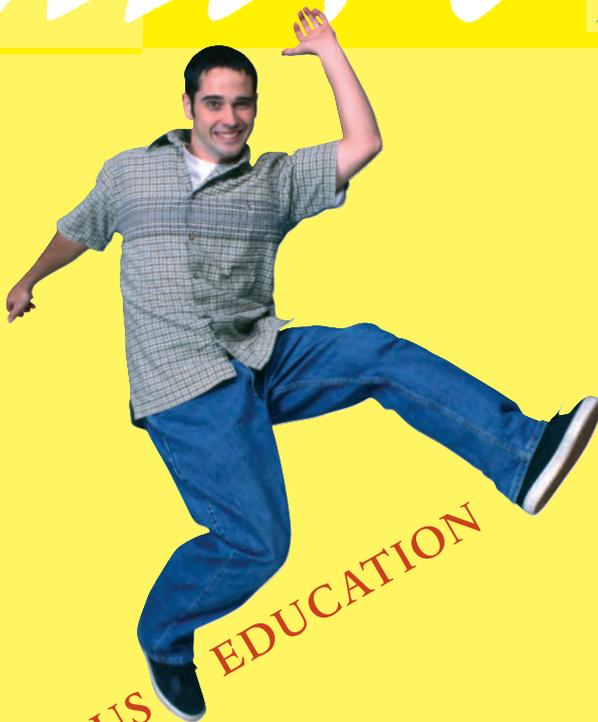


Susan Morgan & Peter O'Reilly

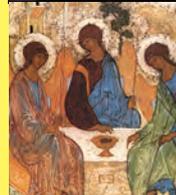
fully alive 2



YEAR 9 KEY STAGE 3
CATHOLIC RELIGIOUS

EDUCATION

PROGRAMME



CATHOLIC RELIGIOUS EDUCATION PROGRAMME



fully alive 2

KEY STAGE 3

YEAR

9

Susan Morgan & Peter O'Reilly

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NEW BEGINNINGS

Term 1, Lesson 1

WELL, THE SUMMER IS OVER and another school year begins. Welcome back. It's time for a new start. Think about that for a moment: what does making a new start mean for you? How do you feel about it? What images and memories does it bring to your mind? New beginnings can be exciting, when there are new things to do and to learn. New beginnings can also be difficult.

Choman makes a new beginning...

Choman was eighteen years old. She was Kurdish and was born in Iraqi Kurdistan. When conflict broke out she had to escape, and in so doing she got separated from her parents. Eventually, she arrived in a new country and was able to start back to school again after a break of two years. Some people there understood her difficulties, but there were others who were unkind to her. Here is part of her story, told in her own words:

Two years ago, on a misty evening in September, I arrived at Heathrow airport, alone and scared, but full of hope. I was happy, as I was going to be with my parents again after being away from them for over a year.

The minute my mother hugged me, crying, I thought all my sorrows had ended and life was going to be sweet and happy again. I had been away from school for two years because we were travelling and did not have a permanent place to live. I promised myself not to miss school again and not to waste time any more. So, ten days after my arrival I started going to school.

I was shocked to find out that in the lunch queue they used to laugh at me and say that I never had decent food in my country. They said I had always been hungry and that that's why I ran away from my home. Some people treated me like a fool because I couldn't speak English well; some just ignored me as if I didn't exist. Nobody wanted to sit next to me in lessons and no one wanted to have me as their partner in PE. I was all alone in the corner and did not understand the jokes during the lessons. However, there were people who cared and helped, so I carried on. I had to anyway because I believe life is a fight. I managed to do three GCSEs eight months after my arrival, which I counted as a big success.



Why Don't You?

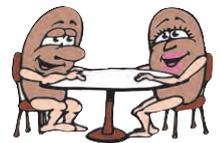
Do a quick display under the title 'New Beginnings'. Get a piece of paper and a pen or pencil or marker. Then, in the space of one minute (and no more), either draw a large face that expresses how you feel about making a fresh start or choose one or two words and write them out in big letters.

Pin this on the display board alongside everyone else's work. Take some time to look at it.

Does the display contain what you expected?

What does it contain that you did not expect to see?

What does it tell you about starting again?



Let's Talk

- 1 Choman tells of how she made a new start in her life. What was good about her new start? What was difficult?
- 2 If Choman could give you a bit of advice as you start another school year, what do you think it might be?
- 3 Some students treated Choman badly. Discuss what could be done if such behaviour were to happen in your school.

