

RELIGIOUS EDUCATION PROGRAMME

YEAR 10 · KEY STAGE 3

TEACHER'S RESOURCE

VERITAS

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INTRODUCTION

Fully Alive 3 is the third programme in the *Fully Alive* series and is intended for students in Year 10. Each lesson in the **Students' Book** explores an aspect of Catholic faith, such as a core belief or tradition or set of values. Through discussion questions and activities, the students are always encouraged to think about their own lived experience and to apply what they are learning to that experience.

The backdrop to the content taught in the programme, and, indeed, the foundation of the Church's teachings, is the life of Jesus – the role model *par excellence*. In *Fully Alive 3*, the students also learn about the beliefs, symbols and traditions of Islam, as well as the Eastern religions of Hinduism and Buddhism. Opportunities for prayer are provided in each lesson, and there are specific prayer services for Holy Week and to mark the end of the school year.

This **Teacher's Resource** provides additional background information and practical advice in relation to the content covered in the Students' Book. It includes a clear outline of the Aim of each lesson, the Teaching Strategies that are used, and a list of any specific resources or materials that may be needed for the activities in the lesson.

As well as notes in relation to some of the activities already in the Students' Book, this resource provides instructions for supplementary and optional extension activities, including online activities. Having these in the Teacher's Resource rather than in the Students' Book will allow you the freedom to choose whether or not they are appropriate for your situation.

Direct links are provided in this resource to the worksheets, videos and assessments. Where required, such as in the case of a 'Fill in the missing words' worksheet exercise, answer keys are also included in this resource.

Each lesson in the Students' Book ends with a prayer time. Often, these prayer times will include readings from Scripture and/or prayers, which may be read out by individual students or by the class group. Sometimes, however, the prayer time will be a Guided Meditation, led by the teacher, in which case the text for such meditations is only included in this Teacher's Resource.

We hope that you will find this resource both useful and informative.

TERM 1

MODULE: BELIEF

Lesson 1: The Power of Belief

Aim of Lesson

- To explore with the students the power of our beliefs – both negative and positive – to impact our lives and our actions.

Teaching Strategies

- Exploration and Discussion
- Story
- **Worksheet 1**, **Worksheet 2**
- Video
- Research activity
- Prayer

Resources needed

- Students will need access to the internet for the 'Research Activity', which they may do at home.

To begin: Introduce the Theme of the Lesson

- Tell the students that this first lesson of the year explores the power of belief – especially the beliefs we have about ourselves.

Video 1.1: 'The Role of Beliefs' (Starter Exercise)
(page 7 of Students' Book)

In relation to **Worksheet 1** *(page 9 of Students' Book)*: Consider using a timer, and allowing students thirty seconds to come up with each answer.

Extension Activity: Creative Exercise

[Key Skill: Being Creative]

Note: *Each student will need either a strip of white card (to serve as a bookmark) or an A4 page, as well as colouring materials, for this activity.*

- Invite the students to select one of the motivational statements they found through the Research Activity on page 11 of their book that appeals to them.
- Give each student either a strip of white card or an A4 sheet of paper and some colouring materials, and invite them to write down and decorate the statement.
- Encourage the students who have used an A4 sheet to display their motivational statement somewhere prominent, where they will be reminded of it and be inspired by it. Those who have written the statement on a strip of card may use it as a bookmark.

In relation to the **Let's Pray** *(page 12 of Students' Book)*: You will need to choose three students in advance to read the prayers.

Lesson 2: Religious Belief

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 1-2**. **Assessment 1 (L1-2)**, **Answer Key**

Aim of Lesson

- To explore the concept of religious belief and how a person's religious beliefs can impact their lives.

Teaching Strategies

- Exploration and Discussion
- Brainstorm exercises
- **Worksheet 3**, **Worksheet 4**
- Think-Pair-Share
- Prayer (with lyric video)

Resources needed

- For the **Think–Pair–Share activity,** each student will need a small piece of paper on which to write a few words, and you will also need a box, bin or similar-sized container, into which the students will put their folded-up pieces of paper at the appropriate time.

To begin: Recap on Lesson 1

- Briefly recap on Lesson 1, where the students explored the theme of belief, including the power of self-belief.
- Tell the students that in this lesson they will explore religious belief and how a person's religious beliefs can impact their lives.

In relation to **Brainstorm Activity 2** *(page 15 of Students' Book)*: You may wish to add to the examples the students come up with any other examples of religious practices or rituals that you think are important which they may not have mentioned; e.g. worshipping with others; reading sacred texts; participating in or receiving sacraments, etc.

In relation to **Brainstorm Activity 3** *(page 16 of Students' Book)*: You may wish to add to the examples the students come up with any other examples they may not have mentioned of how people's religious beliefs and lifestyles tend to affect their behaviours and lifestyle choices; e.g. treating everyone as equals, regardless of their background or position in society; welcoming newcomers to our school or country; forgiving those who have hurt or offended you; sharing our time and/or resources with those who are in need, etc.

Video 2.1: Song 'This I Believe (The Creed)' *(page 21 of Students' Book)* – to conclude the prayer time.

MODULE: REVELATION

Lesson 3: God Reaches Out to Us Through the Old Testament

Aim of Lesson

- To explore with the students how God has revealed himself to humanity from the beginning, and especially how he revealed himself through the Old Testament.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 5**
- Look and respond
- Prayer (Guided Meditation)

To begin: Recap on Lesson 2

- Briefly recap on Lesson 2, where the students learned about religious belief, and about how a person's religious beliefs can impact their own lives and the lives of others.
- Tell the students that in this lesson they will learn about the ways in which God has revealed himself to human beings from the beginning, and especially how he has revealed himself through the Old Testament.

In relation to the **Starter Exercise: How People Reveal their Character or Personality to Others** *(page 22 of Students' Book)*: The purpose of the Starter Exercise is to help the students to realise that people reveal their character or true nature to others by their words and actions. This should help the students, as they progress through this lesson, to grasp more clearly how God revealed his true nature to humanity in the way he guided and supported Abraham and Moses and the Chosen People as they faced all the challenges of living according to their covenant with God.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

I invite you to close your eyes for a few moments now as we reflect on some of the things that we have learned in this lesson. (*Pause*)

We learned that the writers of the sacred texts in the Bible were inspired by the Holy Spirit to reveal the truths that God wanted people to know about him, about the world and about how they should live. Let us ask the same Holy Spirit in the quiet of our hearts to inspire us too, so that we will see more clearly how God wants us to live. (*Pause*)

We learned about how Abraham, and later Moses, trusted in God to guide them on the right path. Let us ask the Holy Spirit in the quiet of our hearts to fill us with that same trust, so that we will have the courage to take the path of truth and love, just as Abraham and Moses did. (*Pause*)

God gave Moses the Ten Commandments, which were the rules by which God wanted the people to live. Let us ask the Holy Spirit in the quiet of our hearts to help and support us to keep those same commandments. (*Pause*)

God sent prophets to call the people back to living according to the covenant. In the Church today, there are many messengers, such as our priests and bishops, who continue to remind us of how God calls us to live. Our parents, teachers and many others also remind us constantly of how to live well and to make good choices. Let us ask the Holy Spirit in the quiet of our hearts to help us to listen to and put into practice the wisdom of those who guide us to make good choices and to do what is right. (*Pause*)

I invite you to open your eyes when you are ready.

Sign of the Cross

Lesson 4: God Reaches Out to Us Through Jesus

Aim of Lesson

- To explore with the students how God revealed himself and his love to humanity through Jesus, and how he continues to reveal himself to us through other people and through the wonders of creation and the natural world.

Teaching Strategies

- Exploration and Discussion
- Story (Parable)
- **Worksheet 6**, **Worksheet 7**
- Video
- Reflective Exercises
- Prayer (Guided Meditation)

To begin: Recap on Lesson 3

- Briefly recap on Lesson 3, where the students learned about how God revealed himself to humanity through his covenants with Abraham and Moses, and later through the prophets, whom he sent to call the people back to living according to his laws.
- Tell the students that in this lesson they will learn about how God revealed himself through Jesus, who showed us more than anyone or anything else what God is like. They will also learn about how God continues to reveal himself to us through other people and through the natural world .

Video 4.1: 'What a Wonderful World' *(page 29 of Students' Book)*

Extension Activity: Individual Reflective Exercise

[Key Skills: Thinking, Problem-Solving, Decision-Making; Self-Management]

Note: *Use the following instructions to guide the students through a few moments of silent, private reflection. Before reading out these prompts, invite the students to close their eyes.*

- Think about your own actions over the last few weeks back at school. Have you reached out to anyone with kindness? (*Pause*) Has anyone reached out to you? (*Pause*) Perhaps these experiences tell you something about God, our Creator.
- Have you ever taken part in any charitable activities? If you have, how did that make you feel? Maybe that feeling is God reaching out to you. (*Pause*)
- Is there anything you think you could do, right here and now, to reach out to others with the love of God? That might be making a cup of tea for someone you live with, or doing a chore around the house without being asked. It might be smiling at or helping out someone in your class whom you know is struggling right now. Or it might be responding with kindness and generosity. Think for a moment about what you could do. (*Pause*)

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Invite the students to look at the detail from Michelangelo's *The Creation of Adam* on page 31 of their book as you read the meditation notes below slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

Look once again at Michelangelo's image of God reaching out to humanity. Imagine that the hand on the left is yours, and that God is reaching out to you. (*Pause*)

I invite you to close your eyes for a few moments now and keep that image in your mind … of God reaching out to you, and you, in turn, reaching out to God. (*Pause*)

Have you ever felt God's presence as you listened to a piece of Scripture? Or when you saw

something beautiful in nature? (*Pause*) Recall that experience now. (*Pause*)

Have you ever felt the love and goodness of God come to you through the love and goodness of another person? (*Pause*) Recall that experience now. (*Pause*)

Maybe you felt the love and goodness of God when you reached out to someone else with kindness and generosity. (*Pause*)

God is always with you. God is always reaching out to you, whether you realise it or not. (*Pause*)

God wants you to reach back to him. God wants you to connect in with the goodness and love and light that makes the world a better place. (*Pause*)

Reach out to God now, using your inside voice, and tell him about something that happened to you today. (*Pause*)

You can reach out to God any time you like. Believe that God is always there, waiting for you. (*Pause*)

I invite you to open your eyes when you are ready.

Sign of the Cross

Lesson 5: The Trinity – A Relationship of Love

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 3-5**. **Assessment 2 (L3-5)**, **Answer Key**

Aim of Lesson

- To explore with the students the Mystery of the Trinity, and how, when we live in a loving relationship with God and others, we are images of that divine relationship of love.

Teaching Strategies

- Exploration and Discussion
- Video
- **Worksheet 8**, **Worksheet 9**, **Worksheet 10**
- Prayer (Meditation)

To begin: Recap on Lesson 4

- Briefly recap on Lesson 4, in which the students explored how Jesus revealed God to us through his words and his actions, and how God continues to reveal his nature to us through other people and through the natural world.
- Tell the students that in this lesson they will explore the Mystery of the Trinity – the fact that there are three divine Persons in the one God.

Video 5.1: 'Love Actually Is All Around' (Starter Exercise) *(page 32 of Students' Book)*

In relation to the **Think–Pair–Share activity** *(page 36 of Students' Book)*: You might also like to share with the class which image from the selection shown best represents the Trinity, in your own opinion.

