

Between Land and Sea

A Classroom Resource

English & Religious
Education



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



ÚDARÁS
CRAOLACHÁIN
NA hÉIREANN | BROADCASTING
AUTHORITY
OF IRELAND



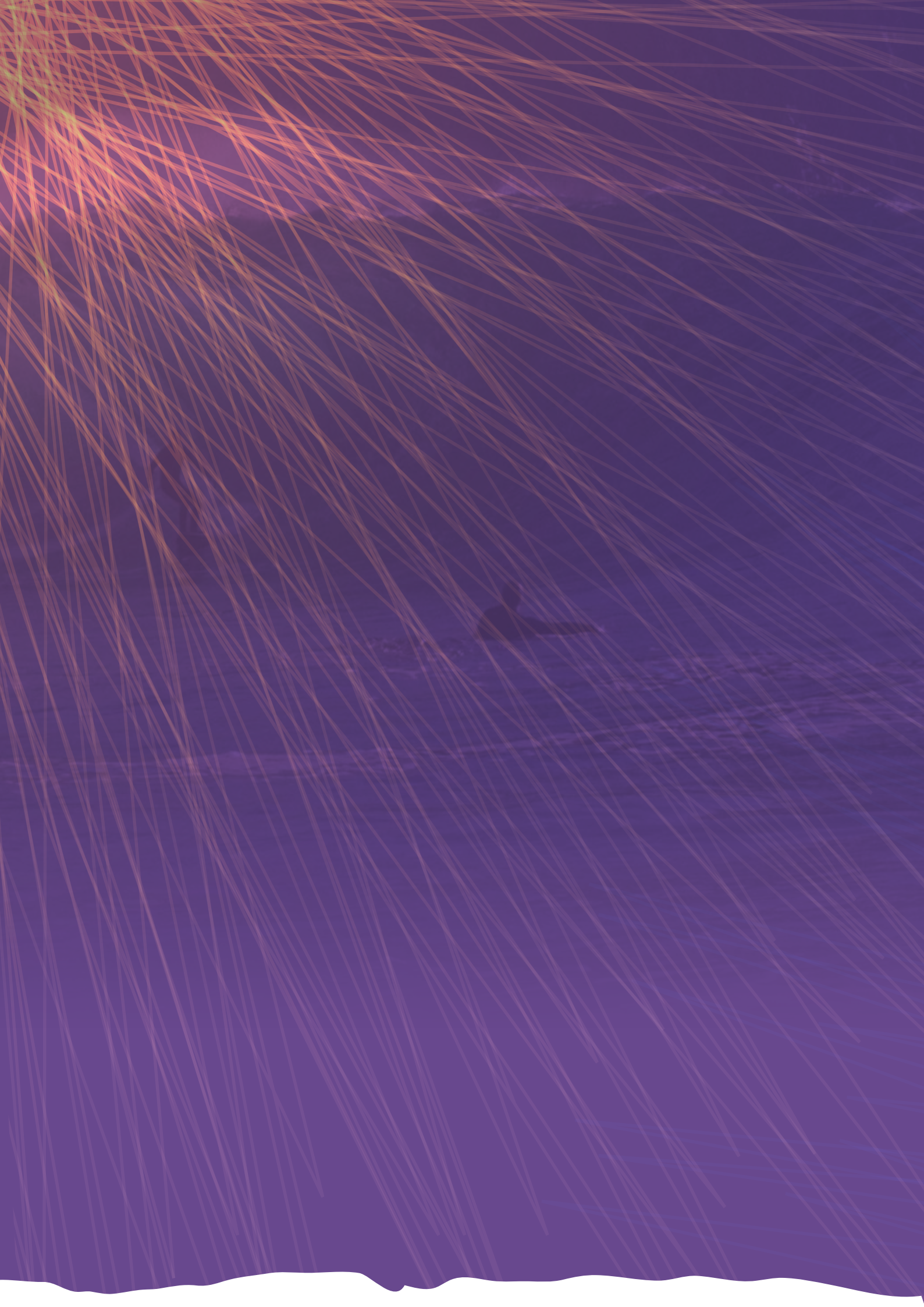


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INTRODUCTION

This resource was developed by Junior Cycle for Teachers (JCT) in collaboration with RTÉ and the Broadcasting Authority of Ireland (BAI) and explores key learning and issues raised in the observational documentary ***Between Land and Sea***. The documentary, directed by Ross Whitaker, was supported by funding from the BAI and takes us through a year in the life of prime Irish surfing spot, Lahinch, in County Clare. The film follows a community of surfers trying to get by in this harsh climate, following their daily struggles with work and family alongside the endless draw of the waves.

JCT is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. JCT aims to inspire, support and empower teachers in the transformation of junior cycle education in Ireland.

The Broadcasting Authority of Ireland (BAI) is the content regulator for Irish broadcasting services. The BAI has a range of functions including licensing, monitoring, developing codes and rules and supporting sectoral development. In addition, it provides production funding for high quality programming on Irish culture, heritage and experience, using funds collected through the television licence fee. The BAI is committed to increasing the availability of this content to Irish audiences and these dedicated junior cycle resources support it in achieving this objective. This resource is one outcome of a larger initiative to bring high-quality Irish production into classrooms to support learning and foster the development of essential media literacy skills in young people.

In the development of this resource, the JCT Religious Education and English teams collaborated to create rich learning experiences to complement both subject specifications, and in a wider context, the Framework for Junior Cycle, 2015. The resources created are not designed to be used in a linear fashion, but rather to support the creation of learning experiences that work for individual schools in their unique contexts.

As you explore this resource, you may identify links with other subjects and potential to explore these topics in other areas of learning within junior cycle. Throughout the resource, links to the relevant extracts from ***Between Land and Sea*** have been provided and the full documentary is available on **RTÉ Learn**. Please let us know your experience of using these resources on social media via **@JCforTeachers** and **@BAItweets**.

EDUCATION FOR STAYING WELL

Throughout the Junior Cycle, students will acquire and enhance their proficiency in eight key skills. "These skills will be brought to life through the learning experiences encountered by students and will be evident in the assessment approaches used in the classroom and in examinations. These skills are key to learning in every area of junior cycle and beyond. They are closely linked to the skills required at senior cycle and those already developed for early childhood and primary education." (*Framework for Junior Cycle, pp. 13-14*)


This resource offers opportunities to activate a number of the Key Skills within the *Framework for Junior Cycle, 2015*.



In particular, the resource is designed to complement the key skill of *Staying Well*. In emphasising *Staying Well*, this resource acknowledges that “This key skill recognises that learners’ overall wellbeing must be supported alongside their intellectual development.” (NCCA, *Key Skills for Junior Cycle Toolkit*)

There are seven elements of the key skill of *Staying Well*:

Staying Well
<ol style="list-style-type: none">1. Being healthy, physical and active2. Being social3. Being safe4. Being spiritual5. Being confident6. Being positive about learning7. Being responsible, safe and ethical in using digital technology



The learning experiences of the resource aim to develop students’ ability to be social, spiritual, confident, and positive about learning.

“We know that students need to feel happy and safe so that they can learn and flourish in school. Looking at student wellbeing through the lens of Maslow’s hierarchy of needs helps us to see that different students are at different places on Maslow’s hierarchy.” (NCCA, *Key Skills for Junior Cycle Toolkit*)



(adapted from **NCCA (2015) Key Skills for Junior Cycle - Staying Well** (p.3))

NCCA

The activities in this resource may support students in developing their understanding of the concepts of love and belonging. They explore the interdependence between person and place; how a sense of belonging sustains us as people and how we, in turn, can contribute to the development of place.

FRAMEWORK FOR JUNIOR CYCLE

The Junior Cycle curriculum that a school provides will be informed by:

- Eight principles that underpin the entire Framework for Junior Cycle
- Twenty-four statements of learning that are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme
- Eight key skills that are required for successful learning by all students.

The principles, statements of learning and key skills provide a structure for schools to design their junior cycle programme. (*Framework for Junior Cycle, 2015, p.10*)

This resource was created and developed in a cross-curricular capacity between two JCT teams, Religious Education and English. The initial starting point for considering learning experiences for students was the twenty-four statements of learning which describe the learning at the core of junior cycle.

In the design of the resource, the teams identified three Statements of Learning that complement the key skill of *Staying Well* and both subject specifications.



Framework for Junior Cycle 2015



DEPARTMENT OF EDUCATION AND SKILLS



Statement of Learning 3	Statement of Learning 6	Statement of Learning 7
creates, appreciates and critically interprets a wide range of texts.	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.

Based on the subject specifications and the identified statements of learning, the teams identified a common theme that would be explored in the resource:

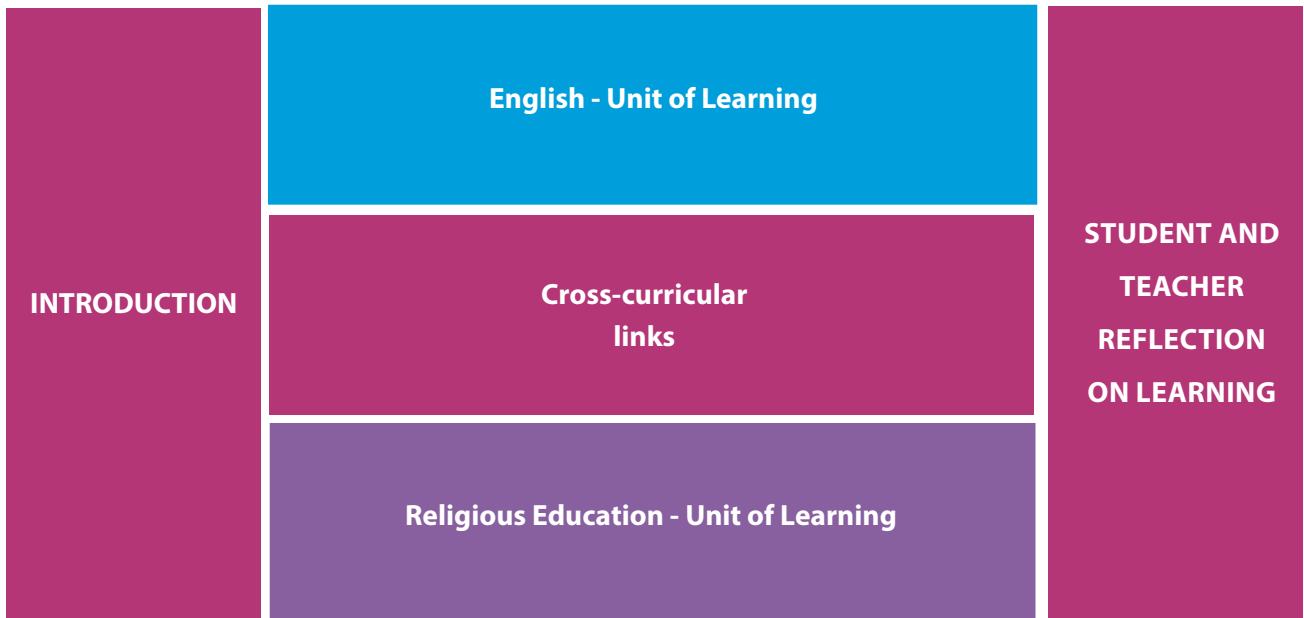
My Place in the World

- How does my sense of place support and sustain me?
- How do I contribute to my world?

It was decided to structure the resource to promote cross-curricular collaboration, where possible, between Religious Education and English teachers. The resource includes four distinct yet complementary sections.

