[RELIGIOUS THEMES in FILM](https://re12film.weebly.com/)

Course Outline

**Weeks 1 & 2**

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| **Periods** |  | **Resources** |
| **1** | **COURSE INTRODUCTION**   * + - 1. Look through the Weebly – tab by tab       2. Play the Quizlet Live (based on the Themes from the movies)   I also have printed off a test from the quizlet  Quizlet: Religious Themes in Film  <https://quizlet.com/_8ix8ey?x=1jqt&i=sroy2>   * + - 1. Introduce the notion of Christian Conversion in the Weebly          1. Read through the text on the tab          2. Students choose a word from harmony, peace and justice.          3. Students create a poem about the topic using each letter of the word to create a 5 or 7 line poem          4. These are shared by the class.  |  |  |  | | --- | --- | --- | | H  A  R  M  O  N  Y | P  E  A  C  E | J  U  S  T  I  C  E | | Weebly site for the course  Quizlet on themes |
| **2-3** | Watch the film Gattaca | Clickview Version accessed from Weebly |
| **4-5** | 1. Recap film and play to the end 2. Get some initial reactions to Gattaca. 3. Handout the Themes chart. 4. Ask students to pick at least 3 (enough) and no more than 5 themes that they believe are being treated in Gattaca. This could be done as a class and have agreed themes to be worked on with Gattaca. 5. They write Gattaca in the theme word column next to the theme. 6. Ask students to consider whether they will respond individually in writing or with a partner on a Wakelet or a Sway 7. Make a record of their choices. 8. Explain that the quotes from scripture and tradition for each chosen theme must appear in their response in a integrated and linked way. 9. Read through the Weebly tab about Christian conversion, especially the very last section. This speaks to the final section of their reflection. 10. Explain that there must be 3 sections to the response indicated by the rubric. 11. Let them loose. There are guides to Sway on 365 site and guides to Wakelet at that site. Both are very simple. They should have well over a period to complete the task. 12. It needs to be uploaded. Sways and Wakelets need to be shared with you. They can upload the share information on a Work doc to SIMON. | Themes chart.  Accessed through the weebly |

**Weeks 3 & 4**

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| **Periods** |  | **Resources** |
| **1** | Watch: A Good Death (Four Corners) – Clickview <https://clickv.ie/w/8WMn> 45:28 min – First 20 minutes should be sufficient.  Four Corners documents the last days of life of four people who are facing death but are determined to die a "good death".  The head, the stomach and the heart. Reactions to the reality of death  What kind of death or funeral experiences has the class had?  Presentation based on The Denial of Death; Mysterium Mortis and Touching on the Infinite   |  |  |  | | --- | --- | --- | | The Denial of Death (Ernst Becker) | Mysterium Mortis: The Moment of Truth (Laidislaus Boros) | Touching on the Infinite (Tony Kelly) | | Dread  Fear  Anguish  Physical Limitation  Mortality  Fragility | Self-transcending  Awakening of consciousness to ultimate meaning, truth, goodness and beauty | The Paschal Mystery: hope transforming power of the death and resurrection of Jesus | | Stomach | Head | Heart |   Assumptions about Death and the treatment of the Dying and Elisabeth Kubler Ross  Denial  Anger  Bargaining  Depression  Acceptance  **A PowerPoint: *The Human Experience of Death and Dying* has been prepared to guide this section of the course** | A Good Death (Four Corners) – Clickview |
| **2-3** | Watch the film Flatliners | Accessed on Damascus College Drive |
| **4-5** | 1. Recap film and play to the end 2. Get some initial reactions to Flatliners 3. Handout the Themes chart. 4. Ask students to pick at least 3 (enough) and no more than 5 themes that they believe are being treated in Flatliners. This could be done as a class and have agreed themes to be worked on with Flatliners. 5. They write Flatliners in the theme word column next to the theme. 6. Ask students to consider whether they will respond individually in writing or with a partner on a Prezi or PowerPoint 7. Make a record of their choices. 8. Explain that the quotes from scripture and tradition for each chosen theme must appear in their response in a integrated and linked way. 9. Read through the Weebly tab about Christian conversion, especially the very last section on the death of Jesus. This speaks to the final section of their reflection. 10. Explain that there must be 3 sections to the response indicated by the rubric. 11. Let them loose. There are guides to a Prezi on the Prezi site or for PowerPoint on 365 site. Both are very simple. They should have well over a period to complete the task.   It needs to be uploaded. Prezi need to be shared with you. They can upload the share information on a Work doc to SIMON. PowerPoints can be uploaded directly to SIMON | Themes chart.  Accessed through the weebly |