Extension Activity: Bible Search

[Key Skills: Managing Information; Working Together]

Note: *In advance, write the following Scripture references on the top of six pieces of A4 paper: Matthew 1:13-17; Matthew 6:5-15; Matthew 11:25-27; Matthew 16:13-20; Matthew 17:1-8; Matthew 28:16-20. You will also need a Bible or access to an online Bible for each group.*

- Divide the students into six groups. Explain that each group will do a Bible search for passages that describe important moments when different members of the Blessed Trinity are mentioned in the story of Jesus.
- Distribute the pieces of paper and a Bible. Ask the students to note what part the Father, Son and Holy Spirit play in the passage they have read.
- The topics of each of the Scripture passages are:
  - Matthew 1:13-17 – The Baptism of Jesus
  - Matthew 6: 5-15 – Jesus teaches his disciples to pray the *Our Father*
  - Matthew 11: 25-27 – The relationship between Jesus and his Father
  - Matthew 16:13-20 – Peter declares who Jesus is
  - Matthew 17:1-8 – God describes Jesus as the Son of God
  - Matthew 28:16-20 – Baptism in the name of the Trinity

Prayer time (Meditation)

- You may choose to have a candle or tea lights burning during the closing meditation. Alternatively, you might choose to use artificial lights.
- You may also choose to display an image of Rublev's icon of the Trinity on the whiteboard. Alternatively, the students may look at the image that is in their book.

Lesson 6: Jesus – Role Model of Compassion and Love

Aim of Lesson

- To explore with the students how the actions of Jesus were motivated by compassion and love.

Teaching Strategies

- Exploration and Discussion
- Story
- Worksheet 11, Worksheet 12
- Videos
- Bible Search
- Brainstorming
- Prayer (Guided Meditation)

Resources needed

- Each group of students will need a Bible for the Bible Search activity.

To begin: Recap on the Revelation Lessons

- Briefly recap on the previous set of lessons about Revelation. Recall that God revealed himself to be a loving relationship of three divine Persons in one – Father, Son and Holy Spirit.
- Tell the students that the next set of lessons will focus on Jesus and the kind of person he was. In this lesson the students will begin their exploration of what we can learn about Jesus from the way he lived his life during his time on earth. Our focus will be on the compassion that Jesus showed towards others.

Video 6.1: 'The Ukrainian Refugee Crisis' *(page 39 of Students' Book)*
Note: The aim in showing this video clip is to encourage a discussion around how many people reach out to help others, especially in times of crisis, and, through so doing, they reveal the kind of people they are. This will be a good introduction to the exploration in this lesson of how Jesus revealed his true nature through his treatment of others, especially of those who were suffering or in any kind of need.

In relation to the **Bible Search Activity** *(page 42 of Students' Book)*: The students will look up, read and share the insights they gain from some more well-known miracle stories from the Gospels.
For your own information, the key details of the stories referenced are:

- **John 11:32-44:** Jesus wept at the death of his friend Lazarus, before he brought Lazarus back to life.
- **Matthew 14:14-21:** When Jesus saw the crowd of five thousand waiting for him, 'his heart was filled with pity for them, and he healed their sick'. Then he fed them.
- **Luke 7:11–15:** Jesus, moved by the tears of a widowed mother whose son had just died, comforted and reassured her, saying, 'Don't cry'. Then he raised her son to life again.
- **Mark 5:35-43:** Jesus tells Jairus, 'Don't be afraid, only believe', and then he heals his daughter.

Video 6.2: 'DePaul Ireland' *(page 43 of Students' Book).* The DePaul Ireland video described on page 43 of the Students' Book is no longer available. This new video was produced in 2025 to mark DePaul's twentieth anniversary of serving homeless people, and people at risk of homelessness, in Northern Ireland. In it we hear testimonies from both staff and service users outlining the work of the organisation and how it continues to improve and transform the lives of vulnerable people in our society.

Extension Activity: Conduct an Interview

[Key Skill: Being Creative]

- Ask the students to identify a person whom they think is compassionate, and interview them using either audio or video.
- Give the students an opportunity to prepare the questions in advance.
- On completion of the assignment, invite the students to present their work to the class.
- You might also like to ask the students to write a reflection about the person they interviewed, summing up what they learned from them.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.
- The concluding prayers are on pages 44–45 of the Students' Book. You will need to choose three students in advance to read these prayers.

Sign of the Cross

Teacher

This week we discovered that compassion was one of the defining characteristics of Jesus' life.

Let us listen again now to the story of Jesus healing a man with a skin disease from the Gospel of Mark. This time, we will imagine that we are onlookers, seeing and hearing the event unfolding in our presence. As you listen, picture yourself as one of the disciples. In your mind, become part of the scene, joining in and talking with the other characters. Be conscious of your feelings, thoughts, imaginings and memories. Be conscious of the sounds, sights, smells and tastes that surround you in that place.

I invite you to close your eyes now and become quiet and still. (*Pause*)

Bring yourself back to that day. Feel the sun on your skin. (*Pause*)

What can you hear? (*Pause*)

Are there any smells in the air? (*Pause*)

Feel the sandy gravel under your feet. (*Pause*)

See the man coming now, in the distance. That is where this Scripture passage begins. (*Pause*)

Read the Scripture passage below as slowly and prayerfully as you can.

Jesus Heals a Man (Mark 1:40-42)

A man suffering from a dreaded skin disease came to Jesus, knelt down, and begged him for help. 'If you want to,' he said, 'you can make me clean.'

Jesus was filled with pity, and reached out and touched him. 'I do want to,' he answered. 'Be clean!'

(*Pause*)

How do you feel, as an onlooker, when you see this event? (*Pause*)

What feelings do you have for Jesus? (*Pause*)

What feelings do you have for the man who was healed? (*Pause*)

I invite you to open your eyes now and we will pray using the prayers on pages 44–45 of your book.

Lesson 7: Jesus Valued and Respected Women

Aim of Lesson

- To explore with the students Jesus' attitude towards and treatment of women.

Teaching Strategies

- Exploration and Discussion
- Story
- Videos
- **Worksheet 13**, **Worksheet 14**
- Group work
- Prayer

To begin: Recap on Lesson 6

- Briefly recap on Lesson 6, where the students learned that compassion was the defining characteristic of Jesus' life. Recall some of the Gospel stories in which this quality is evident; for example, Jesus healing a man with leprosy, Jesus raising the widow's son from the dead and Jesus weeping at his friend Lazarus' death.
- Tell the students that in this lesson they will explore how the compassion of Jesus was also evident in the way he related to women.

Note in relation to the **Starter Exercise: Discrimination Against Women Today** *(page 46 of Students' Book)*: This exercise, which explores discrimination against women in the world today, will be a good lead-in to exploring the situation of women in Palestine at the time of Jesus, and how Jesus challenged and sought to change the unjust treatment of and attitudes towards women in that society.

Video 7.1: 'Women in Afghanistan Under Taliban Rule' *(page 46 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **Video 7.1** *(page 47 of Students' Book)*: If the students find it difficult to answer the final two questions, share with them the sample answers that are provided in italics below.

- Discrimination against women and unjust treatment of women happens in our country too. Can you think of any examples? (e.g. *women are much more often victims of domestic and sexual violence than are men; on average, women still receive lower pay than men; women are more likely to be subject to sexual harassment and bullying, whether at school, at work or in the community at large.*)
- What kind of changes do you think would need to happen in order to put an end to or greatly reduce these forms of discrimination? (e.g. *changes to the law, changes to people's attitudes/prejudices*)

Video 7.2: 'Women Were Important to Jesus' *(page 48 of Students' Book)*

In relation to the **Group Work: Exploring Jesus' Attitude to Women** activity *(page 50 of Students' Book)*: Some students may find it difficult to see what these Bible passages reveal about Jesus and his attitude to women. You may need to remind them before they read their assigned passage that, in the context of the patriarchal society of the time, for a man to choose to speak with or hand over the responsibility for something important to a woman was, in itself, a huge statement and contrary to accepted, expected behaviour. And so that must be kept in mind when reading these examples.

Below are some background notes on two of the stories that the students will read and discuss for this activity. You might like to read these out to the students before they begin the exercise.

The Samaritan Woman at the Well: At the time of Jesus, as we have already discovered, women were treated as second-class citizens. In the case of the Samaritan woman, however, she also had another disadvantage: she was from Samaria. All Samaritans were seen by the people of Galilee as being inferior to them. By even speaking to her, Jesus was going against the norms of the day.

The Wedding at Cana: The scene where this story takes place is a wedding feast. Jesus, his disciples and his mother Mary were all invited. When the wine ran out, Mary approached Jesus, and the story shows that, when she insisted, he did what Mary wanted him to do. Not only does this point to the regard Jesus had for Mary, but it also reveals to us that Mary was a woman of courage and conviction, who wasn't afraid to express her opinions.

Lesson 8: Jesus Shows Compassion to a Man Who Was Blind

Aim of Lesson

- To explore with the students how Jesus was showing his compassion when he cured a man who was blind.

Teaching Strategies

- Exploration and Discussion
- Story
- Videos
- **Worksheet 15**, **Worksheet 16**
- Critique a painting
- Research Activity
- Prayer

Resources Needed

- Decide ahead of time what space you want to use for the Starter Exercise 'Blind Walk', e.g. PE hall, GP hall, outdoors, etc. Organise to have some 'obstacles' in the space if possible (e.g. tables, schoolbags, chairs, etc.). Make sure the 'obstacles' are large enough not to be items that students might easily trip over and cause them to hurt themselves.
- You may also need some spare scarves/cloths/pillowcases or other items for the students to use as blindfolds.
- The students will need access to the internet for the Research Activity, which they may do at home.

To begin: Recap on Lesson 7

- Briefly recap on Lesson 7, where the students explored Jesus' attitude toward and treatment of women. Recall the story of the woman caught committing adultery, and what Jesus said to those who were about to stone her, as well as to the woman herself. You might also like to recall once again how compassion was the defining characteristic of Jesus' life.
- Tell the students that in this lesson they will explore the first of three miracles of Jesus – the healing of a man who was blind.

Preparation for the 'Blind Walk' Starter Exercise *(page 53 of Students' Book)*

- Decide ahead of time what space you want to use for the 'blind walk' – PE hall, GP hall, outdoors, etc. Organise to have some 'obstacles' in the space if possible (e.g. tables, schoolbags, chairs, etc.). Remember to make sure that the 'obstacles' are large enough not to be items that students might easily trip over and accidentally hurt themselves.
- You may also need some spare scarves/cloths/pillowcases or other items for the students to use as blindfolds.

Video 8.1: 'Challenges Facing People Who Are Blind or Visually Impaired' *(page 54 of Students' Book)*

Video 8.2: 'The Man Whom Jesus Healed Tells His Story' *(page 57 of Students' Book)*

In relation to the **Research Activity** *(page 60 of Students' Book)*: Before moving on to the Research Activity, have a general discussion around ways in which the students might support those who are blind or visually impaired; for example:

- by being aware of things that could be a danger or obstacle to blind or partially sighted people, such as things left on the ground that might cause a person to trip, or a set of steps rather than a ramp in front of a doorway, etc.;
- by fundraising to support services for those who have sight problems;
- by being sensitive in the use of language in relation to or when speaking with people who are visually impaired; for instance, using 'people first' language by describing someone as a person *who is* blind or visually impaired rather than as 'a blind person'; not referring to people being 'blind' in a mocking way, for instance, 'Are you blind? What you're looking for is right there!' or 'You must be blind if you can't see that'.

In relation to the **Let's Pray** *(page 60 of Students' Book)*: You will need to choose five students in advance to read the prayers.

Lesson 9: Jesus Calms a Storm

Aim of Lesson

- To explore with the students the story of Jesus calming a storm – what it teaches us about Jesus and what we can learn from it for our own lives.