- An Introduction to Key Concepts
- English Unit of Learning
- Religious Education Unit of Learning
- Reflection on Key Concepts

The introduction explores our sense of place in the world, developing students' prior knowledge around their perception of their place in the world and their understanding of the importance of belonging. This learning can be explored by Religious Education teachers or English teachers or by both departments working in collaboration. The resource also includes two suggested units of learning – one for Religious Education and one for English, both using learning outcomes from the relevant subject specification. The fourth section provides approaches to student and teacher reflection on the learning. The four sections offer opportunities for ongoing assessment and the development of key skills and also support the development of student voice and understanding around the importance of belonging.



INTRODUCTORY CROSS-CURRICULAR LEARNING EXPERIENCE:

The introductory section of this resource aims to explore the concept and students' understanding of place and belonging. It is envisaged it could include the following:

Exploration of:

- The different communities or places where the student feels they belong.
- The prior knowledge and understanding of the importance of a sense of belonging.
- The students' sense of belonging and place in their world and its impact on their development as people.

Discussion and reflection on:

- The power of perception in establishing a sense of place.
- The numerous influences on our environment.
- Our impact on our surroundings, our contributions, how attitudes can influence a place.
- The interdependence between people and their environments.

Learner Experience – Anticipation Exercise

This strategy can be used before reading or watching a video clip to activate students’ prior knowledge and build curiosity about a new topic. This strategy also stimulates student interest in a topic and sets a purpose for reading, listening or watching. It teaches students to make predictions, anticipate and verify predictions. It will connect new information to prior knowledge. Anticipation exercises can also provide a focus for students during the reading, listening, watching or information gathering process.

See anticipation exercise strategy on www.jct.ie: https://jct.ie/wholeschool/pdf_strategies_for_active_engagement/anticipation_exercise.pdf

Activating prior knowledge Before the video clip:

Students are given the anticipation exercise worksheet shown below. Initially, before watching the video clip, they are asked to read the statements and decide if they agree or disagree with them. Students fill in the “Before” section of the worksheet. A class discussion can then take place so that students can interrogate the statements further. This will focus the students’ interest on the video they are about to watch.

Before watching the video clip:		Statements: Read the following statements. Before watching, tick if you agree or disagree with each statement. After watching, review your choice.	After watching the video clip:	
Agree	Disagree		Agree	Disagree
		1. My place has helped to make me who I am.		
		2. I contribute to the place in which I live.		
		3. I share the same perception as my classmates when it comes to my place.		
		4. Many factors shape this place.		
		5. It is not just one place but many that contribute to who we are.		

Watching the video clip

Students are asked to watch the video clip to determine if their opinion has changed from their initial thoughts about the statements they read.

After the video clip

Students then revisit each statement and reassess whether they agree or disagree. Feedback can be taken from the whole group at this stage. Ask if there are any surprises or other observations.



**Introduction:
Ollie O’Flaherty**





Pause for Reflection

Considering what you have viewed and discussed around the theme of place, has your outlook or opinion on the importance of place in our lives changed in any way? What has changed and why?

Planning for these units of learning

The following supports were used when planning these units of learning:

English

- Junior Cycle English subject specification, available from www.curriculumonline.ie
- CPD Workshop, material available from www.jct.ie
- First Year Planning Section, available from www.jct.ie
- Second/Third Year Planning Section, available from www.jct.ie

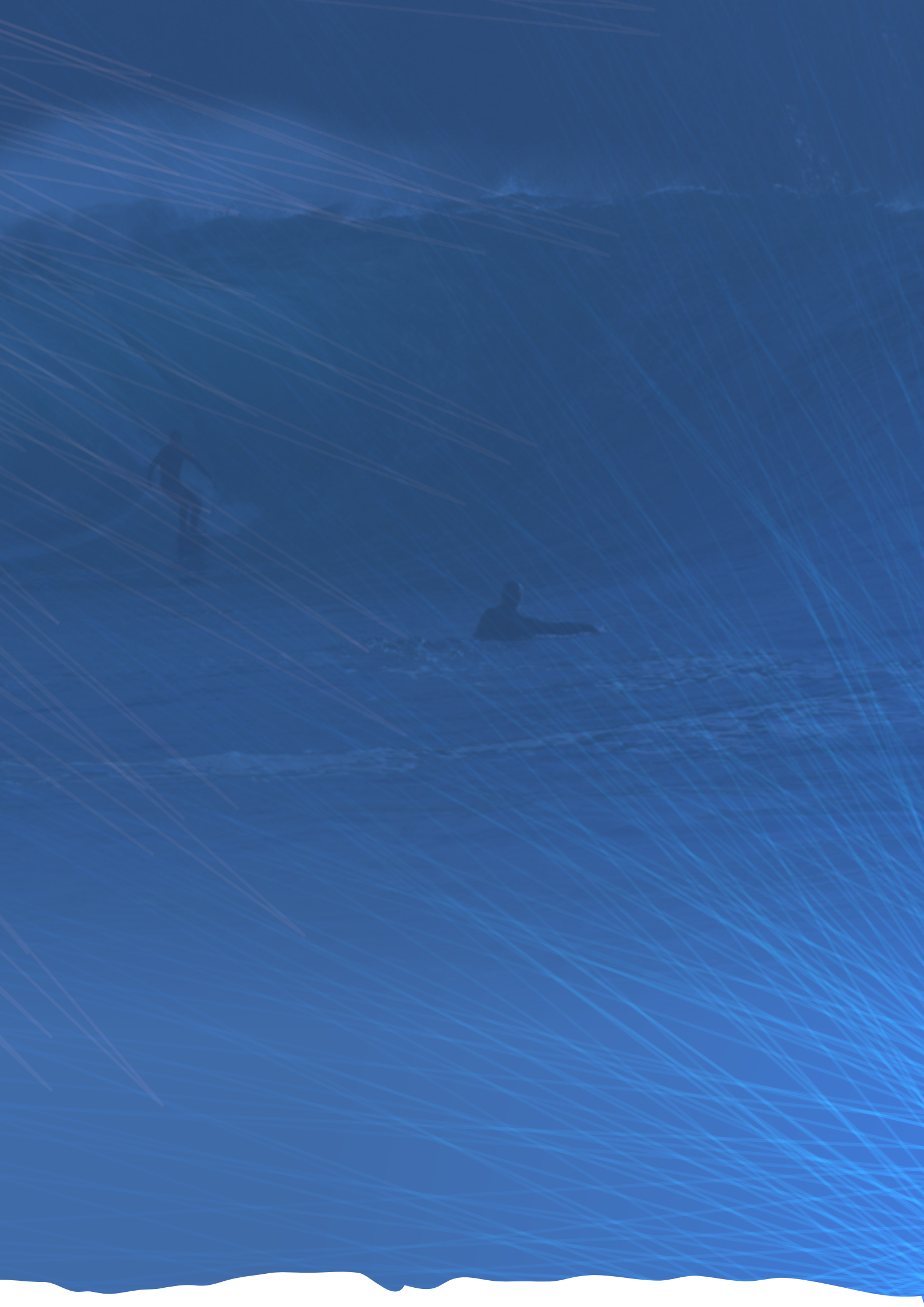
Religious Education

- Subject specification, available from www.curriculumonline.ie
- Exploring Learning Outcomes document, available from www.curriculumonline.ie
- CPD Workshops material, available from www.jct.ie
- L1LP & L2LP links document, available from www.jct.ie

A plan for each unit of learning is also included in this resource.



Opportunities for reflection before, during and after learning are indicated by the magnifying glass icon.



English Unit of Learning

"The specification for Junior Cycle English focuses on the development of language and literacy in and through the **three strands: Oral Language, Reading, and Writing**. The elements of each of these strands place a focus on communicating, on active engagement with and exploration of a range of texts, and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language. There is a strong focus on the oral dimension of language, including the vital importance of **learning through oral language**. This makes the English classroom an active space, a place of classroom talk where learners explore language and ideas as much through thinking and talking as through listening and writing. While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The student's language learning is marked by a fully integrated experience of oral language, reading and writing.

To give further emphasis to the integrated nature of language learning, the outcomes for each strand are grouped by reference to three **elements**:

- Communicating as a listener, speaker, reader, writer
- Exploring and using language
- Understanding the content and structure of language."

(Junior Cycle English Specification, Overview: Course, p.9)

"Engagement with texts is central to the development of language and literacy and it is important to recognise that the term text applies to more than communication in written formats. All products of language use—oral, written, visual or multimodal—can be described as texts. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and the spoken word. It is essential that over the three years of junior cycle students have a wide and varied experience of texts that stimulate, engage, inspire and challenge them."

(Junior Cycle English Specification, Overview: Course, p.10)

Statements from the Rationale and Aims most relevant to this unit of learning have been selected below. The Rationale and Aims can be found on pages 4 & 5 of the Junior Cycle English subject specification. www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/English/

Rationale of the English Specification

Learning about language in texts, including digital texts, is important to social development and as part of this process students develop the competence and confidence needed to meet the demands of school, employment, further education and life. Knowledge and command of language are also essential to their contributions to political, social and cultural life and as thoughtful and active citizens.

Students are actively involved in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English. As study is a social activity as well as a personal one, students have opportunities to work in groups to achieve appropriate language goals.

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Finally, as their mastery of language grows, so too will the opportunities to enjoy their world and give of their best to society now, and in the future. They will fully appreciate their success in language when pleasure and growth in it continue in their lives long after school is finished.

Aims of the English Specification

English in junior cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners. More specifically it encourages all students:

- to be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- to engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- to develop an informed appreciation of literature through personal encounters with a variety of literary texts

Students' Prior Knowledge

This unit of learning is designed to be flexible in terms of when or how teachers and students wish to engage with it. While the unit is designed around particular texts, the activities give teachers freedom to choose their own specific examples/other texts. Teachers may also consider how the unit could be used across the three-years of Junior Cycle English.

With that flexibility in mind, the unit of learning may be enhanced by prior engagement with the following Learning Outcomes:

Oral Language	Reading	Writing
2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas. ○	8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text. ○★	1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate. ○★
		9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years. ○★

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Learning Outcomes in Focus in this Unit of Learning

Oral Language	Reading	Writing
<p>8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way. ○★</p>	<p>3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate. ○★</p>	<p>3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read. ○★</p>
<p>10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions. ○</p>	<p>6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure. ○ ★</p>	<p>5. Engage with and learn from models of oral and written language use to enrich their own written work. ○</p>

○ = Sub-set of outcomes for first year.

★ = Learning Outcomes on which the final assessment will be based.

In line with the incremental nature of the subject specification, aspects of these learning outcomes have been highlighted in bold. They have been chosen across the three strands of English to apply the intended, integrated approach to learning language.

Level 2 Learning Programmes (L2LPs) Suggested Learning Outcomes*

Elements of the Priority Learning Unit	Priority Learning Unit	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
	Communication & Literacy	
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.	<p>1.4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend.</p> <p>1.6 Listen to and respond to a range of stories.</p>	<p>OL 2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas. ○</p> <p>OL 8 Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way. ○★</p>
	Personal Care	
Recognising emotions.	3.36 Identify common emotions and associated words used to express them.	OL 2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas. ○

*These suggested links are neither exhaustive nor prescriptive. Teachers are free to plan for the learning needs of their individual L2LP student(s) in a way that is clear, consistent and accessible. This ensures that each student has an opportunity to showcase their strengths, skills and talents.

Key Learning for this Unit arising from selected Learning Outcomes

Students will:

- Listen to and read texts to understand and appreciate the importance of setting, atmosphere/mood, collaborating with others to note its impact on the audience.
- Explore how characters are developed in digital and print text through comparison, discussion and presentation of collaborative opinions.
- Apply what they have learned from written and digital texts when creating their own engaging stories.

Ongoing Assessment Opportunities

Ongoing classroom assessment supports student learning and enables student progress. That is why a consideration of approaches to quality learning cannot be separated from a consideration of assessment. Throughout this unit of learning, teachers and students can engage in ongoing assessment of learning as part of classroom practice that can be formative or summative in nature. Learning can be assessed through observations, conversations within the class between teacher and students and in the work that students create.

