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IRENE

Innovative Religious Education NETwork:  
educating to the religious diversity

KA2 - Agreement Number: 2020-1-RO01-KA204-080071

ERASMUS + PROGRAMME

INNOVATIVE RELIGIOUS EDUCATION NETWORK

IRENE PROJECT

## Enhancing Religious Education Methods in Multicultural Environments

# MODULE 5 – Lesson Plan: Integrating ICT in Religious Education and Analyzing Religious Imagery

E-learning material

INTELLECTUAL OUTCOME 04



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**Lesson Title:** Exploring Religious Imagery Through ICT

**Duration:** 90 minutes

**Objective:**

By the end of the lesson, learners will be able to:

- Explain the importance of integrating ICT in religious education.
- Analyze religious imagery and visual tools using pedagogical approaches.
- Apply digital tools to enhance the understanding of religious concepts through visual analysis.

**Materials:**

- Projector or smartboard
- Computers or tablets with internet access
- Selected religious images (print or digital)
- Worksheets for visual analysis
- Virtual reality headsets (optional)
- Online interactive platforms (e.g., Padlet, Google Slides)

**Procedure:**

*Introduction (10 minutes):*

1. Begin with a discussion about the role of technology in education. Ask learners to share their experiences with using technology in the classroom and how it enhances learning.

*Integration of ICT in Religious Education (15 minutes):*



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2. Present a brief overview of how ICT (Information and Communication Technology) can enrich religious education. Discuss benefits such as virtual tours, online discussions, and global interactions.
3. Show examples of virtual reality tours of religious sites and explain how this technology can provide immersive learning experiences.

*Analyzing Religious Imagery and Visual Tools (25 minutes):*

4. Introduce the concept of analyzing religious imagery and visual tools. Explain that these tools provide insights into religious beliefs, practices, and cultural contexts.
5. Display a selected religious image and guide students through a visual analysis using questions on the worksheet. Discuss their observations and interpretations.
6. Show another image and model how to identify symbols and iconography, discussing their potential meanings.

*ICT Application: Virtual Reality Exploration (20 minutes):*

7. If available, demonstrate the use of virtual reality headsets for exploring a religious site or artifact virtually.
8. Have students work in pairs to explore a virtual religious site using the headsets or through online platforms that offer virtual tours.

*Group Activity: Online Visual Analysis (15 minutes):*

9. Divide the class into small groups and provide each group with a different religious image.
10. Instruct learners to use online interactive platforms (e.g., Padlet) to collaboratively analyze and interpret the image. They can post comments, symbols, and interpretations on the platform.

*Discussion and Reflection (5 minutes):*



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11. Bring the class back together and facilitate a discussion about the insights gained from analyzing the images. Encourage students to share their findings and interpretations.
12. Reflect on how the use of ICT and visual tools enhanced their understanding of the religious imagery.

*Homework Assignment (5 minutes):*

13. Assign learners a reflective essay or creative project where they analyze a religious image of their choice using the pedagogical approaches discussed in class. They should also reflect on how technology can aid in this analysis.

*Conclusion (5 minutes):*

14. Summarize the key takeaways from the lesson, emphasizing the significance of integrating ICT in religious education and the value of analyzing religious imagery through visual tools.

*Assessment:*

- Participation in class discussions and group activities
- Completion of visual analysis worksheets
- Quality of contributions to online interactive platforms
- Homework assignment: Reflective essay or creative project

Note: Adapt the lesson plan based on the availability of technology resources and the specific needs of your students. Encourage respectful discussions and ensure cultural sensitivity when analyzing religious imagery.



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