Teaching Strategies

- Exploration and Discussion
- Story
- Video
- **Worksheet 17**, **Worksheet 18**
- Prayer (Guided Meditation and lyric video)

To begin: Recap on Lesson 8

- Briefly recap on the previous lesson, where we explored how Jesus showed compassion when he healed a man who was blind.
- Tell the students that in this lesson they will explore another of Jesus' miracles – the calming of a storm, where Jesus once again showed his compassion for those who were suffering.

In relation to the **Starter Exercise: Exploring Our Fears and How We Deal with Them** *(page 62 of Students' Book)*: The notes and questions provided for the Starter Exercise aim to help you get a good discussion going around the kind of things that cause young people today to be fearful and anxious. Such a discussion will be a good basis for exploring the story of the disciples of Jesus who feared for their lives when they were caught in a great storm while out at sea. The students are unlikely to find themselves in a similar situation, but there are many other frightening or worrying situations that they will inevitably experience to some degree or other as they journey through the teenage years.

Video 9.1: 'Jesus Calms a Storm' *(page 64 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **Video 9.1** *(page 64 of Students' Book)*: If the students find it difficult to answer the following questions, share with them the sample answers that are provided in italics after each one.

- Jesus must have been very tired to fall asleep at such a time. We don't know what activities he had been engaged in prior to meeting the disciples in their boat. Perhaps he had spent the morning preaching and teaching, and maybe walking long distances from one place to the next, to reach as many people as possible. What do you think it tells us about Jesus that he fell asleep during a really bad storm? *(It shows us that he was human – that he experienced ordinary human feelings like tiredness, just like everyone else.)*
- Why do you think Jesus chose to calm the storm? Do you think he did it just because he could, or to help ease the disciples' fears? (*Jesus could see that the disciples were terrified and he felt compassion for them. Once again, just like when he healed the man who was blind, Jesus was motivated to act out of compassion.*)
- What question did Jesus ask the disciples after he had calmed the storm, and what do you think he was getting at by that question? (*He asked them, 'Where is your faith?' Jesus had taught them to trust in God's loving care, and he had also revealed to them that he was the Son of God. Now their faith was being put to the test. He was challenging them to live their faith and not be sidelined or overwhelmed by their own fears and insecurities. His calming the storm showed them that they could place their trust in God and in him.*)
- What lessons might we take from this story and apply to situations in our own lives when we feel fearful or anxious? (e.g. *God/Jesus is there for us too; we can reach out to God/Jesus for help – for courage and strength to cope with whatever difficult experiences we are going through; we can trust in God/Jesus.*)
- Luke tells us that the disciples were 'amazed and afraid' at Jesus' ability to control the winds and the water. Why do you think they felt like that? (*Perhaps, for the first time, they were finding themselves believing in or coming to the full realisation of who Jesus really was – the Son of God; this would have been both an amazing and a fearful experience – something way beyond their ordinary, everyday experiences.*)
- What do you think this miraculous action of Jesus in calming the storm reveals to us about who and what Jesus was? *(It reveals that Jesus was divine as well as human.)*

Extension Activity: Research Exercise

[Key Skills: Managing Information; Thinking, Problem-Solving, Decision-Making; Working with Others]

Note: *The students will need access to the internet for this activity, which they may do at home.*

- Invite the students to investigate the work of one of the caring organisations listed below, who help to 'calm the storms' in people's lives. There may also be some local groups that you could add to the list.
- If possible, the students might be able to work in pairs as they conduct their research.
- Ask the students to take note of the ways in which these organisations help people to cope with or overcome the difficulties they are experiencing.
- Invite volunteers to share their findings with the class.
- You might like to conclude with a general discussion around how the work that these organisations do mirrors the compassion that Jesus always showed towards those who were suffering.

Caring Organisations

- AWARE (for people with depression and bipolar disorder)
- Barnardos NI (family services)
- ChildLine (listening service)
- Frank (confidential drugs advice service)
- LGBT Switchboard NI/Cara-Friend (information, support, befriending and counselling organisation for the LGBT community)
- Lifeline (crisis response helpline for people experiencing distress or despair)
- Northern Ireland Housing Executive (for those experiencing or at risk of homelessness)
- NSPCC (child protection issues)
- Samaritans (listening service)
- Simon Community (for those experiencing or at risk of homelessness)

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated **.**
- The prayer time will conclude with a lyric video of the song 'Stand by Me'.

Sign of the Cross

Teacher

Even when there is trouble or worry in our lives and we feel alone, God is with us. So, today in our prayer we will use the phrase: 'In all of my troubles, you are with me, God.'

Invite the students to repeat this prayer: 'In all of my troubles, you are with me, God.'

Teacher

As we begin, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

I invite you to close your eyes. Together, let us breathe in (*Pause*), and breathe out. (*Pause*)

As we take the next few in-breaths, we will think of the words 'In all of my troubles…'
And on the next few out-breaths, we will think of the words 'you are with me, God'.

Silent prayer continues for a short while. You may repeat the phrases a few times. After a set amount of time, invite the students to open their eyes.

Teacher

We will end our prayer time by listening to Tom Kendzia singing 'Stand by Me'. This song will remind us to turn to God or to Jesus when we are experiencing fears or difficulties.

Video 9.2: 'Stand by Me' sung by Tom Kendzia

Sign of the Cross

Lesson 10: Jesus Heals on the Sabbath

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 6-10**. **Assessment 3 (L6-10)**, **Answer Key**

Aim of Lesson

- To explore with the students how Jesus was showing compassion when he healed a man on the Sabbath, and the significance of this action on this particular day.

Teaching Strategies

- Exploration and Discussion
- Story
- **Worksheet 19**, **Worksheet 20**
- Video
- Prayer (Guided Meditation)

To begin: Recap on Lesson 9

- Briefly recap on Lesson 9, where we looked at how Jesus showed compassion when he calmed a storm on the Sea of Galilee.
- Tell the students that in this lesson they will explore a third miracle story from the Gospel according to Luke, about how Jesus healed a man on the Sabbath.

In relation to the **Starter Exercise: Story 'James's Dilemma' and Conscience Alley Activity** *(pages 66-67 of Students' Book)*: This story is about a boy who is faced with a choice, involving two different courses of action that he can take, each with its own consequences. One course of action will mean choosing not to follow an agreed plan. This story and the 'Conscience Alley' activity that follows it will provide a foundation for moving on to explore the story of Jesus choosing to heal a man on the Sabbath, an action that was, according to the Pharisees, breaking a rule of Jewish law based on the Third Commandment.

In relation to the **Let's Reflect and Chat** following **The Third Commandment** *(page 69 of Students' Book)*: If the students find it difficult to answer some of the questions, share with them the sample answers that are provided in italics below.

- The Sabbath is the Jewish day of rest. When does the Jewish Sabbath begin and end? (*The Jewish Sabbath begins at sunset on Friday and ends at sunset on Saturday.*)
- Can you recall from last year any of the things that Jews do on the Sabbath to make it different from other days? (*Jews celebrate this sacred time with religious services in the home and in the synagogue; Jews don't work on the Sabbath. All cooking and meals are prepared the day before. No household chores may be done and no television or electronics are allowed. Shabbat is a time set aside for prayer, worship, reflection, and spending time together as a family. At the beginning of Shabbat, the traditional Sabbath candles are lit and special prayers are said. Later, there is a special kosher meal, with prayers and singing. Kosher means that the food has been prepared according to Jewish rules about diet and hygiene. On Saturday mornings, Jewish families go to the synagogue for worship.*)
- What is the day of rest for Christians? In what ways do Christians keep Sunday, the Lord's Day, 'holy'? (*Depending on their religious denomination, Christians attend their church or other place of worship on Sundays; many Christians spend time reading the Bible or praying or doing good works on Sundays; many Christians rest and refrain from work on Sundays.*)

Video 10.1: 'Jesus Heals on the Sabbath' *(page 71 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **Video 10.1** *(page 71 of Students' Book)*: If the students find it difficult to answer some of the questions, share with them the sample answers that are provided in italics below.

- Do you think Jesus was right to help the man? Why or why not? (*By helping the man, Jesus was showing his love for his neighbour, in keeping with the Law of Love – the foundation of all the Commandments; Jesus understood the Ten Commandments as God's instructions for living in love of God and of others. Healing the man reflected both love of God and love of one's neighbour; to help a person in need is a fundamental calling for all people of faith.*)
- In what way does this story help us to understand why the Pharisees and other religious leaders were not happy with the

things Jesus did and said? *(They found it difficult to understand that Jesus' focus was on love and not only on the Law; they had a rigid way of thinking and they were not prepared to consider interpretations of situations that differed from their own strict interpretations.)*

Extension Activity: Research Exercise

[Key Skills: Working with Others; Thinking, Problem-Solving, Decision-Making]

Note: *The students will need access to the internet for this activity, which may be done at home or at school.*

- Remind the students that, while people can't work miracles in the way Jesus did, individuals and organisations can achieve extraordinary outcomes when they engage in activities that are grounded in love and compassion and that are aimed at improving the lives of others. Some of these outcomes could be described as 'miraculous' in terms of the difference they make to the lives of those who are helped.
- Invite the students to find one or two stories online that demonstrate how people's caring and compassionate actions can change the lives of others for the better.
- Some ideas, if needed:
  - » stories of people whose lives have been changed for the better by the help they received from charitable organisations, such as the De Paul organisation that we learned about in Lesson 6;
  - » stories of people whose lives have been changed for the better by the help they received from individuals, such as from people who volunteer their time to visit elderly or lonely people in their homes, or to visit people in hospitals who have no friends or family to call on them, or who go out on soup runs, or help with social events for isolated or marginalised people;
  - » stories of people whose lives have been changed for the better by initiatives aimed at helping, welcoming and including people who are in need or who feel excluded for any reason.
- Invite volunteers to share their best example with the class.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.
- The concluding prayer is on page 73 of the Students' Book.

Sign of the Cross

Teacher

Take a moment to look at the images on page 73 of your book. (*Pause*)

Remember the stories that these images depict:
Jesus heals a man who was blind (*Pause*);
Jesus calms a storm on the Sea of Galilee (*Pause*);
Jesus heals a man with a paralysed hand. (*Pause*)

Think quietly about whichever of these stories is your favourite, right now; whichever one speaks to you the most. (*Pause*)

Now close your eyes and, in your mind, imagine this story beginning. Imagine you are there. (*Pause*)

Imagine yourself watching Jesus in action … noticing what he does and what he says. (*Pause*)

Now, Jesus looks at you from within the story. Take some time, in the silence of your mind, to talk to him and to let him talk to you. (*Pause*)

Together, let us open our eyes and pray to the same Jesus who healed the man who was blind, who calmed the storm, and who restored the man with the paralysed hand to full health. Let us ask him to be with us, too, when we are in need of healing of any kind. We will pray the prayer *St Patrick's Breastplate*, which is on page 73 of your book.

Sign of the Cross

Lesson 11: The Values of the Beatitudes

Aim of Lesson

- To explore with the students the meaning and values of the Beatitudes – the values by which Jesus lived during his time on earth.

Teaching Strategies

- Exploration and Discussion
- Video
- **Worksheet 21**, **Worksheet 22**
- Prayer

Resources needed

- For the Starter Exercise: You will need a small piece of paper for each student, and a small box or bin or similar-sized container to hold the papers when they are collected.

To begin: Introduce the Theme of the Lesson

- Tell the students that this lesson will give them an opportunity to reflect on what Jesus told us will bring us true happiness. These teachings of Jesus are called the Beatitudes. They reflect the values by which Jesus lived during his time on earth.

In relation to the **Starter Exercise: What Makes You Happy?** *(page 74 of Students' Book)*: You will need a small piece of paper for each student, and a small box or bin or similar-sized container to hold the papers when they are collected. Place the empty container at the top of the room.