Active Learning Methodologies

Throughout the unit, students will be given the opportunity to actively engage in the learning through the use of some of the following learning methodologies:

- Student Collaborative Discussions
- Evaluating Scenes and Voicing Opinions
- Placemat and Ranking Ladder
- Through the Lens

Further information on these methodologies can be found at https://www.jct.ie/wholeschool/classroom_strategies



Opportunities for online learning are indicated by the globe icon.




Opportunities for cross-curricular collaboration are indicated by the jigsaw icon.

Learner experience: Storytelling

Reflecting and Building on Prior Knowledge

In this learner experience, the students engage in an activity that elicits prior knowledge. Students are, initially, asked to reflect on their knowledge of documentaries. Students are then asked to reflect on previous related learning experiences around setting, character and plot development and their impact on the reader's experience of the text. Through the active learning methodology, collaboration and communication skills of the students are enhanced, and the prior knowledge elicited during the activity is further reinforced. The teacher is provided with the opportunity to assess the students' prior learning.

The resource to support this activity is the trailer to the RTÉ documentary, ***Between Land and Sea***.

Students watch the stimulus trailer. 

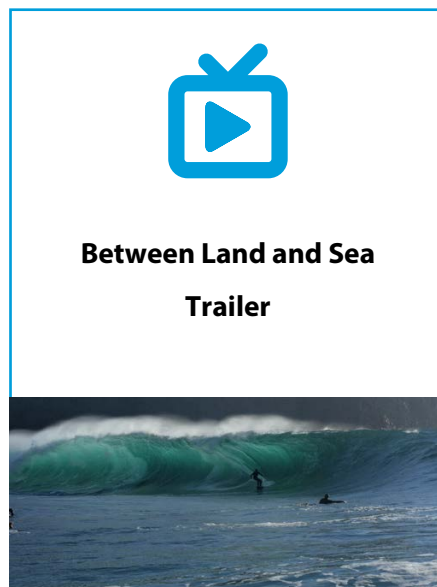
After Viewing:



The teacher leads class discussion to explore prior knowledge and interest in documentaries. The following questions may guide the conversation:

This is a trailer for a documentary film, ***Between Land and Sea***

- Based on the trailer, what do you expect this documentary to be about?
- What other documentaries have you watched?
- How do documentaries tell a story?



Part of the discussion may be supported through reflection on their engagement with previous texts explored in primary school or Junior Cycle English.



Activity: Placemat and Ranking Ladder Activity

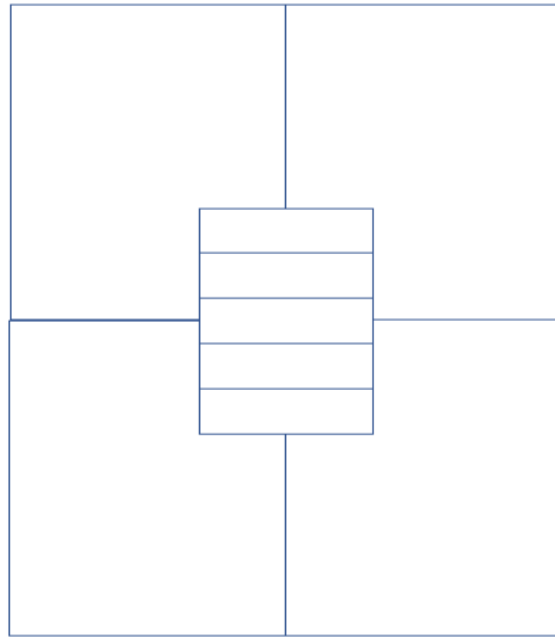
https://www.jct.ie/wholeschool/pdf_strategies_for_active_engagement/placemat.pdf

https://www.jct.ie/wholeschool/pdf_strategies_for_active_engagement/ranking_ladder.pdf

Divide the class into groups of four for a placemat and ranking ladder activity.

Provide each group with a placemat and cut up the features for the ranking ladder as shown.

What makes a good story? Sort these features into order of importance:
Engaging characters
Effective use of dialogue
An interesting plot
An unexpected turn of events
Mood or atmosphere created
Pace
Wide range of vocabulary
An interesting setting
Varied sentence types
A clear structure
Other elements





Individually:

Students are asked to consider the features of storytelling and are asked to rank them in order of importance in the individual spaces provided on the placemat sheet. Students may add additional features they view as important to the list.



Groups:

Groups are asked to share and justify their rankings. The students are then asked to use the moveable features in the ranking ladder in the middle of the group's placemat to agree on ranking the features in order of most importance. Additional space may be allocated to other features introduced by students.



Class discussion:

- When the groups have completed this task, ask the students to give reasons why their group ranked the features in this order.

Alternatively,

- A nominated member from each group may present the reasons why they ranked the features the way they did.

Students may reflect upon their feelings about their storytelling abilities, at this point.



Teacher Note

Clarify for students, this is a discussion exercise. There is no definitive ranking.

Learner Experience: Setting the Scene, Creating Atmosphere and Mood

“I don’t think of (the territory that I know as the Irish landscape. I think of it as a place that I know is ordinary and I can lay my hand on it and know it, and the words come alive and get a kind of personality when they’re involved in it.”

Seamus Heaney

Building on Prior Knowledge

Once check-in on the features of storytelling is complete, this learner experience builds upon students’ prior knowledge of the importance of creating atmosphere and mood in texts to engage a reader.

The first resource to support the learning is a clip from the opening scene of ***Between Land and Sea***.

The second resource to support the learning is a scene from any short story of the teacher’s choice. An extract from Roald Dahl’s short story ‘The Hitch-hiker’ may be suitable here.

Activity: Identify how authors create setting, atmosphere and mood.



Individually:

Students watch a clip of the opening scene of ***Between Land and Sea***. As they watch the clip, students note their responses below







Setting the Scene: Creating Atmosphere and Mood



Teacher Note

Any suitable short story may be selected.

Making Meaning of Texts	
Note your response to the following questions	
What do you hear? 	What impact does this have? What impression does this give of the place? 
1. Seagulls	
2.	
3.	
What do you see? 	What impact does this have? What impression does this give of the place? 
1. Empty Streets	
2.	
3.	

Teacher takes feedback from the class and leads the class to a shared understanding of how sights and sounds create meaning in a text and impact on the viewer's experience, creating a certain atmosphere and mood.







Individually:

The students now read the chosen short story extract and think about the setting and how, in a written piece, the author creates atmosphere and mood.



In pairs:

Focusing on the author's choice of words and images, students once again fill in the 'Making Meaning' template, based on the extract they have just read.

 Writing to Describe Pair work can be completed in a collaborative space on your chosen platform, eg. Teams, Seesaw, Google Classroom	
 	
How does the author employ any of the other senses?	What impact does this have? What impression does this give of the place?



Teacher Note

There is the opportunity to explore the similarities and differences in how the two different texts are shaped. Students may consider which one they feel is more effective in creating atmosphere and mood.

Assessment Opportunity

<p>From Screen to Page: Write a descriptive paragraph based on the opening scene of <i>Between Land and Sea</i></p>	<p>Teacher Note:</p> <ul style="list-style-type: none"> ● The clip may be played again ● Students may refer to their responses from the previous learning experience for the observations to scaffold their writing experience
<p>Fill in the table below with descriptive sentences that appeal to the senses to form your paragraph. Replace each observation with a sentence(s) that creates the atmosphere and mood of the scene. Think of word choice, sensual imagery and the other features associated with descriptive texts discussed earlier. Feel free to invent details within your descriptive paragraph.</p>	
<p>What I saw, What I heard</p>	<p>Descriptive sentences</p>
<p>Seagulls</p>	<p>Squawking seagulls circled the morning sky.</p>
<p>Empty Streets</p>	<p>The street was desolate. Shop after shop depicted the same unwelcome sign, 'Closed, reopening at Easter'.</p>



Students can take this opportunity to record their reflections on this writing experience in their learning logs. How did they find the writing experience? What were the challenges? Do they feel their ability to create atmospheric setting has improved?



Teacher Note

Students may find a scaffold useful to guide their reflection on the writing experience, see suggested supports.

Learner Experience: Character Development and a Sense of Belonging

“To know who you are, you have to have a place to come from.”

Carson McCullers

Building on Prior Knowledge

Having explored how directors and authors use the senses to create atmosphere and mood, the learning experience progresses to explore characterisation and to consider how authors give insight into characters.

The first resource to support the learning is a clip from ***Between Land and Sea*** that provides insight into the character of Pat Conway.

The second resource to support the learning is an extract from a short story, novel or play of the teacher's choice. The chapter 'Stansted' from Sarah Crossan's verse novel *The Weight of Water* may be suitable here.

Activity

As a stimulus exercise, students are first asked to explore and discuss the complex nature of most characters in texts. Students then, identifying and appreciating how characters develop in texts, focus on the director's/author's skill to show rather than simply tell.

Teacher leads the class to a shared understanding of the complex nature of most characters and the many facets to their development.

- Students are asked to choose a character from a novel, short story, film or programme with which they are familiar. Previous learning experiences or students' interests may guide the choice.
- Students make a note of three distinctly different adjectives to describe this character.
- The teacher asks students to justify some of the adjectives they have given their characters. For example, how do we know they are caring? Where/What is the evidence to show this?

This conversation will allow the teacher to explore:

- the complex nature of most characters.
- the many influences on their development.
- how, directors/authors often give insight through a character's actions and movements to enhance narration.



**Character Development
and a Sense of Belonging:
Pat Conway**



Teacher Note

Students may be asked to guess other characters based on the adjectives. Students could represent their complex character visually.

Students watch a clip of Pat Conway from *Between Land and Sea*. 

Prior to Viewing

Teacher divides up the class, providing students with one of the sections below to focus their viewing.



Individually

Students note their responses to the allocated section while watching the clip:

Visual Storytelling:

What **actions/ movements** can be seen?

What does this tell us about the character of Pat Conway?

What impression does this give of how he feels in Lahinch?

Music:

Describe the **background music** in this clip.

How does it make you feel about the character of Pat Conway?

What impression does this give of how he feels in Lahinch?

Dialogue:

Write down some of the **key words/phrases** that reveal Pat Conway's personality.

What impression do these words/phrases suggest about his personality?

What impression do these words/phrases create about how he feels in Lahinch?

Camera:

Describe some of the **background shots/lesser details** the director chose to capture.

Describe some of the **close-ups**.

How do these details add to our impression of the character of Pat Conway?

What impression do these shots give of his feelings about Lahinch?

After viewing

- Teacher takes insights from the class, sharing observations on the development of the character of Pat Conway, guiding students towards an appreciation of the way many features combine to give insight and create the overall impression on the viewer.
- As feedback is shared, students may fill in the three aspects focused on by other students.



To further enhance the discussion on character development, the class can address Pat's volunteering and charity work: How this adds to our impression of his character, as well as his overall sense of belonging and wellbeing.

This element of Pat's persona is explored in the RE section of the resource.

Think-Pair-Share



Individually:

- Students read a chosen extract from a written text, showing character development and underline the details which give an impression of the character and place.
- Students consider how the words and images used make them feel, as a reader.



In pairs:

- Students discuss their reasons for their underlined words and reach a consensus about their impression of character and place.



Share:

- The teacher takes feedback from the students and guides them to a shared understanding of how language can be pictorial. Like film, a written text can also 'show not tell'.



Optional Activity to Progress the Learning Further

This activity can be completed using a digital platform and online tool. See Think-Pair-Share strategy on www.jct.ie

From page to screen: Create a visual representation of the character in the written text

In pairs students can create a storyboard or Adobe Spark clip (incorporating voice over and music) using five images to capture the character in the above scene. This might support the following writing activity.



