaged in international relief work
- www.request.org.uk/main/action/action.htm

Note – only the last of these charity sites is specifically designed with children in mind.



You could present your findings in the role of a TV reporter, but don't lose sight of the RE behind the excitement of the media vehicle for the activity! Good media work focuses on the heart of the story, presenting it with clarity, integrity and balance.

If you are thinking in larger terms such as a mini-documentary, you could include recorded interviews and discussions with a peer group, adults, (those with specialist knowledge and those without), as well as statistical evidence. Materials which could be included in a presentation include Interviews with a few young and adult Christians which can be also found on the RE:Quest website - www.request.org.uk/main/dowhat/heads

[/heads.htm](http://www.request.org.uk/main/dowhat/heads/heads.htm) while a database of children and young people's responses to the big questions of existence has been assembled by the Professional Council for RE - www.pcfre.org.uk/db A documentary is more challenging than a "simple" TV report and gives pupils the chance to understand the importance of a well argued presentation rather than a series of loosely connected 'events' or stories.

A variation on this theme is to tell something of the life of a famous person of faith. Having chosen a person, there is then a variety of ways to present their life and its relevance. Remember that it is better to go beyond a straight biography of the person, however worthy their life, and for pupils to take a particular story line in illustrating the importance /relevance of the life lived.

Yet another possibility is to get small groups of pupils to work on alternative newspaper front pages of the same story. The newspapers can reflect different religious positions or viewpoints, for example different characters being interviewed following Jesus' crucifixion. The sample pages can then be shared and compared with the whole class on the whiteboard – an opportunity for peer assessment!

Present your findings using: Video, CD ROM, presentation (e.g. PowerPoint), web pages (internet or intranet), Clicker 4 / Textease, digital camera

3). Empathy - RE and Collective Worship

There are some wonderfully rich resources on the web which can be used to create stunning visuals e.g. to illuminate an AT2 discussion or to support work on a festival. You might, for example, make the equivalent of "Stations of the Cross" to support preparation for Easter. For this you could use:

- National Gallery (Microsoft CD ROM)
(The complete illustrated catalogue with images and the entire text of the National Gallery's printed catalogue.)
- Culham Institute - 'They call it Easter...'
www.refuel.org.uk/curric/festivals/easter
- Birmingham Grid for Learning KS2 'Face of God' project:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/re/face_of_god/index.htm
- CLEO Cumbria Lancashire Education Online - Draw the Buddha's Face -
www.cleo.net.uk/subject.cfm?subject=11
- Staffordshire Learning Net - RE -
www.sln.org.uk/re/Picture%20Gallery%20home.htm
- picture gallery - useful illustrations
 - www.rejesus.co.uk/expressions/
Jesus through art - and through some strange natural phenomena as well....



Suitable media: Presentation (e.g. PowerPoint), desk top publishing package (DTP), digital camera, web site (intranet or internet), CD ROM, video, photo movies.

4) Using basic Interactive Whiteboard functions in RE

Dynamic interactive whiteboards are excellent for simple but creative activities, examples could include:

- ◆ Exploring a key question or event by using a drag and drop sorting activity, for example sorting kosher from non-kosher foodstuffs
- ◆ Using a jigsaw / scrambled image which is gradually reconstructed and then given a title – this could be particularly effective with photographs connected with questions such as suffering, charities, or personal (PSHE style) scenarios. In the same area – keyhole or spotlight tools.
- ◆ Putting words from a song / hymn / service on the board and highlighting key areas for consideration as the song is played etc.
- ◆ Comparative work e.g. sorting a list of terms or pictures concerned with rites of passage from several faiths – these could be sorted by faith, by type (age) of rite, by symbol etc.
- ◆ Mapping activities e.g. brainstorming the idea of “worship” and then classifying the results into internal and external manifestations.
- ◆ Annotating photographs e.g. labeling the parts of a gurdwara