Video 11.1: 'What Makes You Happy ?' *(page 75 of Students' Book)*

- While the students are watching the video, read quietly through their responses (in case there are any that are inappropriate and that you may not want to read out).
- After the students have viewed the video, read the responses back to them, so that everyone has a sense of what makes their classmates happy.

In relation to the **Let's Reflect and Chat** following **Good and Bad Attitudes** *(page 76 of Students' Book)*: If the students find it difficult to come up with their own examples in answering the following questions, share with them the examples shown in italics below.

- Can you think of some more examples of a good attitude, and how it might lead to a good action? (e.g. *a caring attitude may lead a person to reach out to and help others; a generous attitude may lead to an act of sharing or charity; a forgiving attitude may lead to a person being more tolerant of others, and to being the one who forgives quickly and encourages others to be forgiving.*)
- Can you think of some more examples of a bad attitude leading to a bad action? (e.g. *a small-minded attitude might lead to an act of discrimination; a rude attitude might lead to impoliteness; an uncaring attitude might lead to ignoring someone or disregarding their needs.*)

In relation to the **Let's Reflect and Chat** following **the explanation of the first Beatitude** *(page 77 of Students' Book)*: If the students find it difficult to answer the questions, share with them the sample answers that are provided in italics below.

- What would you say is the opposite of being 'spiritually poor'? What might someone who is 'the opposite' of a spiritually poor person believe? (e.g. *They might believe that they are entirely self-sufficient and that they don't need God; they are likely to believe that what matters most is what others think of them, their worldly possessions, their status in society, etc.*)
- Why might it be a good thing to be 'spiritually poor'? What good outcomes might come from having that attitude? Why might it make us happy? (e.g. *We can always depend on God and God's love, in good times and bad, whereas we can't always depend on other things or other people to be there for us; believing in God and making God the centre of our lives gives our lives meaning, no matter what else may be happening in our lives; the promise of eternal life with God in heaven if we live by the first Beatitude is surely worth taking seriously!)*

In relation to **Worksheet 21** *(page 82 of Students' Book)*: The blank-filling exercise on this worksheet will be a useful revision exercise for the students before we move on to talk about how Jesus himself 'lived' the Beatitudes. The missing words on the worksheet are underlined below.

ANSWER KEY for Worksheet 21

1. **Happy are those who know they are spiritually poor; the Kingdom of heaven belongs to them!**
   In this Beatitude, Jesus is telling us that if we put God first in our lives – above all our worldly possessions, above any position we may have in society, or any other attachments we may have – then we will be truly happy and we will enjoy eternal life in heaven.

2. **Happy are those who mourn; God will comfort them!**
   In this Beatitude, Jesus is telling us that when someone we love has died, causing us to feel great sadness and loss, we can find comfort in our relationship with God. If we believe and trust in God, God will give us the strength we need to cope with our loss, so that, eventually, we can feel happy again.

3. **Happy are those who are humble; they will receive what God has promised!**
   Humble people are those who don't feel that they are better than anyone else. In this Beatitude, Jesus is telling us that God will reward all those who are humble and who treat others with respect.

4. **Happy are those whose greatest desire is to do what God requires; God will satisfy them fully!**
   In this Beatitude, Jesus is telling us that we will be truly happy if we live in the way that God desires us to live – the way that Jesus showed us by his own words and actions. And, when we live in this way, God will reward us.

5. **Happy are those who are merciful to others; God will be merciful to them!**
   In this Beatitude, Jesus is telling us that being merciful will bring us happiness, and that God will be forgiving and merciful to us, too, if we have shown love, forgiveness and mercy towards others.

6. **Happy are the pure in heart; they will see God!**
   People who are 'pure in heart' are humble. In this Beatitude, Jesus is telling us that those who are pure in heart, and who allow God into their lives, will experience God's love and, therefore, be truly happy.

7. **Happy are those who work for peace; God will call them his children!**
   People who work to bring about peace are people who believe in justice and fairness for all. In this Beatitude, Jesus is telling us that God will count the peacemakers among his children and reward them.

8. **Happy are those who are persecuted because they do what God requires; the Kingdom of heaven belongs to them!**
   In this Beatitude, Jesus is telling us that those who follow his way and live as God desires, no matter the cost, will be rewarded in heaven, where they will experience true happiness.

9. **Happy are you when people insult you and persecute you and tell all kinds of evil lies against you because you are my followers. Be happy and glad, for a great reward is kept for you in heaven.**
   The message of this Beatitude is much the same as in the eighth Beatitude: we should not let the threats or criticisms of others stand in the way of our being true followers of Jesus. The reward of heaven is far greater than any reward or praise we may get during our time on earth.

Extension Activity: Living the Beatitudes

[Key Skills: Being Creative; Working with Others]

Note: *Students will need their phones or other devices to capture images for this activity. They may do this element of the exercise on their own or with other members of their group outside of schooltime.*

- Arrange the students into small groups and assign each group one of the nine Beatitudes.
- Ask them to use their phone or other device to capture images or scenes of people embodying their given Beatitude. They may select footage from the News, from a movie, from an image they see online, or from a real-life situation (as long as they have permission to film another person).
- Alternatively, the group might decide to write and then act out for the class a scene where someone is living according to the Beatitude they were given.

In relation to the **Let's Pray** *(page 83 of Students' Book):* You will need to choose three students in advance to read the prayers.

Lesson 12: Jesus Valued the Natural World

Aim of Lesson

To explore with the students Jesus' relationship with the natural world, and how this might influence us to value and seek to protect the world of nature all around us.

Teaching Strategies

- Exploration and Discussion
- Story
- Research Activity
- **Worksheet 23**, **Worksheet 24**
- Bible Search
- Video
- Prayer (Guided Meditation)

Resources needed

- You may choose to bring in some mustard seeds for the discussion about the Parable of the Mustard Seed.
- Students may need internet access for the 'Research Activity: Images from Nature', which may be done at home.
- Each pair of students will need access to a Bible for the Bible Search activity.

To begin: Recap on Lesson 11

- Briefly recap on Lesson 11, in which the students learned about the Beatitudes, the teachings of Jesus on the attitudes and values that will bring us true joy. Ask the students to recall as many of the Beatitudes as they can.
- Tell the students that in this lesson they will explore Jesus' attitude to the natural world, and consider what they might learn from his example for how to live their own lives.

Video 12.1: 'What a Wonderful World!' (Starter Exercise) *(page 86 of Students' Book)*

In relation to **The Parable of the Mustard Seed** *(page 87 of Students' Book)*: if you have some mustard seeds, you could pass them around at this point. Chat about the very small size of the seeds, comparing them to other objects.

In relation to the **Let's Reflect and Chat** following **The Parable of the Mustard Seed** *(page 88 of Students' Book)*: If the students find it difficult to answer the following questions, share with them the sample answers that are provided in italics below.

- In the parable Jesus said, 'The kingdom of heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree …' What message do you think Jesus was trying to give his followers about the 'kingdom of heaven' or Kingdom of God? *(From small beginnings grow great things. The same applies to a person's faith. It can be very small and weak in the beginning, but, like the mustard seed, it can grow and develop when it is given the right conditions. Building the Kingdom of God happens slowly as well, through the small words and deeds of those who live in the way Jesus modelled for us. These small words and deeds can lead to big consequences.)*
- Throughout history, we have examples of social movements started by a single person, but which grew into huge, effective campaigns that brought about important changes. Can you think of any examples? *(e.g. Rosa Parks – Civil Rights Movement in USA; Malala Yousafzai – Girls' Right to Education in Afghanistan; Mother Teresa's work on the streets of Calcutta (Kolkata) – Founding of the Order of the Missionaries of Charity)*

In relation to the **Bible Search and Worksheet Exercise** *(page 89 of Students' Book)*: You might like to prompt further discussion about the two parables using the following questions.

The Parable of the Sower (Mark 4:3-9):

- What do you think Jesus wanted the people to understand when he told them this story?
- What do you think the seed scattered on the path, on rocky ground and among bushes represented? What might that relate to in our lives?
- What do you think the 'good soil' represented? What might the 'good soil' represent in our lives?

The Parable of the Yeast (Matthew 13:33):

- Have you ever watched someone baking bread, or perhaps you may have done so yourself? If

so, have you noticed that the amount of yeast or bread soda used is much smaller than the amount of flour?
- Do you think small things can make a big difference in other situations, as well as in baking bread?
- Has someone's small act or gesture ever made a difference in your life? Would you like to tell us about that?
- What can you learn for your own actions from this parable?

Extension Activity: 'Small Seeds'
[Key Skills: Being Creative; Working Together]
- Engage the class as a whole or in small groups in discussing their ideas about how the school community can do more to protect the environment.
- You might assist them in this by looking up the website of NI Direct, the official Government website for Northern Ireland citizens (https://www.nidirect.gov.uk/), and searching for 'Being greener at school', where you will find lots of good suggestions for practical actions on behalf on the environment. Alternatively, you might invite the students to search the internet themselves, which they could do at home and report their findings to the class.
- Together, decide on a small number of initiatives. Set targets and make plans, involving as many students as possible.
- Review each of the initiatives as you work through them and decide which might be extended further to the wider school community.

Prayer time (Guided Meditation)
- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher
As we begin our prayer time, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

Close your eyes. Together, we breathe in (*Pause*), and we breathe out. (*Pause*)

Take a moment now to picture yourself in some beautiful place in the natural world. You may be sitting on a rock near a waterfall, lying on the grass in a field, walking through a forest … Be wherever you are happy to be. (*Pause*)

Now, take a look around that place, and engage your senses…

What can you see? (*Pause*)

What can you hear? (*Pause*)

What can you touch? (*Pause*)

What can you taste? (*Pause*)

What can you feel? (*Pause*)

Realise that this place was given to you as a gift from God. God wants you to enjoy this place and to be happy here. (*Pause*)

Using your inside voice that no one else can hear, you might like to thank God for this place. (*Pause*)

You can come back to it anytime you want to. (*Pause*)

After a few moments, invite the students to open their eyes.

You may like to conclude the prayer time by replaying 'What A Wonderful World' (**Video 12.1**).

Sign of the Cross

MODULE: CHRISTMAS

Lesson 13: Christmas – A Time for Reaching Out!

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 11-13**. **Assessment 4 (L11-13)**, **Answer Key**

Aim of Lesson

- To explore with the students the values underpinning our Christmas celebrations and the true meaning of the 'Christmas spirit'.

Teaching Strategies

- Exploration and Discussion
- Videos
- Group Exercise
- **Worksheet 25**, **Worksheet 26**
- Prayer (with lyric video)

Note: You might like to prearrange a visit to the classroom from a representative of a local voluntary group that makes a special effort to reach out to those in need at Christmas. Invite them to tell the class about their work as a volunteer.

To begin: Recap on Lesson 12

- Briefly recap on Lesson 12, where we explored how Jesus observed and learned from the natural world. For example, he noticed that the mustard seed grows from the smallest of all seeds into the mightiest of trees. He used this example to teach his followers that, through what seems like small efforts, great things can be achieved. Whenever we do something with the intention of helping someone else, God is always with us and he helps us to achieve what we set out to do.
- Tell the students that in this lesson they will explore the values underpinning our Christmas celebrations, and consider them in light of the Gospel message to love and serve one another, as Jesus did.

Video 13.1: 'Coca Cola Christmas Ad "The Holidays are Coming" ' (Starter Exercise) *(page 91 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **The Christmas Story** *(page 93 of Students' Book)*:

If the students find it difficult to answer the first two questions, share with them the sample answers that are provided in italics below.