Teacher Note

Choice in the form of character development allows for student voice and students to demonstrate their learning in a way with which they are most comfortable.

Assessment Opportunity

Students create a character who does/does not belong in their community. They may portray their character in digital, verse or prose form. In planning:

- consider what they need to include in the words or the clips to make clear to the audience what the character is thinking or feeling.
- consider what details they could include to impact how the reader/viewer feels about the character.

Learner Experience: Creating Complication – A Place of Difficulty

‘You always want your characters to have something that they are aiming for. You want them to have a challenge that they are trying to overcome... so, the audience can really get on board and they can really care about a story if they feel that there is something at stake.’

Ross Whitaker, Director of *Between Land and Sea*

Having explored factors that portray characterisation, this learning experience continues to develop the writing process by turning the learner’s attention towards an appreciation of complication in a story.

The first resource to support the learning is a clip from an RTÉ Radio One *Sunday Miscellany* broadcast on 12th May 2019, ‘In search of Homeplace’ by Kevin McDermott.

The second resource to support the learning is a selection of clips from *Between Land and Sea* depicting various characters and their different struggles in Lahinch, Co. Clare.

Activity

To encourage exploratory talk, students are first asked to discuss the complication in a radio text. Students then collaborate to explore, discuss and develop an understanding of complication in a story. This section involves group work which allows students to learn interactively as well as develop interpersonal and collaborative skills.

▶ Students listen to the RTÉ Radio One *Sunday Miscellany* clip



Individually

Students note their response to the following questions as they listen:

- What type of struggle does the narrator of this text share with his listener?
- What efforts are made to overcome the struggle?
- Was the narrator's struggle resolved?
- What elements of effective storytelling are evident in this oral text?



RTÉ Radio One

Sunday Miscellany, 12th May 2019

Kevin McDermott, 'In Search of Homeplace'

<https://www.rte.ie/radio/radioplayer/html5/#/radio1/21554372>



Teacher Note

The poem *'A Sense of Belonging'* by Francis Duggan may be used in addition to the chosen clip.

After Listening

Feedback is taken from the class and conversation is facilitated to develop an understanding around the various types of complication that can arise in stories, the obvious and the more subtle, the internal and external, and that sometimes a complication can lead to an unexpected resolution. It may be worthwhile referencing texts which students have previously explored to support this discussion. Teachers may also take this opportunity to explore the differences in oral and written storytelling.

After the discussion, the teacher divides the class into groups, allocating each group one clip depicting the struggles of the characters in *Between Land and Sea*.

In groups



- Students look at their allocated clip and use the following worksheet to guide their initial discussions around character and complication.
- The placemat strategy can be used for each of the experiences to include all in the conversation.



https://jct.ie/wholeschool/strategies_for_active_engagement/Placemat.pdf



Creating Complication: A Place of Difficulty:

Raquel Ruido Rodriguez



Dexter McCullough



Fergal Smith



First Experience of the clip:

Identify the complications evident in the character's life.

Are they internal or external or a mixture of both?

How does the character deal with the challenges in their life?

Is the character's personality revealed in his/her responses to challenges? If so, how?

What influences the character's decisions?

If you could ask this character three questions, what would they be?

Second Experience of the clip:

What images best capture the struggle for the viewer?

What impact do these images have on you as a viewer?

Third Experience of the clip: Listen only to the piece

What words or phrases best capture a sense of struggle in this piece?

How do you feel about the character as you listen to the text?

Other than word choice, are there any other features that make you feel this way (tone, pace, sound, etc)?

Assessment Opportunity:**Individually**

The *Sunday Miscellany* team have decided to broadcast an episode of their series dedicated to the struggles of life in the coastal town of Lahinch.

Each student assumes the role of the character they have just analysed and records a short oral text for the *Sunday Miscellany*. Students can use their collaborative work to inform their preparation.

Students should:

- Consider the words or phrase that will best capture the complications of their life.
- Consider the feelings they want to elicit in the listener.
- Consider the sounds they should include.

**In groups:**

The teacher places students in new groupings **of three** so that one of the assumed voices of the three Lahinch characters is in each group. Students share their recordings with each other.

Optional Activity to Progress the Learning Further:

Students can revisit their own character from the 'Character Development and a Sense of Belonging' section and create a complication for them in first-person narration.



Groups of three can be formed in a collaborative space on your chosen platform, e.g. Teams, Seesaw, Google Classroom.

Learner Experience: Finding Resolution



To link with the Religious Education resource, students can interview someone they know about a challenge in their life:

- What was the challenge?
- How did you deal with the challenge?
- What influenced your decisions?
- Was the challenge resolved?
- Did this challenge change you in any way?
- If so, how?
- If you were faced with this challenge again, what would you do differently?

Students can record the interview, with a choice of submitting a written interview or an audio/video recording. The students can share interviews (or extracts of them) with the class to allow further discussion on common themes to emerge.

“Ever Tried. Ever Failed. No Matter. Try Again. Fail Again. Fail Better.”

Samuel Beckett

Developing the Learning:

Having developed an understanding of the different types of complication that can occur in stories, the learning in the unit culminates by developing students’ understanding of resolution.

The first resource to support the learning is a clip from RTÉ Archives ***‘Irishman Hopes to Swim the English Channel West to East’*** 1981.

The second resource is a clip of Pat Conway, reflecting on his attempt in ***Between Land and Sea***. In this clip, Pat reflects on his 1981 attempt to swim the English Channel.

Students initially explore what makes a good resolution.

Activity: Class Discussion - What Makes a Good Ending?

The following statements can be debated to develop students' perception of a good ending to a story. Students can present their viewpoints before and after the debate through class discussion, in writing or through voice recording.

A Good Ending Must

<p>1</p> <p>Be satisfying to the reader e.g. The good guy wins, the bad guy loses</p>	<p>2</p> <p>Take an unexpected turn/have an element of surprise</p>	<p>3</p> <p>Leave the reader with enough information to imagine the character's future.</p>
<p>4</p> <p>Wrap up loose ends.</p>	<p>5</p> <p>Come full circle. The best stories end where they begin.</p>	<p>6</p> <p>Pack a punch. The ending of the story is even more important than the opening.</p>

From Complication to Resolution

This section explores how the story of one character, Pat Conway, moves from complication to resolution. Students then apply what they have learned to create a resolution for their chosen character.

- ▶ Students watch the clip *'Irishman Hopes to Swim the English Channel West to East'*.



Individually:

As they watch the clip students are asked to consider the challenge that Pat Conway faces, the obstacles in his way and to anticipate if he succeeds or not.



Irishman Hopes to Swim the English Channel West to East



After Viewing:

Feedback is taken from the class on Pat's goal, efforts and obstacles and then the teacher guides students to anticipate what the resolution to his challenge might be.

- ▶ Students watch the clip of Pat Conway in ***Between Land and Sea***



Individually:

As students watch the clip they consider:

- What is happening in the scene?
- How does this make the audience think or feel about the resolution to Pat Conway's story?



After Watching:

The teacher takes brief feedback summarising the resolution and how it made the audience think or feel about Pat Conway's story.

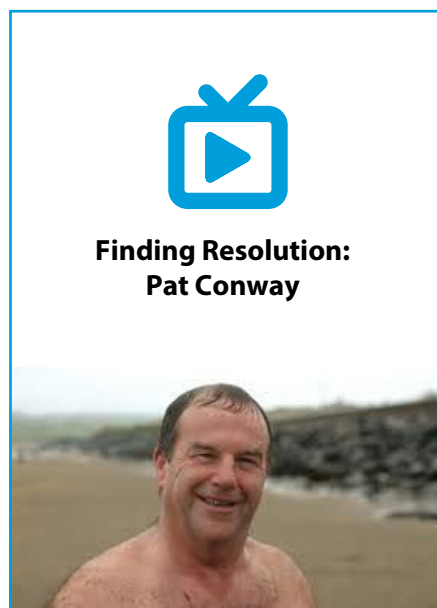


In pairs:


- Students collaborate and note their responses in the following worksheet:



Pair work can be completed in a collaborative space on your chosen platform, eg. Teams, Seesaw, Google Classroom.



Creating Lasting Impressions

	Describe your lasting impression of:	What choices did the director make? (music, camera, scenes etc)
Pat Conway		
Living in Lahinch		
A Sense of Belonging		

Assessment Opportunity:

In the previous section, students assumed the role of a character: Raquel/Dexter/Fergal. Students understood the struggles this character had. Now students create a resolution for this character.

Students are free to imagine any scenario but should consider in advance:

- How this character now feels in/about Lahinch?
- The lasting impression of character they want to create
- How they would like the audience to feel?
- What impact might be created?

Students may produce their resolution in digital or written form. Students choosing the written form might consider the features needed by an author to bring the resolution to life on the page.

Extended Writing Opportunity:

Using the key learning in this unit, students may choose to create a story based on one of the following titles:

- 'A struggle to belong.'
- 'I couldn't imagine living anywhere else.'
- 'Finding my tribe'

Students may present their story in a form of their choice. Teachers may support students by co-creating success criteria for this assessment.



To link with the Religious Education activity, students can reflect on their character's meaning and purpose in life, through the following three questions:

- **What's life about?**
- **Who are they?**
- **Where are they going?**

Reflecting on the Learning:

"The world is full of magic things, patiently waiting for our senses to grow sharper."

William Butler Yeats

After the extended writing piece or the unit of learning students might reflect on their learning and identify next steps.

Teachers may wish to use the interview with director of ***Between Land and Sea***, Ross Whitaker, as a stimulus for student reflections on the unit of learning and their writing.

Reflection Stimulus

Students watch the interview with Ross Whitaker.



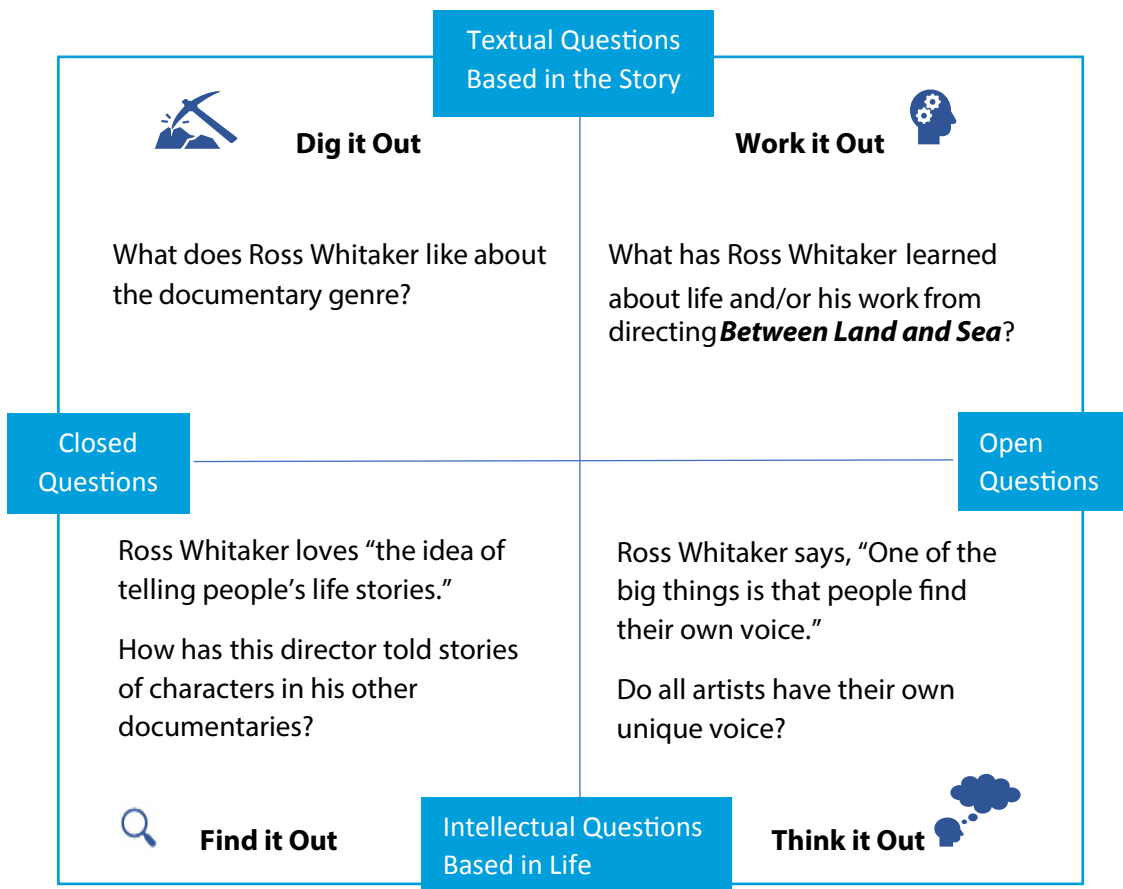
Individually

As they watch the clip, a second time, students are asked to use the question quadrant to consider Ross Whitaker's reflections on creating ***Between Land and Sea***.