**Weeks 5&6**

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| **Periods** |  | **Resources** |
| **1** | **My Life’s Journey Activity**  On an A3 piece of paper students use symbols and lines to draw the key elements of their life journey to this point. Student are encouraged to take some time with this reflective activity. The student’s name should appear boldly as part of the design.  This is shared in groups of 5.  The images may be photographed to make a class collage |  |
| **2-3** | Show the movie The Way | Clickview Version accessed from Weebly |
| **4-5** | 1. Recap film and play to the end 2. Get some initial reactions to The Way 3. Handout the Themes chart. 4. Ask students to pick as many theme as they like that suggest elements on the journey of life. 5. Play the YouTube **The Seasons of your Life:** <https://youtu.be/xejXXgPmw6Q>   Read through Ecclesiastes 3  For everything there is a season, and a time for every matter under heaven:  **2**a time to be born, and a time to die; a time to plant, and a time to pluck up what is planted; **3**a time to kill, and a time to heal; a time to break down, and a time to build up; **4**a time to weep, and a time to laugh; a time to mourn, and a time to dance; **5**a time to throw away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing; **6**a time to seek, and a time to lose; a time to keep, and a time to throw away; **7**a time to tear, and a time to sew; a time to keep silence, and a time to speak; **8**a time to love, and a time to hate; a time for war, and a time for peace.  **The God-Given Task**  **9**What gain have the workers from their toil? **10**I have seen the business that God has given to everyone to be busy with. **11**He has made everything suitable for its time; moreover he has put a sense of past and future into their minds, yet they cannot find out what God has done from the beginning to the end. **12**I know that there is nothing better for them than to be happy and enjoy themselves as long as they live; **13**moreover, it is God’s gift that all should eat and drink and take pleasure in all their toil. **14**I know that whatever God does endures forever; nothing can be added to it, nor anything taken from it; God has done this, so that all should stand in awe before him. **15**That which is, already has been; that which is to be, already is; and God seeks out what has gone by.  This is a chance for each student to consider their life’s journey in the form of a prayer.  Invite students to write their own prayer about the themes of life that capture them at this time of their journey. They find/create an image to sit beside the prayer.  Consider who is addressed in the prayer. What name should God be given? What type of prayer or combination of types is being written: thanksgiving, forgiveness, praise or petition?  The prayer might be adaptations of other prayers. It might use the season of life as a way to structure the prayer.  They should be able to address a significant number of the themes that we have been studying.  The prayers may be shared or compiled for the group in a class prayer book. |  |

**Weeks 7&8**

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| **Periods** |  | **Resources** |
| **1** | **Christology**  **Students are presented the introduction to Christology.**    They work through the PowerPoint and create a Keywords Mind-map or a Infographic to show what they have understood. | PowerPoint: Christology |
| **2-3** | Show the movie Narnia. It runs for 2hrs and 17 minutes -3 full period after role marking. | Clickview Version accessed from Weebly |
| **4-5** | 1. Recap film and play to the end 2. Get some initial reactions to Narnia in relation to the Christology activity completed before the viewing.    1. Who is the Jesus character?    2. What indicates that this character is based on the Christ of Christianity?    3. Why is this character needed in the story? 3. Interesting bits  * According to the author, **Aslan** is not an allegorical portrayal of **Christ**, but rather a suppositional incarnation of **Christ** Himself: If **Aslan** represented the immaterial Deity, he would be an allegorical figure. * Aslan is the only character to appear in all seven books of the Chronicles of Narnia. Aslan represents **Jesus Christ**, according to the author, C. S. **Lewis**, who uses the allegory in the books that Aslan is the Lion and the Lamb, which also says in the Bible about God. * He is best known for his works of fiction, especially **The Screwtape Letters**, **The Chronicles of Narnia**, and **The Space Trilogy**, and for his non-fiction **Christian apologetics**, such as **Mere Christianity**, Miracles, and **The Problem of Pain**. Lewis and fellow novelist **J. R. R. Tolkien** were close friends. * **Clive Staples Lewis** (29 November 1898 – 22 November 1963) was a British writer and lay theologian. He held academic positions in English literature at both Oxford University (Magdalen College, 1925–1954) and Cambridge University (Magdalene College, 1954–1963). * **C.S.** **Lewis** converted to **Christianity** while teaching at Oxford University, but his love of books and myths had been present since his childhood. Soon after his conversion he wanted to evangelise, and it was not long before he thought of combining **religious** enthusiasm with imagination in his works of **Christian** fiction.  1. Return to the Themes chart. 2. Ask students to pick at least 3 (enough) and no more than 5 themes that they believe are being treated in Narnia. This could be done as a class and have agreed themes to be worked on with Narnia. 3. They write Narnia in the theme word column next to the theme. 4. Ask students to consider whether they will respond individually in writing or with a partner on a Essay (400 words) or ​Annotated Screen Snips 5. Make a record of their choices. 6. Explain that the quotes from scripture and tradition for each chosen theme must appear in their response in an integrated and linked way. 7. Focus on the Conversion Process from the Chart in the Weebly. Read through the Weebly tab about Christian conversion, especially the very last section on the death of Jesus. This speaks to the final section of their reflection. 8. Explain that there must be 3 sections to the response indicated by the rubric. 9. Let them loose. They should have well over a period to complete the task.   It needs to be uploaded. They can upload the share information on a Work doc to SIMON. |  |

**Weeks 9&10**

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| **Periods** |  | **Resources** |
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| **2-3** |  |  |
| **4-5** |  |  |