- In the very first paragraph of the Scripture passage, we find evidence that Jesus was not born into wealth or privilege. What evidence of that can you see? (e.g. *The baby Jesus was born in a humble stable and placed in a manger; the Holy Family had tried unsuccessfully to find an inn where they could spend the night. If they had been wealthy, they would surely have found somewhere comfortable to stay in. They likely would not have had to walk the streets looking for shelter, and certainly wouldn't have been happy with an animal's manger.)*
- The first visitors to the stable weren't rich or important people. In fact, in Jewish society at that time, shepherds belonged to the lowest class of people. Why do you think God chose shepherds to be first to hear the Good News of Jesus' birth? (e.g. *As an indicator that Jesus came on earth for everyone, that he would treat everyone equally and would include everyone, especially those who were excluded by others.)*

Video 13.2: 'The Drive – Shelter's Christmas Ad 2021' *(page 94 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **Video 13.2** *(page 94 of Students' Book)*: If the students find it difficult to answer some of the questions, share with them the sample answers provided in italics below.

- This campaign video from Shelter UK seeks to inform and raise awareness, as well as to raise funds. What aspects of the Christmas spirit do you think this campaign video seeks to tap into? (e.g. *people's kindness/generosity, empathy, compassion, care/concern for the needy*)
- What insights into the experience of homelessness by families, especially at Christmastime, does this video give us? What feelings or emotions are in evidence in the actions that we see in this short clip? (e.g. *the sadness, stress and despair of the mother,*

who knows she can't give her child the 'typical' Christmas experience; the very obvious sadness and disappointment of the child at the prospect of how they will be spending Christmas; the efforts of the mother to hide her own pain and to put on a brave face; the child's sensitivity and understanding towards her mother; the child's desire to show her love for her mother, despite her own sadness about their situation)

- Do you know of any other examples of fund-raising or awareness campaigns by charities that take place around Christmastime? Share any examples you know about and the people whom they help. (*You might like to suggest that they check out the work that is being done by The People's Kitchen, Belfast, or the charity Shelter Northern Ireland.)*

Extension Activity: Food Collection

[Key Skills: Being Creative; Working with Others]

- Consider asking the students to organise a collection of non-perishable food items and/or toiletries for a local charity. This can be on a small scale (e.g. *a collection from their own class group*), or wider (e.g. *among the whole school community*).
- Engage the students in conversation about how to organise the initiative (e.g. *posters, social media, word of mouth),* when and where the food items should be collected and how they can be delivered. Some students may take responsibility for contacting the charity to let them know about the initiative.

In relation to the **Let's Pray** *(page 96 of Students' Book)***:**

- You will need to choose seven students in advance to read the prayers.
- You may like to begin the prayer time by playing the lyric video of the song 'When a Child is Born' (see Video 13.3 below).

Video 13.3: 'When a Child Is Born ' (Charlotte Church) – to begin the prayer time

TERM 2

MODULE: THE CHURCH'S WORK FOR JUSTICE AND FAIRNESS

Lesson 14: The Parable of the Workers in the Vineyard

Aim of Lesson

- To explore with the students the Parable of the Workers in the Vineyard and the messages it holds for us.

Teaching Strategies

- Exploration and Discussion
- Story
- Videos
- Group Activity
- **Worksheet 27**, **Worksheet 28**
- Walking Debate
- Prayer (Guided Meditation)

Resources needed

- You will need three sheets of A4 paper for the Walking Debate activity. You will be inviting a student to write a particular heading at the top of each of these pages.

To begin: Introduce the Theme of the Lesson

- You may like to begin by chatting with the students about how they celebrated Christmas, focusing in particular on any religious or charitable activities they engaged in.
- Tell the students that this first lesson of the new term explores the difference between equality and equity. The lesson goes on to explore the Parable of the Workers in the Vineyard, through which Jesus encouraged his followers to be aware of the importance of equity.

Video 14.1: 'Equity versus Equality' *(page 98 of Students' Book)*

Video 14.2: 'Equal Opportunity? Different Starting Lines' *(page 99 of Students' Book)*

In relation to the **Let's Reflect and Chat** following the **Group Activity & Worksheet Exercise (Part 1)** *(page 101 of Students' Book)*: If the students find it difficult to answer the following questions, share with them the sample answers that are provided in italics below.

- *(Focusing on the early morning group)* Why do you imagine the landowner picked this group first? What might it have been about them that caused him to do so? (e.g. *Perhaps they looked like they were the strongest; perhaps they spoke up for themselves or stood at the front of the group.)*
- *(Focusing on the 5 pm group)* Why do you imagine these workers weren't picked by this or any other landowner until very late in the day? Why might they have been left out? *(*e.g. *Perhaps they looked weak; perhaps they had a physical disability; perhaps they spoke a different language from the landowner, etc.)*
- If you transfer this scenario to today, and imagine a group of applicants for a job in a supermarket, for example, what types of people do you think might be chosen first? In other words, on what might the choice to hire them be based? *(*e.g. *People who have previous experience working in a supermarket; people who have a connection with the employer; people who have good references; people who look good and speak well, etc.)* Which people might be left until last? *(*e.g. *people for whom English is not a first language; people who have no experience; people who are shy or lacking in confidence, etc.)*

In relation to the **Let's Reflect and Chat** following the **Group Activity & Worksheet Exercise (Part 2)** *(page 102 of Students' Book)*: If the students find it difficult to answer the following questions, share with them the sample answers that are provided in italics below.

- *(Focusing on the 5 pm group)* How do you think this group of workers will be viewed by the other groups in the future? *(*e.g. *They may be called 'freeloaders'; they might be subject to verbal abuse and begrudgery, etc.)* Is this fair? Why or why not?

- If that was the case, what would that reveal to us about the employer? (e.g. *He considered each worker's level of need and paid them accordingly; he chose to be generous with his wealth, regardless of what others thought about that or about him; he showed compassion and care and respect towards all his workers, and didn't favour one above another.*)
- Even though the workers who were picked early were paid the amount that they had agreed to, they were unhappy when others who worked less hours were paid the same. What might that reveal to us about our human nature? (e.g. *We have a tendency to be jealous of others; we have a tendency to put our own needs before the needs of others; we can be quick to make judgements about others; we tend to measure what we have against what others have*; *we're constantly comparing ourselves with others*, etc.)
- Given that Jesus began the parable by saying, 'The Kingdom of heaven is like this', who do you think the landowner in the parable represents? (*God*) Who do you think the workers represent? (*All people, everywhere*)
- What do you think Jesus was trying to teach people through this parable? (e.g. *God's generosity knows no limits; we cannot know or make assumptions about how God will judge us; God is generous whether we 'earn' his generosity or not; God's ways are not our ways*, etc.)
- Can you see any similarities between what happened to the workers in this parable and what happened to the young people in **Video 14.2** above? (e.g. *Some of the workers were left till last through no fault of their own, just as some of the young people were unable to take steps forward through no fault of theirs.*)

In relation to the **Walking Debate** *(page 102 of Students' Book)*:

- You will need three sheets of A4 paper to use as 'signposts' for this activity. Invite a student to write the words 'I agree' on one of the sheets of paper, 'I disagree' on another, and 'I am not sure' on the third.
- During the course of the activity (in keeping with the instructions in the Students' *Book)*, you will read out each of the following statements in turn:

Statement 1: The landowner treated each of the workers equally.
Statement 2: The landowner treated each of the workers with equity.
Statement 3: The landowner was right to do what he did.

- All students will stand in the middle of the room at the beginning and then move to either end of the room according to the extent to which they agree or disagree with each of these statements, or remain in the middle if they're unsure.
- Once students have chosen a place to stand following each statement, some volunteers will be invited to explain their reason for choosing where to stand.

In relation to the **Show of Hands** exercise *(page 103 of Students' Book)*: It will be interesting to see how the numbers differ from what they would have been at the start of the lesson. If, as would be expected, more people answer No in this instance, you could use this example to point to how it's not always wise to make quick judgements about things and jump to conclusions before we have given the matter some thought. Things are not always as straightforward as they may seem.

In relation to the final **Let's Reflect and Chat** *(page 103 of Students' Book)*: If the students find it difficult to answer the following questions, share with them the sample answers that are provided in italics below.

- Think about the life of Jesus. Did he put 'first' those who were considered 'last' in the society of that time, and, similarly, did he take those who were considered 'first' out of that privileged position? How? Can you give examples of stories from the Gospels that we've already explored this year to support your answer? (e.g. *He cared for and showed compassion towards those who were sick or in need, such as the man he healed who was suffering from a dreaded skin disease [Lesson 6], or the blind beggar whom he healed [Lesson 8]; he paid attention to those who tended to be ignored or looked down upon, such as women, for example when he came to the rescue of a woman who had been caught committing adultery, who was about to be stoned by the*

crowd [Lesson 7]; he criticised the high and mighty and lifted up the lowly, for instance, the story of Jesus healing a man with a paralysed hand on the Sabbath, despite the annoyance of the Pharisees who witnessed this action [Lesson 10].

- When Jesus told the people the Parable of the Workers in the Vineyard, what do you think he wanted them to remember? (e.g. *That the people who are often regarded as being 'last' or unimportant are the most important people in God's eyes.)*

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher
As we begin, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

Close your eyes. Together, let us breathe in (*Pause*) … and breathe out. (*Pause*)

Think about all the gifts that God has given you. Think about the people who love you, the friends you can chat with and share with, the abilities and talents that you can use for your own benefit and for the benefit of other people. (*Pause*)

Think of the wonderful world of nature that is all around us. (*Pause*)

God loves each one of us unconditionally, regardless of who we are, or how popular we are, regardless of where we come from or what language we speak. (*Pause*)

God loves us regardless of how good we are at learning things or at doing things. (*Pause*)

Like the vineyard owner, God wants to give each of us not only what we deserve, but so much more. (*Pause*)

Jesus assures us through the Parable of the Workers in the Vineyard that those who are considered by some to be 'last' now in our world will be 'first' in the Kingdom of God. (*Pause*)

Each of us can help to make the Kingdom of God come about in our world by making sure that we include everyone, especially those who tend to be left out; by treating everyone respectfully and fairly, especially those who tend to be treated differently from others; by being generous with our time and our gifts, especially towards those who are often the last to be noticed and included. (*Pause*)

Think for a moment about how you might reach out to people whom you may have ignored before, or be kind to someone that you haven't bothered with before now. Ask God for the strength and courage to do that. (*Pause*)

When you are ready, open your eyes.

Each time we pray the *Our Father*, we ask God to help us make the Kingdom of God a reality on earth as it is in heaven.

Let us pray that prayer together now.

All
Our Father…

Sign of the Cross

Lesson 15: The Church Continues the Mission of Jesus

Aim of Lesson

- To explore with the students how the Church continues the mission of Jesus and the example of the early Church through its works of charity and its efforts to bring about social justice.

Teaching Strategies

- Exploration and Discussion
- Story
- **Worksheet 29**, **Worksheet 30**
- Prayer (with lyric video)

To begin: Recap on Lesson 14

- Briefly recap on Lesson 14, about the Parable of the Workers in the Vineyard. Recall the difference between 'equity' and 'equality' in the treatment of people (*equality means giving the same to everyone; equity means giving to everyone according to their individual needs).*
- Tell the students that in this lesson they will explore how the early Church followed Jesus' teaching and example by encouraging people to share what they had so that no one was left in need. They will also explore the concepts of 'charity' and 'justice', and the relationship between the two.

In relation to **Worksheet 29** *(page 107 of Students' Book):* If you feel that the students might need some prompts for this activity, suggest that they think about the various ways in which the Church supports and connects with people through its parish workers and volunteers, through its involvement with charities, with people who are homeless or suffering from an addiction, with hospitals and other care centres, with schools, and through training programmes like adult education and sacramental preparation, etc.