**Interview with Director
Ross Whitaker: English**





Adapted from Phillip Cam’s Question Quadrant, 2006



After Watching

The teacher guides the class in a discussion facilitated by the prompts in the question quadrant.

Possible Questions for Further Discussion:

- What attracted you to the genre/style of your final piece of work in this unit?
- What did you learn about your work during the process?
- Are there other approaches you would like to try in the future?
- What are the next steps you can take to develop your own voice?



Teacher Note

This question quadrant could be used by students to form reflective questions on their own writing process.

The 'Suggested Supports' section includes some questions that may provide a useful starting point to document students' reflection and self-questioning.

Suggested Supports

(i) Reflective Template

Thinking About Your Writing

Name: _____ Date: _____

I found this piece of writing: _____ *Easy* *Difficult* (circle one)

The best part of this piece of writing is _____

Something I want to work on/remember for the future is _____

I plan to do this by _____

Adapted from First Steps 'Linking Assessment, Teaching and Learning', second edition. STEPS Professional Development. Education and Training, Western Australia.



Teacher Note

It may be a pleasant experience for students to see how Fergal's struggle paid off in the short clip, 'Moy Hill Farm-Four Year Catch Up' <https://www.youtube.com/watch?v=slu07DfA8H8>

(ii) Template for Student Reflection

Title:	
I chose this form because...	
My assessment of my work...	
What I learned from creating this text:	What I would do differently next time:

(iii) Useful Links

Irish Times article about the impact of the storm on Dexter McCullough's business:

<https://www.irishtimes.com/news/environment/storm-cleans-out-lahinch-surf-school-1.1651592>

RTÉ Archive clip from June, 1981. Interview with Pat Conway as he prepares to swim the English Channel:

<https://www.rte.ie/archives/2016/0608/794184-irishman-hopes-to-swim-channel/>

Clare FM interview with Pat Conway, celebrating 45 years of the charity swim:

<https://www.clare.fm/podcasts/lahinch-liscannor-swim-celebrates-45-years/>

the42.ie article from 2017 about Ollie O'Flaherty and Gearóid McDaid:

<https://www.the42.ie/gearoid-mcdaid-ollie-oflaherty-winter-tides-surfing-feature-3341405-Apr2017/>

In an interview, novelist Sarah Crossan speaks about how a verse novel can 'show not tell':

<https://www.youtube.com/watch?v=rmLQATvDcP0>



Religious Education

Based on the Junior Cycle Religious Education (RE) Specification this unit of learning **explores questions of meaning, purpose and relationships** and allows students **reflect on values that inform responsible ways of living**. The *Between Land and Sea* documentary clips were chosen as a stimulus to engage with the three RE elements of **enquiry, exploration, and reflection and action**.

Enquiry: focuses on stimulating students' curiosity and prompting their engagement in a topic or question. Through a process of enquiry, students engage with a range of stimulus materials to uncover ideas, facts, information, images and perspectives related to a topic or question.

Exploration: This element focuses on examining a topic or question in detail, questioning, probing, discussing, listening, imagining, interpreting and drawing conclusions, for the purpose of discovery. It also focuses on encouraging dialogue and appreciation of the diversity of interpretations and responses that may exist.

Reflection and action This element focuses on students reflecting on what they have learned and on their own experience of and/or response to, the topic. It encourages students to examine what they have learned in order to gain deeper insight and understanding. It also enables students to consider how the learning relates to their lives and/or the lives of others, thus prompting active and responsible citizenship.

The key skills are integrated throughout the resource. The focus on the key skill of *Staying well* helps support student reflection on their own values, search for meaning and what *being spiritual* means to them. To further support ongoing student reflection, you will see this icon throughout the resource.



Pause for Reflection

The Junior Cycle RE specification rationale states that:

Religious Education promotes the holistic development of the person. It facilitates the intellectual, social, emotional, spiritual and moral development of students. Religious Education provides a particular space for students to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages students to reflect, question, critique, interpret, imagine and find insight for their lives. The students' own experience and continuing search for meaning is encouraged and supported.

Religious Education supports the development of students by helping them to explore how religious and other beliefs are expressed; engage with life's big questions; and reflect on moral values for life. It encourages respect and understanding of different beliefs, perspectives and ways of living, including both the religious and non-religious response to human experience.

People today are faced with concerns, many of which require an ethical response. Religious Education has an important contribution to make in encouraging students to engage critically with belief systems

and principles of moral behaviour which can serve as a foundation for decisions.

Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society.¹

The Junior Cycle RE specification aims to:

- develop knowledge, understanding, skills, attitudes and values
- enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world
- develop the students' ability to examine questions of meaning, purpose and relationships
- help students understand, respect and appreciate people's expression of beliefs
- facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living²

Prior Knowledge

This unit of learning is designed to be **flexible** in terms of when or how teachers and students wish to engage with it. With that flexibility in mind, the unit of learning may be enhanced by prior knowledge of or engagement with:

- What a value is (Stand 3: Living Our Values, especially engagement with LO 3.1)
- The types of questions people might ask when searching for meaning and purpose in life (Strand 2: Exploring Questions, especially engagement with LOs 2.1 and 2.2)
- Ways that people express their beliefs, religious or otherwise (Strand 1: Expressing Beliefs)
- What compassion is (LO 3.7)
- Religious teachings on care for the earth, the wellbeing of the planet and wellbeing of people (LO3.8)
- How the faith of a believer can change at different stages of life (2.9)

Teachers may also consider how the unit could be used across the three-year RE junior cycle with individual learner experiences/clips being used as a resource within different units of learning.

1 Junior Cycle Religious Education Rationale excerpt: <https://ncca.ie/media/3785/junior-cycle-religious-education-specification.pdf> p 4

2 Junior Cycle Religious Education Aim: <https://ncca.ie/media/3785/junior-cycle-religious-education-specification.pdf> p 5

Learning Outcomes:

LO 1.12 *synthesise* and *consider* the insights gained about how people express and live out their beliefs, religious or otherwise

LO 2.2 *consider* responses from one major world religion and from a non-religious worldview to some big questions about the meaning of life, such as, Why are we here? How should we live? What happens when we die?

LO 2.10 *synthesise* and *consider* the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships

LO 3.1 *examine* different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

LO 3.9 *synthesise* and *consider* the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people

The learning outcomes represent outcomes for students at the end of their three years of study. In accordance with the **integrated, non-linear and incremental** approach to learning in Religious Education, portions of the aforementioned learning outcomes may have been engaged with before. Similarly, focusing on aspects of these outcomes here does not mean they have to be 'completed'; you can revisit each outcome numerous times. The **action verbs**³ highlighted in purple within each outcome have influenced the learning experiences and assessment opportunities in the unit of learning. They are defined in the RE specification as follows:

Consider - reflect upon the significance of something

Examine - enquire into/look closely at an argument or concept in a way that uncovers its origins, assumptions and relationships

Synthesise - bring together separate elements/ideas in order to arrive at a new understanding

³ Junior Cycle Religious Education Glossary: <https://ncca.ie/media/3785/junior-cycle-religious-education-specification.pdf> p 22-23

Level 2 Learning Programmes (L2LPs) and Level 1 Learning Programmes (L1LPs) Links ⁴

Linking the learning outcomes in the level 3 classroom for those learners participating in both the L2LP and L1LP respectively*

L2LP PLU: Communicating and literacy

ELEMENT: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener

- 1.4.** Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend
- 1.5.** Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom

L1LP PLU: Communication, language and literacy

ELEMENT:

Developing communicative relationships

- 1.3** Engage in an activity requiring joint attention with one or more people
- 1.7** Engage in and enjoy a meaningful exchange with a communicative partner

*These suggested links are neither exhaustive nor prescriptive. Teachers are free to plan for the learning needs of their individual student(s) that follow the L2LP/L1LP in a way that is clear, consistent and accessible. This ensures that each student has an opportunity to showcase their strengths, skills and talents.

Key Learning for this unit arising from selected Learning Outcomes...

Students will:

- Reflect on the variety of ways people can find meaning and purpose in life
- Examine how and why people's values might change over time
- Explore ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others as seen through trying to live sustainably and/or raising money for charity
- Engage with what it means to have a sense of spirituality and how it can be an integral part of many peoples' lives
- Reflect on their own values and what gives their life meaning at this time.

⁴Level 2 Learning Programmes (L2LPs) and Level 1 Learning Programmes (L1LPs) Links. Please click here: <https://jct.ie/l2lp/l2lp>

Ongoing Assessment Opportunities

All activities outlined within this unit of learning are opportunities for formative assessment and formative feedback to move student learning forward. Throughout this unit of learning, teachers and students can engage in ongoing assessment through classroom observations, conversations within the class and in the work that students create.

- Classroom observations – e.g. during groupwork, role plays etc.
- Conversations - Ongoing classroom discussions (i.e. oral or with technology e.g. Plickers, Menti, Padlet), debates and oral presentations
- Student created products – e.g. posters, projects, graphic organisers, etc.

Active Learning Methodologies

For further support on active learning methodologies that support ongoing assessment links to the JCT website have been provided where relevant.

- **Diamond 9**
- **Group work**
- **Place mat**
- Role Play
- **See – Think – Wonder**
- Storyboard
- **Think - Pair - Share**
- **Venn diagram**
- **Walking debate**

For further information on the strategies mentioned here and how they can be updated for students and teachers in the physically distant classroom and for students engaging with online learning from home, see the [www.jct.ie: https://www.jct.ie/wholeschool/classroom_strategies](https://www.jct.ie/wholeschool/classroom_strategies)

Overview of learner experiences and associated clips from ‘Between Land and Sea’ used in this unit of learning:

Learner Experience 1: What gives people a sense of meaning and purpose in life?

Tom Doidge Harrison and Raquel Ruido Rodriguez – Tom and Raquel are a couple who discuss prioritising values, their purpose in life, family and life’s bigger picture. Tom recounts his life decisions, purpose, and the potentialities of fulfilling a life’s ambition. Raquel talks about moving to Ireland and while she finds it isolating, she values the sense of safety and belonging she has found here.



[Click here](#) to view the clip.

Learner Experience 2: How can we find meaning and purpose through helping others?

Pat Conway - During this clip Pat's sense of purpose is highlighted through his volunteering and charity work within the community of Lahinch, Co. Clare.



[Click here](#) to view the clip.

Learner Experience 3: How should we live?

Fergal Smith - Fergal alludes to his search for meaning, he asks the big question 'What should I do?' and shares his changing sense of purpose in life.

Follow Fergal's progress as he sets up a sustainable farm and supports his family.



[Click here](#) to view the clip.

Learner Experience 4: How can spirituality give people a sense of meaning and purpose?

John McCarthy - In this clip John describes his search for meaning, his sense of spirituality, and how his Christian faith changed his life.



[Click here](#) to view the clip.

Learner Experience 5: Interview with the director

This is an interview with director Ross Whitaker. Junior Cycle students interviewed Ross Whitaker to gain an understanding of his values and his own sense of meaning and purpose. The questions posed explore how Ross engaged with the community of Lahinch in Co. Clare.



[Click here](#) to view the clip.

Learner Experience 1: What gives people a sense of meaning and purpose in life?

Teacher Note

This reflection allows students to recall prior learning on the search for meaning and purpose.



Pause for Reflection

What do we mean when we talk about the search for meaning and purpose in life? What kind of questions might people ask when they are searching?

Teacher Note

This is a clip of Tom Doidge Harrison and Raquel Ruido Rodriguez. It will be the stimulus for an enquiry into what gives people a sense of meaning and purpose in life.

Tom and Raquel are a couple who discuss prioritising values, their purpose in life, family, and life's bigger picture. Tom recounts his life decisions, purpose, and the potentialities of fulfilling a life's ambition. Raquel talks about moving to Ireland and while she finds it isolating, she values the sense of safety and belonging she has found here.

Introduce the clip to students and ask them to begin thinking about what gives the couple a sense of meaning and purpose to prepare them for the think, pair, share activity. You might need to play the clip more than once and/or pause the clip it to let students make notes throughout.

At the end of the 'think, pair, share' record the feedback so it can be used as a starting point for the next activity.

Enquiry

What gives people a sense of meaning and purpose in life?

Play: Clip 1 Tom and Raquel

Tom Doidge Harrison



Raquel Ruido Rodriguez



Tom and Raquel



Think - Pair - Share



Think: What seems to give Tom and Raquel meaning and purpose in life based on this video clip?



Pair: Share your response with a partner and make a list of all your ideas.



Share: Each pair shares their answers with the class until all the ideas have been shared and recorded to create a class list.

Exploration



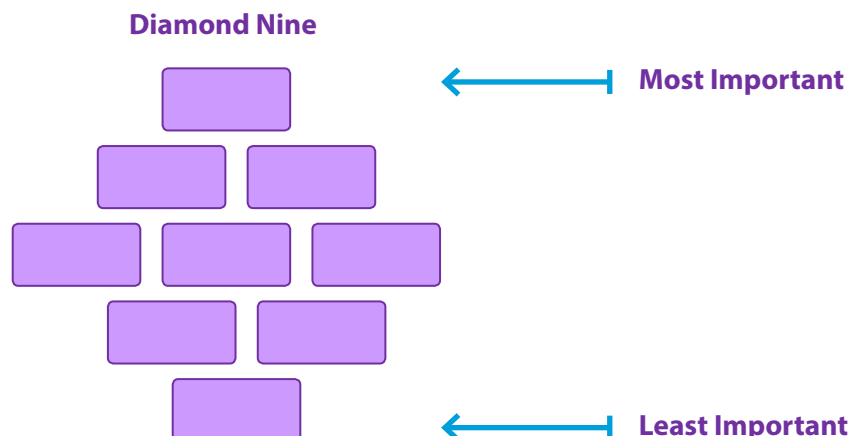
Teacher Note

Exploration: Moving from the initial enquiry, students will further explore what gives people a sense of meaning and purpose. They can include other ideas here that did not emerge in the clip, for example religion/faith/spirituality could be included here if students think of it! You can print a diamond nine graphic organiser or use flash-cards or post-its to allow for easy movement of ideas. Laminated sheets or white boards are also ideal for this as students can rub out answers and re-arrange during their discussions.



Activity: Diamond nine

Working in groups of 3 or 4, students will discuss the class list and add any additional ideas about what gives people a sense of meaning and purpose in their lives that was not included in the video clip. They need to agree on the nine answers as a group that they feel are the most important things that give people meaning and purpose in life. Together they will complete a [Diamond Nine](#) exercise to rank their nine answers in order of importance to giving people a sense of meaning in life.





Class Discussion

Teacher then leads a short class discussion around the activity that could include questions such as:

1. Did your group come up with any ideas that were not in the class list based on the clip of Tom and Raquel?
2. What were the most common items shared among the class group?
3. Were the things your group considered most important similar to what other groups came up with?
4. Did you find it easy or difficult to categorise items using the diamond nine strategy? Why or why not?

Reflection and action



Teacher Note

Students have the opportunity to move from the general answers to personal reflection. As this is a personal topic, let students know if they will be sharing their answer with you or if you would like them to be displayed or shared in the class. If students have access to technology www.wordle.net is useful for creating word clouds or the PicCollage app is easy to use for creating a collage. Students may know of other apps or websites that could be used for this.

Individually

Having considered the many things that might give people a sense of meaning and purpose in life what are the most important things that give your life meaning and purpose at this time? Create a word cloud **or** collage to illustrate your answer.

Opportunity to Progress the Learning:



Teacher Note

You can co-construct success criteria with your students for this assessment task to ensure you are able to give formative feedback.

[Click here](#) for JCT resources designed to help students conduct interviews.

Invite students to interview someone they know about what gives their life a sense of meaning and purpose. This could be done **individually** where students interview a family member **or in groups** they could engage with a member of a local faith community. Encourage students to identify if the person they interview has a **religious or non-religious world view** and if this influences what gives them a sense of meaning and purpose.

You might like to ask students to record the interview, giving them a **choice** to submit a written interview, or an audio or video recording. You might like to share the interviews or extracts of them with the class to allow further discussion of the common themes that emerge.

Learner Experience 2: How can we find meaning and purpose through helping others?

Teacher Note

This class discussion allows you to assess student prior knowledge on what a value is. The class discussion could be conducted using technology, for example Padlet or Menti.



Class Discussion


What is charity? Why do people support charity?

What values might people have that motivate them to support charity?

Teacher Note

Enquiry: The students will engage with the clip of Pat Conway from *Between Land and Sea*. During this clip Pat's sense of purpose is highlighted through his volunteering and charity work within the community of Lahinch, Co. Clare.

Enquiry: How can we find meaning and purpose through helping others?

 **Play Clip 2 Pat Conway** While students are watching this clip, get them to think about the values that motivate Pat to do his charity swim each year.

After viewing:



Teacher takes feedback from the class, sharing observations on the values that they think inspire Pat Conway to do a charity swim every year.



With a partner: Discuss how you think the annual charity swim benefits Pat and benefits others.



How does Pat benefit from participating in the charity swim?

How do others benefit from the charity swim?

Exploration

Teacher Note

Exploration: You can co-construct success criteria with your students for this task to ensure you are able to give formative feedback .



Group Work

In groups, students search for an image / a news article on the impact of charity on a local community and reflect on how supporting that charity might give people a sense of purpose. Each group takes turns presenting their work.

OR

In groups, students research an organisation at a local level whose charitable work is having a positive impact on the lives of people and report the findings to the class.

Reflection and action

Teacher Note

Choose some or all of the questions below for students to discuss. This decision might depend on prior knowledge from previous units of learning.

Reflect on this quote from the Dalai Lama

“Irrespective of whether we have faith in religion or not, it’s good to be more compassionate. It makes us happier as individuals with a positive influence on our families and the neighbourhood where we live.” (Dalai Lama)



Groups:

Discuss the quote above by the Dalai Lama. How does this relate to Pat Conway and his sense of purpose within the community of Lahinch, Co. Clare?

- Why do you think people with religious and non-religious worldviews can find happiness through helping others?
- What is compassion?
- Based on what you know about the key beliefs of Buddhism, why is compassion an important value for Buddhists?

Opportunity to Progress the Learning:



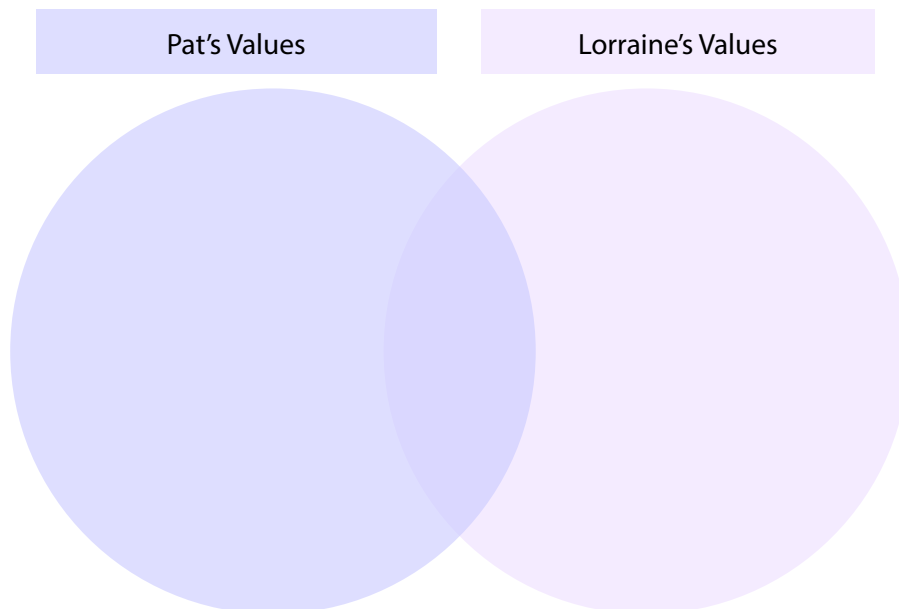
Teacher Note

RTÉ's *Nationwide* programme had an episode in 2019 called *Journeys of Faith*. It featured an Irish charity called The Muslim Sisters of Éire. They are a voluntary organisation with the purpose of providing support to women (Muslim women in particular), encouraging integration and working together to benefit the wider society. Their work includes, promoting a better understanding of Islam and working to raise awareness about Islam and Muslims in Ireland. This episode focused on the work they do to provide support to individuals and families experiencing homelessness. This clip is an extract from the programme that was shown in the JCT RE CPD day 2019/2020. It could be used to take a further look at charity and compassion in action. For further material to support this clip see https://www.jct.ie/religious_education/cpd_workshops_2019_2020

Play clip of RTÉ Nationwide

Muslim Sisters of Éire: <https://youtu.be/H9AfjhxhVLs>

While students are watching this clip ask them to compare Lorraine's values to Pat's using a Venn diagram



Pause for Reflection

1. What did I learn about the search for meaning and purpose from these lessons?
2. How does this relate to my values?

Learner Experience 3: How should we live?

Teacher Note

See - Think - Wonder is a thinking routine that is used here to stimulate curiosity. Without telling the students anything about this image ask them to say what they see, then ask them to say what they think and finally they can say what they wonder. If you wish them to write these answers there is a template available here on www.jct.ie. This is a photo of Fergal Smith and his sustainable farm community. We will look at his story from *Between Land and Sea* afterwards.



Individually

See - Think - Wonder

Looking at this photograph take time to say:

- what you see
- what you think
- what you wonder



Enquiry: How should we live?

 Teacher Note

Enquiry: We meet Fergal Smith who is interviewed by Australian Surf Journalist Ben Mondy. He reflects on his younger self and how he made a career in surfing. He talks about living the dream, travelling the world and making good money in the process. He is quite reflective; he feels that he fulfilled his dream with travel but there was something more. Highlighting how he grew up in an organic farm and he wanted to settle down and do something different. He began the quest with his wife to become more sustainable. He used a field from a local landlord and grew vegetables. (Note the dialogue for this activity is in the suggested supports to aid students with this activity).