Extension Activity: Guest Speaker

- As an Extension Activity for this lesson, you might like to organise a representative from a local charity, such as DePaul, to come in and chat with the students about charity and justice, and the relationship between the two, as it is evident in their work.
- You might find it helpful to prepare some questions in advance.

Video 15.1: Song 'Whatsoever You Do' – to conclude the prayer time.

Lesson 16: Catholic Social Teaching (I)

Aim of Lesson

- To explore with the students the earliest examples of Catholic social teaching, as expressed in the encyclicals of Popes Leo XIII, Pius XI and John XXIII.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 31**, **Worksheet 32**
- Videos
- Prayer (with lyric video)

Resources needed

- Students will need access to the internet for Worksheet 31 *(page 117 of Students' Book).*

To begin: Recap on Lesson 15

- Briefly recap on Lesson 15, which explored how the Church today continues the work begun by the members of the early Church as they strove to live according to the example that Jesus had set for them. All the members shared what they had to make sure no one was in need. As the Church developed, this charity extended outwards to encompass works of love and care for all people. The lesson also explored how charity and justice work hand in hand to address people's needs in the world today.
- Tell the students that in this lesson they will explore in more detail the teachings of the Church in the area of social justice.

Video 16.1: 'Working Conditions of the Industrial Revolution' (Starter Exercise) *(page 113 of Students' Book):* This video will give the students a good sense of the major problems that ordinary people, including children, had to face during this time of change and upheaval in human history. Having some understanding of these problems will help the students to appreciate why the Church felt the need to take action on behalf of the people and formulate principles of social teaching that could be used as a guide in the new industrial society that was developing so quickly.

Video 16.2: 'Catholic Social Teaching: Solidarity' *(page 116 of Students' Book)*

Video 16.3: 'Catholic Social Teaching: Subsidiarity' *(page 116 of Students' Book)*

Extension Activity: Get Active!

[Key Skills: Working with Others; Being Creative]

- Refer the students back to their research from the BBC website for **Worksheet 32**. Ask them to recall the human rights violation(s) that they identified. Then ask them to think about how they could support the victim(s) in seeking justice. For example, is there an organisation or politician to whom they could write to express their anger or disappointment about the situation?
- Encourage the students to write these letters, or to begin or add their name to a petition calling for change. In short, encourage them to get active on the issue.

In relation to the **Let's Pray** *(page 119 of Students' Book):* You will need to choose four students in advance to read the prayers.

Video 16.4: Song 'The Cry of the Poor' by John Foley SJ *(page 119 of Students' Book)* – to conclude the prayer time.

Lesson 17: Catholic Social Teaching (II)

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 14-17**. **Assessment 5 (L14-17)**, **Answer Key**

Aim of Lesson

- To explore more recent examples of Catholic social teaching, with an emphasis on the social teachings of Pope John Paul II, Pope Benedict XVI and Pope Francis.

Teaching Strategies

- Exploration and Discussion
- Video
- **Worksheet 33**, **Worksheet 34**
- Prayer (Guided Meditation)

To begin: Recap on Lesson 16

- Briefly recap on Lesson 16, which explored the earliest examples of Catholic social teaching, starting with *Rerum Novarum* in 1891. Review the principles of subsidiarity (that decisions should be made at the lowest possible level, by the people who are most affected by those decisions) and solidarity (that people must stand shoulder to shoulder to protect the common good). Remind the students that we finished by looking at Pope Paul VI's 1967 encyclical *Populorum Progressio* (The Development of Peoples).
- Tell the students that in this lesson they will explore more recent examples of Catholic social teaching, from the 1970s right up to today. They will also consider how the issues presented in the encyclicals are relevant to them.

Video 17.1: 'Catholic Social Teaching in 3 Minutes'
(page 124 of Students' Book)

Extension Activity: Poster Activity

[Key Skills: Being Creative; Working Together]

- Invite the students to work in pairs for this activity. Each pair will create a poster that depicts one or all of the following principles of Catholic social teaching mentioned in this and the previous lesson.
  - The principle of human solidarity
  - The principle of subsidiarity
  - The dignity and fundamental rights of every person
  - The principle of the common good for a just society
  - Rights and responsibilities of workers and employers
  - Making the care of the poor and vulnerable a priority
  - People's responsibility to protect the natural world
- The students should name on their poster the principle(s) that they are focusing on and, ideally, try to capture through illustrations or symbols what they represent. The overall title could be 'Catholic Social Teaching for a Just Society'.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher
The image on page 124 of your text might remind us of the principle of solidarity. Solidarity is the idea that, in order to protect the common good, we must come together and stand shoulder to shoulder with one another. Keep that image in your mind as you enter into this time of prayer.

I invite you to close your eyes for a few moments. (*Pause*)

Recall, in silence, a time when you felt like you needed a helping hand. (*Pause*) Who was there to pick you up during that time? (*Pause*)

Imagine you and that person holding hands. Imagine the sun setting behind you, and feel its warmth on your neck and your back. (*Pause*)

In your mind's eye, hold tightly to that person. (*Pause*)

Now think of a time when you offered a helping hand to someone in need. Maybe it was a parent, friend or family member who needed a shoulder to cry on. (*Pause*)

Imagine yourself holding on to that person with your other hand. (*Pause*)

Picture the three of you standing there, hands held tightly, happy and peaceful. (*Pause*)

Now imagine that more and more people come and join your line. These are all people who have helped each other, minded each other, stood up for each other. (*Pause*)

Together, you and these people form a long line, as far as the eye can see, left and right. (*Pause*)

This is a chain of hope. It is a chain of solidarity. It is a chain of love, and you are part of it. (*Pause*)

God delights in this show of solidarity. It is the way God made the world to be. (*Pause*)

You can form this chain of love any time you see a person in need, and you respond to them. Every time you do that, you make the chain longer and stronger. (*Pause*)

Commit yourself now to all of those small actions that make the world a better place – those actions that give a voice to the voiceless, that invite others to participate, that treat people with all the love and dignity that they deserve as God's children. (*Pause*)

When you are ready, open your eyes.

Sign of the Cross

Lesson 18: Martin Luther King, Junior – Champion of Social Justice

Aim of Lesson

- To explore with the students the life and example of Dr Martin Luther King, Jr, a champion of non-violent resistance to social injustice and discrimination.

Teaching Strategies

- Exploration and Discussion
- Story
- Group Activity
- **Worksheet 35**, **Worksheet 36**
- Videos
- Prayer (with music)

Resources needed

- Students will need access to the internet for the activity on Worksheet 36, which they may do at home.

To begin: Recap on Lessons 16 and 17

- Briefly recap on Lessons 16 and 17, about Catholic social teaching. Recall the following key principles of this teaching:
  - » every person is made in God's image and likeness and so we have a duty to treat everyone with dignity and respect;
  - » all people are called to work together for the common good – for the things that are right and good for all people, and not just good for some;
  - » the importance of standing in solidarity with those who are suffering;
  - » the necessity for all people to be given the opportunity to participate in society;
  - » the principle of subsidiarity – that decisions which affect people's lives should, where possible, be made by those who are impacted most by those decisions;
  - » all people are called to be the protectors of creation, and to take good care of the world that God has given to us;
  - » both individuals and policy makers are called to make the welfare of the poor and vulnerable a priority;
  - » the rights we enjoy come with a responsibility to care for every person.
- Tell the students that in this lesson they will explore the life story of Dr Martin Luther King Jr, a champion and role model of the search for social justice.

Video 18.1: 'Jim Crow Laws and the Segregated South' *(page 127 of Students' Book)*

In relation to **The March on Washington** *(page 129 of Students' Book)*: It was at this march that Dr King delivered his famous 'I Have a Dream' speech. You might like to encourage the students to listen to the full speech, which is widely available on the internet. Should you wish to play it in class, **this link to the full speech** is accompanied by subtitles.

Video 18.2: 'King Leads the March on Washington' *(page 129 of Students' Book)*

Extension Activity: Students' Own 'I Have a Dream' Speech

[Key Skills: Being Creative, Working with Others; Thinking, Problem-Solving, Decision-Making]

- Invite the students to form into groups of five or six and ask them to compose and recite their own 'I Have a Dream' speech for Northern Ireland today.
- You might suggest that they have the same number of lines in their dream speech as the number of students in their group, with the different lines expressing different 'dreams'.

In relation to the **Let's Pray** *(page 132 of Students' Book)*: You will need to choose three students in advance to read the prayers.

Video 18.3: Song 'Make Me a Channel of Your Peace' *(page 133 of Students' Book)* – to conclude the prayer time.

Lesson 19: Trócaire – Working for a Just World

Aim of Lesson

- To explore with the students the vision and values of the Catholic relief organisation Trócaire, and its work to help bring about a just world.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 37**, **Worksheet 38**
- Videos
- Research Exercise
- Prayer

To begin: Recap on Lesson 18

- Briefly recap on Lesson 18, about the life of Dr Martin Luther King, Jr. Recall the context of segregation in which he grew up, and his commitment to non-violent protest to change the unjust system that discriminated against African Americans and other people of colour. Remind the students of the impact that Dr King's philosophy of non-violent struggle had on John Hume, and the means Hume used to bring paramilitaries around the table, culminating in the Northern Ireland peace process.
- Tell the students that in this lesson they will explore the work of Trócaire, the Catholic charity that provides relief to vulnerable people in accordance with the principles of Catholic social teaching.

Video 19.1: 'Trócaire – Working for a Just World' *(page 135 of Students' Book)*

In relation to **Trócaire's Vision and Values for a Just World** *(page 136 of Students' Book)*: You may wish to refer the students to Trócaire's website (www.trocaire.org), where they will find a lot more information in relation to Trócaire's vision, values and global work.

In relation to **Trócaire's Work to Make Its Vision a Reality** *(page 136 of Students' Book)*: You might like to check out Trócaire's website (www.trocaire.org), where you will find a wide range of videos about the organisation's work. Just insert 'videos' in the search engine. You may then decide to show to the class one or more of the videos that you feel would be useful for them to watch.

Extension Activity: Research Exercise

[Key Skill: Managing Information]

Note: *The students will need access to the internet for the research element of this activity, which they may do at home.*

- Invite the students to research and write an account of one of the areas of Trócaire's work mentioned in the section **Trócaire's Work to Make Its Vision a Reality**.
- When everyone has completed their research, invite some students to share what they have learned about Trócaire's work with the class.

Video 19.2: 'Together We Can Make ONE DAY Happen' *(page 137 of Students' Book)*

In relation to the **Let's Pray** *(page 138 of Students' Book)***:** You will need to choose four students in advance to read the prayers.

Lesson 20: Fast Fashion and Its Impact on Our World

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 18-20**. **Assessment 6 (L18-20)**, **Answer Key**

Aim of Lesson

- To explore the fast fashion industry and our throwaway culture, and their impact on the planet and its people.

Teaching Strategies

- Exploration and Discussion
- Videos
- **Worksheet 39**, **Worksheet 40**
- Prayer (Guided Meditation)

To begin: Recap on Lesson 19

- Briefly recap on Lesson 19 about the work of Trócaire. Recall the ways in which that organisation works to bring about a more just and equal world.
- Tell the students that one of the major injustices in the world today is the climate crisis and how it affects people in the developing world disproportionately. In this lesson we will look at how our throwaway culture and the fast fashion industry are contributing to this crisis, and we will explore how we can live more sustainably.

Video 20.1: 'The True Cost of Fast Fashion' *(page 142 of Students' Book)*

Extension Activity: Research Slave Labour in the Clothing Industry

Note: *The students will need access to the internet for this activity. They may do their research at home.*

- Invite the students to research examples from developing countries of people being forced to work in poor, unsafe conditions producing clothes for very low wages.
- Invite volunteers to share their findings with the class.