 **Clip 3: Fergal Smith Part 1**

Present the question to students 'How has Fergal's life changed?' prior to engaging with Clip 1 to allow them to scaffold their thinking

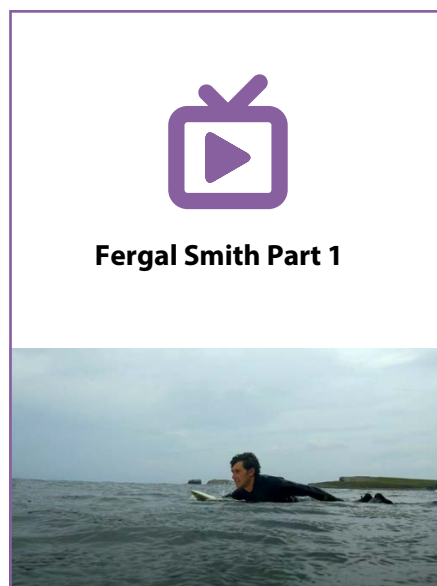


After viewing:

Ask students to divide a page in two and draw comparisons between what Fergal described as the old life and his life now.



With a partner: Invite students to share their answers with a partner.



Exploration

 Teacher Note

In this clip we see Fergal Smith's journey over the course of a year. Fergal and his family are setting up home and trying to live a sustainable life.



Group Work:

Divide a page into four squares and place a heading on the top of each square. While watching the clip, highlight how each of these four themes are expressed.

FAMILY

How is the importance of family demonstrated in the clip?

CHALLENGES

What challenges did Fergal face with his new project?

FERGAL'S VALUES

What values does Fergal demonstrate throughout the clip?

FRIENDSHIP

Identify evidence of friendship throughout the clip?

▶ Play Clip 4: Fergal Smith Part 2



After viewing

Ask students to work with their group to record their notes on the clip and take feedback as a class.



Class Discussion

Linking to the Key Skill *Staying Well*, discuss the resilience Fergal showed during the challenges he faced. How did his values, family and friends help him?



Fergal Smith Part 2



Reflection and action

Teacher Note

Reflection and action: It may be a pleasant experience for students to see how Fergal's struggle paid off in the short clip, 'Moy Hill Farm-Four Year Catch Up'
<https://www.youtube.com/watch?v=slu07DfA8H8>

Group Work:



With a partner:

Reflect and discuss how Fergal's values relate to his everyday life choices, his relationships and his responsibilities to others.



Individually

Think about your own values. Do they relate to your everyday life choices, your relationships, and your responsibilities to others? Choose one of your values and show the connection between it and how it influences your life.

Opportunity to Progress the Learning:

Throughout this learner experience, Fergal Smith has clearly demonstrated his vision for living a sustainable life. Each of the five major world religions studied in the specification allude to care for the earth.

Research **OR** recall how an understanding of care for the earth found in a major world religion promotes the wellbeing of the planet.



Pause for Reflection

Individually: 3-2-1

Give the students an opportunity to reflect on the learning to date.

Record 3 things you learned during this learner experience

Highlight 2 things you found interesting during this learner experience

Record 1 question that you still have about this learner experience.

Learner Experience 4: How can spirituality give people a sense of meaning and purpose?



Teacher Note

Enquiry: Students, building on their understanding of the junior cycle key skill of 'Staying Well' and its Element 'Being spiritual' will now examine their understanding of spirituality and if it is something they value as being important in their lives.

The Religious Education Specification glossary definition of spiritual:

"Indicates a sense of relatedness to something bigger than the self. For some, this may be in relation to their understanding of the Divine. For others the relationship is with a power or presence. All religions seek to foster a spiritual life, although spiritual can also refer to something other than religious affiliation. It refers to a quality beyond the material and the mundane that strives for inspiration, reverence, awe, meaning and purpose". p.21*

* The glossary is a support for teachers. It is not intended as key concepts/definitions for students. The first activity here is to establish a class definition for spirituality. It is important that students have a broad understanding of what being spiritual means.

Enquiry: What does it mean to be spiritual?



Individually

Ask students to reflect on what they think spirituality is. (They can draw on any other prior knowledge from RE or any of their Junior Cycle subjects or short courses that have engaged with the element of *Being Spiritual* from the Key Skill *Staying Well*)

Get students to reflect, perhaps using post-it notes or if incorporating digital learning they could use www.menti.com or www.padlet.com to share their ideas. Students may know of other apps or websites that could be used for this purpose.

Walking Debate

A walking debate is a simple yet effective strategy that can be incorporated into any topic/issue to stimulate discussion. The aim is to encourage students to reflect on the statements, to share their views with others, and to have the opportunity to develop a deeper understanding of an issue and strengthen their arguments. Each student will individually process this and make their way to the designated area that shows whether they agree or disagree with the statement. Each student will then feedback as to the reason why they made this choice.

Some statements that could be used as prompts are as follows:

- 'Being spiritual is the same as being religious'
- 'All religious people are spiritual'
- 'A person with a non-religious worldview can be spiritual'
- 'Spirituality / being spiritual makes the world a better place'
- 'All people have a spiritual side.'



Class Discussion

Gather their findings from their individual reflections and reflect on the conversations from the walking debate to generate a class discussion to try and agree on a class definition of spirituality. It might be helpful to share ideas from a variety of broad definitions of spirituality such as:

- "Spirituality is about the relationship between ourselves and something larger. That something can be for the good of the community... Spirituality means being in the right relationship with all that is. It is a stance of harmlessness toward all living beings and an understanding of their mutual interdependence". (Kaiser, 2000)
- "Spirituality is the heart of helping. It is the heart of empathy and care, the pulse of compassion". (Canda and Furman, 1999)



Pause for Reflection

With the class definition of spirituality in mind, reflect on the story of Tom or Fergal from the ***Between Land and Sea*** Documentary. Would you describe them as being spiritual? Why or why not?

Exploration



Teacher Note

Exploration

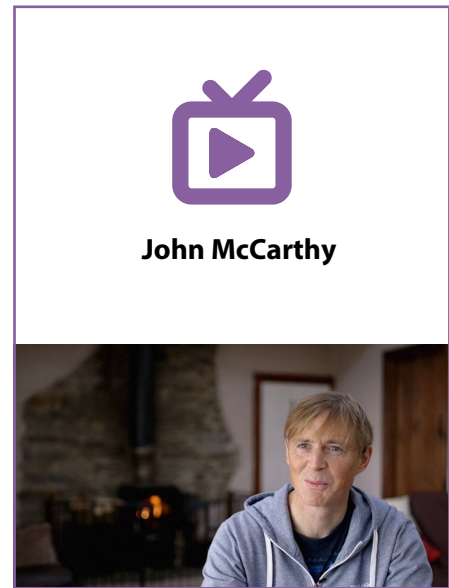
In this clip, John describes his search for meaning, his sense of spirituality, and how his Christian faith has impacted his life.

Play Clip 5: John McCarthy

Allow students to watch the clip of John McCarthy from *Between Land and Sea*. As they watch this, get students to note their responses to the following questions and share their answers with a partner after watching it.

With a partner:

1. What gift does John refer to having and how does he see it as God's plan for him to use it?
2. How did John describe how he changed from when he was young to today?
3. What questions did John ask when he was searching for meaning and purpose?
4. How is John's spirituality expressed throughout this clip?

**Group Work**

John asks three big questions about the meaning and purpose of his life...

What's life about?

Who am I?

Where am I going?

Divide the class into six groups. Each group is given either one of the five major world religions on the course or a non-religious world view. Each group must try to answer one or more of the questions from the perspective of the key beliefs of the religion or non-religious world view they have been given. Each group can present their answer to the class.

**Teacher Note**

In this clip John describes his search for meaning, his sense of spirituality, and how his Christian faith has impacted his life. (Note the dialogue for this activity is in the suggested supports section of this resource).



Individually

Give students time to reflect on the three big questions John asked about the meaning and purpose of his life...

What's life about?

Who am I?

Where am I going?

Invite them to record their own answers to one **or** more of these questions at this time in their life. Students might like to **choose** how these answers will be recorded e.g. a blog, vlog etc.

Opportunity to Progress the Learning



Teacher Note

Students will explore the *Parable of The Talents* (Matthew 25:14-30).

Throughout this clip, John McCarthy alludes to his talent as a gift from God. Read the *Parable of The Talents* (Matthew 25:14-30) or watch a visual representation of the parable such as:



Clip: The Parable of the Talents <https://www.youtube.com/watch?v=bbPKhYBaWRg>



Class Discussion

When finished, generate a conversation about the meaning behind the parable.



Teacher Note

You can co-construct success criteria with your students for this assessment task to ensure you are able to give formative feedback. Role-plays can be performed for the class, or with access to technology, can be recorded as a movie. Storyboard templates can be found online or can be drawn by the students. Alternatively, the *Book Creator* app allows students create a digital storyboard.



Group Work

Divide the class into groups and ask them to retell the Parable of the Talents in a modern setting. Students might like to **choose** if they will do this as a role-play **or** as a storyboard.



Pause for Reflection

Below are some prompt questions (these are not exhaustive or prescriptive)

1. What does being spiritual' mean to you?
2. How can using our gifts and talents help us find a sense of meaning and purpose in life?

Learner Experience 5: Interview with the Director – How can People Find Meaning and Purpose in Their Community?

Enquiry: How can people find meaning and purpose in their community?



Class Discussion

Having watched the documentary clips from ***Between Land and Sea*** which were all filmed in the same community of Lahinch in County Clare, discuss how people find meaning and purpose in their community.



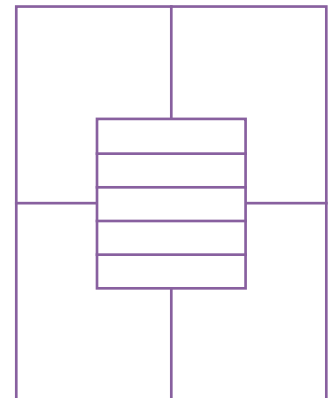
Teacher Note

Prepare students to watch the interview with Ross Whitaker, the director of the ***Between Land and Sea*** Documentary by asking them what questions they would like to ask if they were interviewing him.



Activity: Placemat

Ask students to reflect on the documentary clips viewed and then ask them the following question: If you were going to interview the director of this documentary what questions would you ask him? Working in groups put your questions in your individual space on the placemat. Each group should work together to put their best questions in the centre and share them with the class group. Click here for Placemat strategy overview.



Exploration



Teacher Note

Introduce the students to the '***Director's Cut***' clip by explaining that some Junior Cycle Students interviewed Ross Whitaker, the director of ***Between Land and Sea***.

 **Watch the clip of Ross Whitaker**



Ross Whitaker



Some questions that might prompt a discussion after the clip:

1. What values did Ross Whitaker say he noticed in the community of Lahinch when making his documentary?
2. What does Ross Whitaker say about the different types of spirituality he saw among the people of Lahinch?
3. "We live in a world where we have left a lot of religion behind". What do you think Ross Whitaker means by saying this?
4. The director has thought about his values and his community because of the people he has met. What impact did the community of Lahinch have on him?



Pause for Reflection

It is clear that Ross Whitaker has found his passion in life through his documentary work. What do you have a passion for? In the future, what career could you have that you would be passionate about?

Reflection and action



Teacher Note

Students are asked to imagine they are creating a short documentary on their local community. You can choose one or more options for assessment and co-construct success criteria with your students to ensure you are able to give formative feedback. Storyboard templates can be found online or can be drawn by the students. Alternatively, the *Book Creator* app allows students create a digital storyboard.



Group Work

Imagine you had to make a documentary similar to ***Between Land and Sea*** about your local community.

- Consider what people, or organisations, or events you would include in your documentary.
- What values do you think people have in your community and how could you highlight these?
- Reflect on how people can find a sense of meaning and purpose in your local community.