In relation to the **Creative Activity: We Have the Power** *(page 144 of Students' Book):* if you feel the students need some prompts in order to come up with the questions for this exercise, you might suggest that they consider the following:

- The people who make the clothes
- The distance from the clothes factory to your local shop
- The quality of the materials used to make the clothes
- The quantity of clothes a person already has
- Implications for local businesses.

Extension Activity: Organise a Fashion Show for Charity

[Key Skills: Being Creative; Working Together; Self-Management]

- Invite the class to organise a charity fashion show event in your school. A piece of clothing that's old to one person is new to someone else, so the students could bring in clothes they no longer want and sell them. They could donate the money to a charity of their choosing.
- For this event, consider encouraging the students to: upcycle clothes to create a new product of equal or better quality; repurpose clothes to create a new product with a completely different purpose.
- You might also invite the students to put together an information leaflet that encourages people to:
  - » minimise the amount of new things they feel they need to buy;
  - » adopt a more sustainable lifestyle to reduce the amount of clothes that end up as landfill.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher
The earth is an amazing gift from God. Many of us are growing in our appreciation of this fact and are realising the wonder, mystery and interconnectedness of all of life. But we also know and understand that human actions are harming the natural world, in some cases beyond repair. The only way to restore and maintain the health of the earth is to reduce human impact on the environment. This is difficult for all of us. It means that we must take time to consider all of our actions, and the effect they have on the natural world. Let's take some time today to think about the choices we make daily, and the impact these choices have on the earth, our common home. And let's consider what we might like to change in the future.

As we begin, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

Close your eyes. Together, we breathe in (*Pause*), and we breathe out. (*Pause*)

Think back over your day today. Did you take time to notice and appreciate any aspect of the natural world? (*Pause*) Maybe you saw a particular animal, flower, cloud or view that caught your attention. (*Pause*)

If you didn't notice any of these things today, why didn't you? (*Pause*) Were you too busy? (*Pause*) Do these things not interest you? (*Pause*)

Think about the last week. Did you mostly walk, cycle, take the bus, or travel by car? (*Pause*) Were there any times when you could have walked, but you chose not to, maybe because you were feeling tired or lazy, or because it was just easier and quicker to take the car? (*Pause*)

If you recognise that there were times when you could have made better choices, thank God for helping you realise that. (*Pause*) Using your inside voice, ask God for the strength and willingness to change those choices in the future. (*Pause*)

Think about the last month. Did you buy many unnecessary items? (*Pause*) Perhaps you bought something because it looked appealing, even though you didn't need it, and perhaps even though it didn't have any real value. (*Pause*)

It is very hard to resist all the marketing campaigns that try to convince us that we *need* more things. (*Pause*) But God's Holy Spirit can help us to work out what's really important. (*Pause*)

Using your inside voice, ask the Spirit of Right Judgement and of Courage to help you to resist accumulating more and more things. (*Pause*)

Ask for the Spirit of Wisdom to value what you already know, deep down, to be most important. (*Pause*)

When you are ready, open your eyes.

Living in a more sustainable way is contrary to the culture we are living in today. We can only do it in small steps. But if we all make those small steps together, it will make a big difference.

Let's give glory to God now for the wonder and beauty of the earth, our common home, by praying together the *Glory be to the Father*.

All
Glory be to the Father...

Sign of the Cross

MODULE: CALLED TO SERVE

Lesson 21: What Will You Do with Your Life?

Aim of Lesson

- To explore with the students how each of us is called to use our gifts and abilities to help to make our world a better place for everyone.

Teaching Strategies

- Exploration and Discussion
- Story (parable)
- Video
- **Worksheet 41**, **Worksheet 42**
- Prayer (Guided Meditation)

To begin: Recap on Lesson 20

- Briefly recap on Lesson 20, about the fast fashion industry and its impact on our planet, and our responsibility and power as consumers to make sustainable choices that will benefit both our planet and its people, particularly its poorest people.
- Tell the students that, in this lesson, we will explore how each of us can use our gifts and abilities to 'make a difference' in our world – and so help to make our world a better place for everyone.

Video 21.1: 'The Starfish Thrower' *(page 146 of Students' Book)*

Extension Activity: Interview

[Key Skills: Thinking, Problem-Solving, Decision-Making; Managing Information]

- The students may work individually or in pairs for this activity.
- Invite them to interview a person whom they feel has made or continues to make a positive impact in the world. This may be someone in their school or community or even a parent/guardian.
- The students could compose the questions for their interviewee in class, and then write a reflection about their conversation with the interviewee afterwards.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.
- The concluding prayer is on page 150 of the Students' Book.

Sign of the Cross

As we begin our prayer reflection, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

I invite you to close your eyes. Together, we breathe in (*Pause*), and we breathe out. (*Pause*)

This week, we have been thinking not so much about *what* we want to be, but *the kind of person* we want to be. (*Pause*)

We thought about the unique gifts and abilities that God has given to each of us.

We are called to use those gifts and abilities to help make the world a better place for everyone. (*Pause*)

When we do this, we are living in accordance with God's desire for us. (*Pause*)

Think about a gift or ability that God has given you. This may be a talent or special ability that you have, perhaps in music or sport or art, or it may be a special quality or aspect of your personality, such as a kind and caring nature. (*Pause*)

Think about how you could use this gift to serve others. (*Pause*)

With your inside voice, ask the Holy Spirit to guide you to recognise other unique gifts with which you have been blessed. (*Pause*)

Ask Jesus to help you to use your gifts to the best of your ability. (*Pause*)

When you are ready, open your eyes.

Together, let us pray for the opportunity to use our gifts and abilities to make a positive impact on the world.

(All pray together the prayer on page 149 of the Students' Book.)

Sign of the Cross

Lesson 22: Marriage and Holy Orders

Aim of Lesson

- To explore with the students the sacraments of Marriage and Holy Orders, and why they are often referred to as the Sacraments of Vocation.

Teaching Strategies

- Exploration and Discussion
- Videos
- **Worksheet 43**, **Worksheet 44**
- Prayer

To begin: Recap on Lesson 21

- Briefly recap on Lesson 21, where we explored how each of us can use our gifts and abilities to 'make a difference' in our world – and so help to make our world a better place for everyone.
- Tell the students that in this lesson we will explore the sacraments of Marriage and Holy Orders, and the lifelong commitment entered into by those who celebrate these sacraments.

Video 22.1: 'The vocation to the priesthood' *(page 155 of Students' Book)*

Video 22.2: 'Sacrament of Holy Orders' *(page 157 of Students' Book)*

Video 22.3: 'Song: The Summons' *(page 159 of Students' Book)* – to conclude the prayer time.

Lesson 23: Women of Faith Answer the Call to Serve

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 21-23**. **Assessment 7 (L21-23)**, **Answer Key**

Aim of Lesson

- To explore with the students the example of two inspirational women of faith from Northern Ireland who found different ways of serving God and others through their work and daily lives.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 45**, **Worksheet 46**
- Prayer

Resources needed

- Each student will need a sheet of paper to write on for the Starter Exercise.

To begin: Recap on Lesson 22

- Briefly recap on Lesson 22, about the sacraments of Marriage and Holy Orders. Remind the students that both of these are Sacraments of Vocation, where a person answers God's call to a faithful, exclusive, lifelong commitment – one to another person in marriage and one to the priesthood.
- Tell the students that, in this lesson, we are going to explore the life stories of two women with deep roots in Northern Ireland: Baroness Nuala O'Loan and Sr Clare Crockett, both of whose lives are an example of an untiring vocation to serving God, to love, to peace and to justice.

Note re. Nuala O'Loan: If time allows, and you would like the students to hear an interview in which Nuala O'Loan talks about her faith and its importance in her life, you could play segment 2.38 to 15.25 from **this link**.

In relation to the **Let's Pray** *(page 166 of Students' Book)*: You will need to choose six students in advance to read the prayers.

MODULE: HOLY WEEK AND EASTER

Stations of the Cross Prayer Service for Holy Week

- This prayer service is on pages 169–178 of the Students' Book – as the first item in the Holy Week and Easter module.
- There are two 'reader' parts assigned to each 'Station'. You may like to choose two different readers in advance to read each of the fourteen Stations.

Lesson 24: The Resurrection and Christian Hope

Aim of Lesson

- To explore the Resurrection and its connection to Christian hope.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 47**, **Worksheet 48**
- Prayer

To begin: Introduce the Theme of the Lesson

- Tell the students that this lesson will focus on the resurrection of Jesus and what it means for our lives. In particular, we will explore the connection between the Resurrection and Christian hope.

In relation to the **Let's Pray** *(page 182 of Students' Book)*:

- You will need to choose six students in advance to read the prayers.
- Please arrange to have a candle or an artificial light burning. This will be referred to during the prayer time.

TERM 3

MODULE: THE HOLY SPIRIT

Lesson 25: The Guiding Light of the Holy Spirit

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 24-25**. **Assessment 8 (L24-25)**, **Answer Key**

Aim of Lesson

- To explore how the same Holy Spirit that came upon the apostles at Pentecost continues to support and inspire people in the world today.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 49**, **Worksheet 50**
- Videos
- Prayer (with lyric video)

To begin: Introduce the Theme of the Lesson

- You might like to begin by asking the students how they celebrated Easter, focusing in particular on any religious traditions they engaged in.
- Tell the students that this lesson will focus on how the Holy Spirit brought light and clarity into the lives of the early followers of Jesus, and how the same Holy Spirit continues to work today in all those who are willing to allow the Spirit to move and guide them.

Video 25.1: 'The 2024 Belfast Launch of Darkness into Light' *(page 184 of Students' Book)*

Video 25.2: 'Pentecost' *(page 187 of Students' Book)*

Extension Activity: Fruits of the Holy Spirit in Evidence

[Key Skills: Being Creative; Working Together]

Note: *Each pair or group of students will need internet access for this activity. They will also need a large sheet of paper and colouring materials.*

- Point the students towards a particular local or international news website, such as https://www.bbc.com/northernireland or https://www.belfasttelegraph.co.uk/. Ask them to choose a 'good news' story, where they can see particular 'fruits' of the Holy Spirit in evidence.
- Invite them to 'report' this story in words and pictures on the paper they have been given. They should write the names of the 'fruits of the Holy Spirit' that have been in evidence around their report.
- Alternatively, students may choose to focus on a good news event that they know about in their own community, and do the same project on it.

Video 25.3 'Welcome Holy Spirit' *(page 190 of Students' Book)* – to conclude the prayer time.

MODULE: MORALITY

Lesson 26: The Natural Law and the Golden Rule

Aim of Lesson

To explore with the students the natural law and the Golden Rule, and how the natural law is reflected in Scripture and the teachings of the Church.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 51**
- Video
- Prayer

To begin: Introduce the Theme of the Lesson

- Tell the students that in this lesson they will learn about the natural law, explore examples of it, and decide if they consider it to be a worthwhile moral code to follow. They will also learn about the Golden Rule.

Video 26.1: 'The Good Samaritan' *(page 194 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **Video 26.1** *(page 194 of Students' Book)*: If the students find it difficult to answer some of the questions, share with them the sample answers that are provided in italics below.