1. Create a poster to promote your documentary, highlighting the points mentioned above.

And/or

2. Create a storyboard of the documentary, highlighting the points mentioned above.

End of Unit Assessment Opportunities

Teacher Note

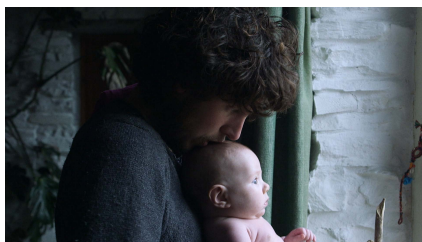
Ongoing formative assessment opportunities were integrated throughout each learner experience.

At the end of the unit, if you wish to have further opportunities for assessment they could include:

- **Discuss** the spirituality of two of the people from the documentary *Between Land and Sea*, including the similarities and/or difference you see in how they express their spiritual beliefs.
- Imagine the people from the documentary *Between Land and Sea* were asked to give advice to help people respond to the big questions of meaning and purpose in life. Choose one person and **hot seat** the advice they might give.
- Choose one person from the documentary *Between Land and Sea* and **create a presentation** to describe how their values relate to their everyday life choices, their relationships, and their responsibilities to others.

Suggested Supports

Fergal Smith and John McCarthy Transcripts for Analysis



Fergal Smith - Part 1

Fergal holding baby (Sunshine) at the window of a cottage.

"My life has definitely taken a big change. It's not that I don't enjoy the old life I had surfing and getting paid to do it."

Australian surf journalist Ben Mondy travels to Lahinch to interview Fergal.

Ben: "Looking back on your younger self, how do you look back on those times?"

Fergal: "Before, I used to wake up in the morning, I'd check the swell for Australia, Tahiti... all these places. Me chasing round the world and surfing all the waves... everyone else wanted to do the same thing, I was the lucky guy and they were, if only I could do that... I had it all, the money, a great time, the jet-set lifestyle... chasing the professional surfing dream of going around the globe... I just felt like I travelled a lot... when do you stop, like? There should be a quota somewhere. I just weighed it all up. I basically just asked myself the big question, what can I do? I grew up on an organic farm. You know what, I can grow food. Then, it just cut out, chasing after energy drink sponsors and stuff because that just didn't factor in anymore. So yeah, I'm not broke yet and I'm looking at stretching my money out and it's mad. You know, you've got a family to feed. Being with my girls, Sunshine and Sal, this is setting up for the rest of our lives."



John McCarthy

John: "Hey, it's Good Friday. The pubs are closed but Lahinch Surf School is open. Time to surf. I love these three words. It says, 'Jesus loves peace.' I love that, I see that every morning... that's the good news. We started in 2002 so we were one of the first surf schools in Ireland. There's five surf schools in Lahinch. It's a small area to work in. God says, if you put him first, he'll look after everything else. And that works... it's miraculous and it's amazing and it works".

"Romans 12 verse 6, it says 'Having gifts, then let us use them. And so, that's what God put on my heart that like okay, I have the gift of surfing. If you can use it for some way, I'll get back on my surfboard.

It was great to get in to surfing at a young age. I just loved the motion, the feeling of it. That's it, you get your first good wave and you're hooked for life.

Throughout my teenage years, as I started to win surf contests... you know, there was a claim in it for me. You have an opportunity to be on the front cover of a magazine, 'Wow, this is who I am.' I would've been all about surfing, all about livin' the dream. But, there's moments where you're alone and it's silent and it's like 'Okay, well, you know, what's life about? Who am I? And like, where am I going?' I need answers for the deepest part of me.

I was there in Australia, aged 30, and I started reading the spiritual books. When I read about Jesus I was like 'Wow, okay, there's something beautiful about this.' You could call it a paradigm shift. You know, everything changes. It's like a cleaning of the board. That's when life restarts, it's like a new beginning. That was the most important day of my life."

Useful Links

Irish Times article about the impact of the storm on Dexter McCullough's business:

<https://www.irishtimes.com/news/environment/storm-cleans-out-lahinch-surf-school-1.1651592>

RTÉ Archive clip from June, 1981. Interview with Pat Conway as he prepares to swim the English Channel:

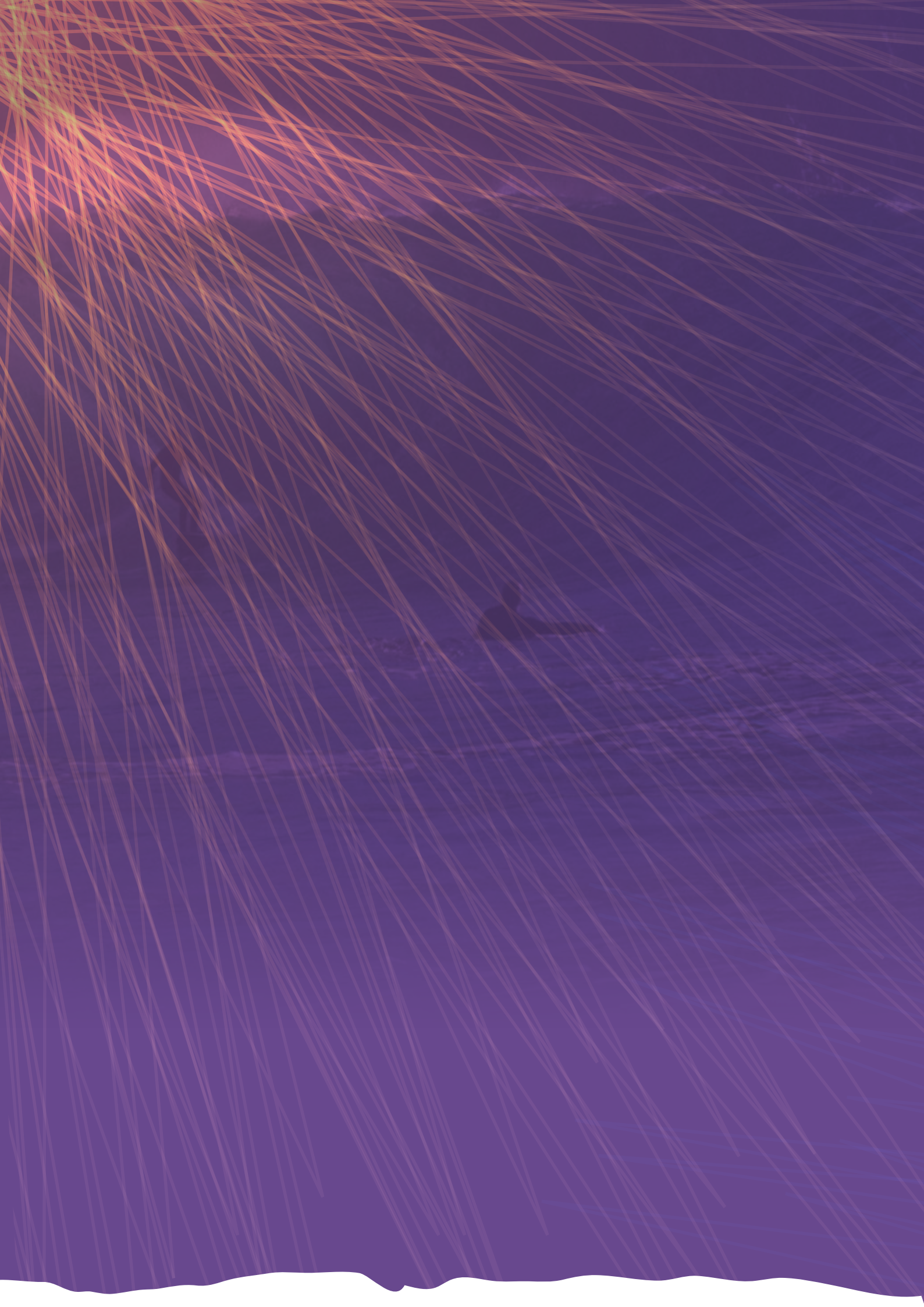
<https://www.rte.ie/archives/2016/0608/794184-irishman-hopes-to-swim-channel/>

Clare FM interview with Pat Conway, celebrating 45 years of the charity swim:

<https://www.clare.fm/podcasts/lahinch-liscannor-swim-celebrates-45-years/>

the42.ie article from 2017 about Ollie O'Flaherty and Gearóid McDaid:

<https://www.the42.ie/gearoid-mcdaid-ollie-oflaherty-winter-tides-surfing-feature-3341405-Apr2017/>



CONCLUSION

STUDENT AND TEACHER REFLECTION ON LEARNING



**“We do not learn from experience...
we learn from reflecting on
experience.”**

John Dewey “Art as Experience” (1934)

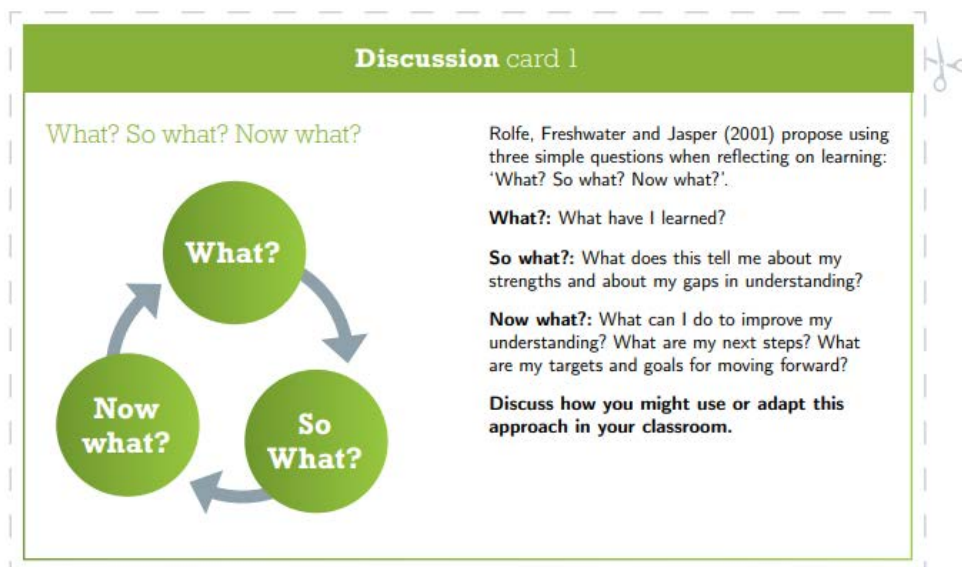
Opportunities for reflection before, during and after learning were indicated by the magnifying glass icon throughout both units of learning within the resource.

This section will offer approaches to student and teacher reflection on the learning.

Teacher Reflection

There are varying existing models that can help teachers engage in meaningful reflection.

One such model is from Rolfe, Freshwater and Jasper (2001).



(NCCA Toolkit 4, Page 12)

Student Reflection

Through reflection 'in' and 'on' learning students can:

- become more aware of the knowledge and skills that they have developed
- identify strengths and areas for development
- develop and action plan for future learning
- gain greater understanding of themselves and how they learn
- take more responsibility for their learning

(NCCA, Focus on Learning Toolkit 4, p.4)

To facilitate working in pairs or small groups, students and teachers may consider using a discussion card like the one below.

Discussion card 2

Self-assessment of both task and process

When reflecting on their learning it can be useful to ask students to think about *what* they learned and *how* they learned it.

Some questions relating to both are set out below.

The task (what)	The process (how)
The most important thing I learned is...	I enjoyed/didn't enjoy learning in this way because...
The most interesting part was...	What I found difficult was...
A question I have is...	What helped me to learn was...
A skill I used was...	I could have learned better if...

Discuss how you might use or adapt this approach in your classroom.

(NCCA Toolkit 4, p.12)

Final teacher reflection on the unit of learning:

How has this supported staying well?

What other key skills were evident?

Are there links that can be made with other subjects?



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