- What do you think is the principal message that Jesus was giving his followers in the Parable of the Good Samaritan? (e.g. *We are called to look out for people who are vulnerable and unable to care for themselves; we are called to love our neighbour and to treat them as we would wish to be treated; those who do the right thing and treat people well are not always the ones whom we would expect to do so, as, in the parable, it was a Samaritan, an outcast in the society of that time, who responded and helped the man, and not the priest or the other 'respectable' people who passed by, etc.*)
- How is the natural law reflected in this parable? (e.g. *The natural law requires people to look out for one another, to be good to others rather than to harm them; in other words, to be a good neighbour. The situation in the parable provided an opportunity for those who came upon the man to choose to do good, and thereby follow the natural law, or to choose to harm the man or to ignore him.*)
- Which of the characters in the story were living according to the natural law, and which characters ignored the natural law? (e.g. *Those who attacked and robbed the man were acting against the natural law, as were those who ignored and walked by the injured man; the Samaritan who stopped to help the man and who paid for his care was acting in accordance with the natural law by being a good and selfless neighbour.*)

Extension Activity: The Golden Rule in other World Religions

[Key Skill: Managing Information; Working with Others]

Note: *The students will need access to the internet for this activity, which they may do at home.*

- Invite the students to research and describe examples of how the Golden Rule is upheld by the teachings of one of the major world religions.

In relation to the **Let's Pray** *(page 195 of Students' Book)*: You will need to choose four students in advance to read the prayers.

Lesson 27: Moral Decision-Making and Moral Development

Aim of Lesson

- To explore with the students the stages in our moral development and some of the resources that are available to us so that we can make good choices when it comes to moral issues.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 52**, **Worksheet 53**
- Prayer

To begin: Recap on Lesson 26

- Briefly recap on Lesson 26, about the natural law and the Golden Rule. Remind the students that people who believe in God believe that the natural law reflects God's desire for the world, and so there is no conflict between keeping the natural law and following the teachings of Jesus and of the Church.
- Tell the students that in this lesson they will explore the different types of motivation that influence people's actions and, consequently, their moral growth or moral development.

In relation to the **Let's Pray** *(page 201 of Students' Book)***:** You will need to choose three students in advance to read the prayers.

Lesson 28: The Role of Conscience in Decision-Making

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 26-28**. **Assessment 9 (L26-28)**, **Answer Key**

Aim of Lesson

- To explore with the students the role of conscience in decision-making, and the ways in which they can inform their conscience in order to make good decisions.

Teaching Strategies

- Exploration and Discussion
- Walking Debate
- **Worksheet 54**, **Worksheet 55**
- Video
- Prayer (Guided Meditation)

Resources needed

- You will need three sheets of A4 paper for the Starter Exercise.

Note: Students studied the topics of conscience and free will as part of the *Fully Alive 2* programme (Year 9).

Video 28.1: 'Daily Examen for Young People' *(page 208 of Students' Book)*

Extension Activity: Examen Prayer Card/ Bookmark

[Key Skill: Being Creative]

Note: *Each student will need a piece of card in the shape of a bookmark/prayer card and colouring materials for this activity.*

- Invite the students to write the steps of the Examen on their piece of card, and to decorate them. They only need to write the words that are in bold in the outline of the steps on page 207 of their book.
- Laminate these once they are complete, so that each student can have their own Examen prayer card or bookmark.

Prayer time (Guided Meditation)

- You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.
- Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.
- The concluding prayer is on page 208 of the Students' Book.

Sign of the Cross

Teacher

As we begin, we take a moment to become quiet and still. (*Pause*)

We remember that God is with us in our hearts and minds. (*Pause*)

Close your eyes. Together, we breathe in (*Pause*) and we breathe out. (*Pause*)

For this prayer time, we are going to practise the Examen. We will begin by asking God to guide us as we prepare to review our day. You can speak to God in the silence of your heart now. (*Pause*)

Now think back over your day. What was the best thing that happened today? It might be something small, it might be something big. Remember that moment in your day, and relive it. Imagine yourself back there in that moment. (*Pause for a minute or more*) Thank God for that moment. (*Pause*)

Now let that feeling of thankfulness spread to the whole of your day. (*Pause*)

Next, replay everything that happened today in your mind, just as though you are watching a movie. Start from the moment you woke up, and remember as many details as you can. (*Pause*)

When you feel thankful for something that happened, give thanks to God, who gave you that moment (*Pause*)

When you recall times during the day when you failed to be the person you could have been, for example by the way you treated others or failed to help others when you had an opportunity to do so, say sorry to God. (*Pause for a minute or more*)

Now that you have replayed the day in your mind, let those feelings of gratitude and sorrow sink deeper. (*Pause for a minute or more*)

Finally, try to think of one thing that you need to ask God's help with for tomorrow. Ask for that help now. (*Pause for a minute or more*)

When you are ready, open your eyes.

Together, let us pray for the wisdom to make good choices that will benefit ourselves, each other and our world.

All read together the concluding prayer, which is on page 207 of the Students' Book.

MODULE: NON-CHRISTIAN RELIGIONS

Lesson 29: Islam (I) Muhammad, Origins of Islam and The Qur'an

Note: As part of this lesson, you might like to invite a representative from the Islamic community to meet with your class and tell them about Islamic faith and practices. The meeting could take place in your school or, if it is local to you, at the Islamic Centre in Belfast. Alternatively, if such a meeting is not possible, you might be able to arrange for a virtual meeting.

Aim of Lesson

- To explore with the students the life of the prophet Muhammad, the beginnings of Islam, and the Qur'an.

Teaching Strategies

- Exploration and Discussion
- KWL Chart on Islam
- **Worksheet 56**, **Worksheet 57**
- Video
- Prayer (suitable for people of all faiths)

To begin: Introduce the Theme of the Lesson

- Tell the students that this lesson will be the first of two that will focus on Islam. In this lesson, the students will explore the life of the prophet Muhammad, the beginnings of Islam, and the sacred text of Islam – the Qur'an.

In relation to the **Starter Exercise: KWL Chart on Islam (Worksheet 56)** *(page 209 of Students' Book)*: Collect the KWL charts when the students have completed the K and W columns. Take note of the responses so that you will get a sense of students' prior knowledge on the topic and their expectations in relation to what they want to learn. This will help you to gauge which areas might need special attention as you work through the lessons on Islam. The students will need the charts back in order to fill in the final column, as they complete both of the lessons on Islam.

Video 29.1: 'Holy Books: The Qur'an' *(page 215 of Students' Book)*

Extension Activity: Research Exercise

[Key Skills: Managing Information; Working with Others]

Note: *Students will need access to the internet for this activity, which they may do at home.*

- Invite the students to look up and browse the website of the Belfast Islamic Centre. Ask them to note five or six interesting things they come across there.
- Volunteers may share their findings with the other students at the start of the next class.

Lesson 30: Islam (II) The Five Pillars of Islam

Aim of Lesson

- To explore with the students the Five Pillars of Islam, and learn about the mosque, the place of worship for Muslims.

Teaching Strategies

- Exploration and Discussion
- Videos
- **Worksheet 58**, **Worksheet 59**
- Prayer

To begin: Recap on Lesson 29

- Briefly recap on Lesson 29, about the prophet Muhammad, the beginnings of Islam, and the Qur'an.
- Tell the students that this lesson will focus on the Five Pillars of Islam. They will also learn about the mosque, the place of worship for Muslims.

Video 30.1: 'Irish Muslims: What is it like to grow up Muslim in Ireland?' (Starter Exercise) *(page 217 of Students' Book)*

In relation to the **Let's Reflect and Chat** following **The First Pillar: *Shahada* (creed)** *(page 217 of Students' Book)*: If the students find it difficult to answer some of the questions, share with them the sample answers that are provided in italics below.

- Can you remember what the Catholic Creed is called? (*The Apostles' Creed)* What do Catholics declare belief in as part of this Creed? (*God the Father, Jesus, the Holy Spirit and the Church)*
- A person becomes a Muslim by accepting the Islamic faith and reciting the *Shahada* before a witness. How does a person become a member of the Catholic Church? *(Through the Sacrament of Baptism)*
- Faithful Muslims say the *Shahada* five times every day as part of their daily prayers. Name some of the most popular and widely known prayers of Catholics. *(*e.g. *The Our Father, Hail Mary, Glory be to the Father)*

Video 30.2: 'What is Ramadan?' *(page 219 of Students' Book)*

In relation to the **Let's Pray** *(page 222 of Students' Book)*: You will need to choose four students in advance to read the prayers.

ANSWER KEY for Worksheet 58

The First Pillar: *Shahada*

- This is the Muslim creed, or declaration of faith. It is just one sentence long: 'There is no God but Allah, and Muhammad is the Prophet of God.'
- This creed reflects the central teaching of Islam that God is one. For Muslims, God is real, all knowing, all powerful and absolute; nothing is greater than God.
- A person becomes a Muslim by accepting the Islamic faith and reciting the *Shahada* before a witness.
- The words of the *Shahada* are the first and last words that a Muslim hears. The *Shahada* is recited over a newly born Muslim and whispered into the ear of a dying Muslim.
- Faithful Muslims say the *Shahada* five times every day as part of their daily prayers.

The Second Pillar: *Salat*

- *Salat* is the name of the daily prayer of Muslims. Every Muslim is required to pray five times a day. The prayers are said in Arabic.
- In many countries there is a public call to prayer before each of the five prayer times.
- While a Muslim can pray anywhere, it is particularly special to pray in a mosque with the wider Muslim community.
- Muslims pray with their body, such as by kneeling and bowing, as well as with words and chants.
- When Muslims pray, they always face in the direction of the holy city of Mecca.

The Third Pillar: *Zakat*

- *Zakat* is the name for the duty Muslims have to give to charity. It is often described as 'almsgiving' or the 'poor tax'.
- A Muslim is required to give 2.5 per cent of his or her wealth or income to the poor and needy. This is seen as a way of giving thanks to Allah for his goodness.

The Fourth Pillar: *Sawm*

- *Sawm* is the practice of fasting. Muslims abstain from food and liquid of any kind during the daylight hours in the ninth month of the Islamic lunar calendar, which is called Ramadan.
- Ramadan is a time for study and self-control.
- Exceptions from *Sawm* are made for those who are sick or travelling, and for those who are elderly or pregnant.

The Fifth Pillar: *Hajj*

- *Hajj* is the name of the pilgrimage to Mecca that all Muslims who are physically and financially able are expected to make at least once in their lifetime.
- Mecca is the home of the shrine known as the Ka'aba and the birthplace of Muhammad.
- Over two million people participate in the *Hajj* in Mecca each year. Each of the worshippers wears the same white garments to show that all the pilgrims are equal.
- *Hajj* occurs during the twelfth month of the Muslim calendar and lasts for four days.

Lesson 31: Eastern Religions – Hinduism and Buddhism

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 29-31**. **Assessment 10 (L29-31)**, **Answer Key**

Aim of Lesson

- To explore with the students the origins and key beliefs of Hinduism and Buddhism.

Teaching Strategies

- Exploration and Discussion
- **Worksheet 60**, **Worksheet 61**
- Video
- Prayer (Guided Meditation)

To begin: Recap on Lesson 30

- Briefly recap on what the students learned in Lesson 30 about the five pillars of Islam and about the mosque.
- Tell the students that in this lesson they will explore two Eastern religions: Hinduism and Buddhism. They will also learn about interfaith dialogue.

Let's Pray (Guided Meditation)

Note: *The prayer for this lesson is a meditation on God, suited to all, regardless of whether or not people belong to a faith background. This guided meditation will be delivered through the following video.*

Video 31.1: 'Guided Meditation: Connecting with God' *(page 230 of Students' Book)*

Prayer Service to Mark the End of the School Year

Note: *The text for the prayer service is on pages 231–238 of the Students' Book.*

Preparation for the prayer service

- You will need to choose sixteen students in advance for the various 'Reader' parts.
- If several teachers/classes are together for this service, the readings could be shared out among the different teachers/classes.
- You may choose to have a candle or tea lights burning during this prayer service. Alternatively, you might choose to use artificial lights. You might also consider providing some gentle background music.
- Each student will need a pebble for the reflection in Part 3. Teachers may organise to have these ready for the students or ask the students to bring their own pebble to the service.