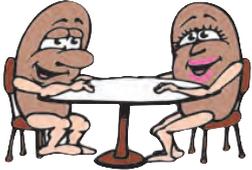
Starting another school year

People do not always feel the same way about everything. That applies to starting another school year, too. Take some time to reflect on what this new start is like for you. Here are a few stories to help you.



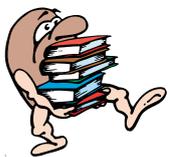
Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Read each story and describe the feelings of each of the students in your own words.
- 2 What do you think might help someone to look forward to being at school again?
- 3 What might make it difficult for someone returning to school for their second year?
- 4 Which of the people in this lesson do you identify with most? Give a reason for your answer.



In your Religion journal

- 1 Write down two resolutions for your new school year: one about yourself, and one about how you will treat others.
- 2 Write a short prayer about starting again.

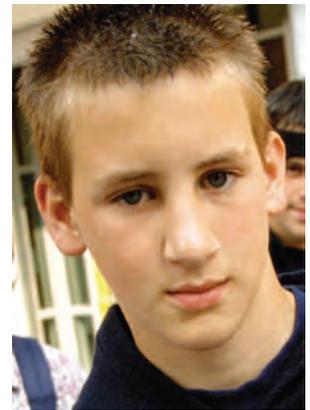
Looking forward...

It was the night before the first of September and tomorrow Julie would begin her second year in post-primary school. She felt really excited as she packed her schoolbag. She was looking forward so much to seeing all her friends again. Julie had spent most of the summer with her sick Granny in Dublin. Although she and her friends had phoned each other regularly and sent lots of text messages, it just wasn't the same as being there. She couldn't wait to be actually sitting next to them and watching their expressions as they told her all about the crazy things they had got up to. 'I'm so looking forward to getting back to normal life, even if it involves teachers, lessons and homework,' Julie thought.



In his stride...

'Off to bed with you! School tomorrow!' Ben's mother said as she switched off the television. 'Right,' said Ben, getting up from his comfortable place on the sofa. 'Such a difference from last year!' his mother thought. And it was true. Last year he had been very nervous about starting in a new school. But since then he had made many friends, he knew all the teachers and he was familiar with the subjects. Ben was sorry the summer holidays were over – he had really enjoyed them. There would be no more free evenings of football, computer games, television or just going about with Mickey and Brendan, his two best friends. Still, he was looking forward to seeing his other schoolmates again and to swapping stories about holiday adventures.



A feeling of dread...

Luke frowned at the neatly ironed uniform that lay on the corner of his bed. His mother had bought him new trainers and a new schoolbag. She was well prepared for him going back to school tomorrow, but Luke wasn't. He was gripped with anxiety. First year had been really difficult. He hadn't been able to make friends or settle in, especially after some fifth-year boys had bullied him. 'Hopefully, they won't be back this year,' he said to himself. He had failed many of his end-of-year school exams, and the row over his bad report was still fresh in his mind. How would he face another year? 'Why can't the holidays go on for ever?' thought Luke, as he tossed the uniform on to the floor and climbed into bed.



Jesus announces a new beginning

Jesus lived in Nazareth with Mary and Joseph until he was about thirty years of age. Then he decided to make a new start. He was baptised by John the Baptist in the river Jordan and then spent some time in the wilderness before beginning his new way of life. The Gospel according to Luke tells us about what Jesus did when he returned to Nazareth:

Jesus went back to Nazareth, where he had been brought up, and as usual he went to the meeting place [synagogue] on the Sabbath. When he stood up to read from the Scriptures, he was given the book of Isaiah the prophet. He opened it and read, 'The Lord's Spirit has come to me, because he has chosen me to tell the good news to the poor. The Lord has sent me to announce freedom for prisoners, to give sight to the blind, to free everyone who suffers, and to say, "This is the year the Lord has chosen".' (Luke 4:16-19)

This new beginning was a special time for Jesus. He knew it was a time for doing what his Father wanted him to do. He knew it was a time for showing God's care. Jesus focused particularly on those who found life difficult. He cared for those who had no freedom and for those who suffered because they did not have the same abilities as others.

As you start your new year, Jesus calls you to be good to others, particularly to those who are finding life difficult at the moment. There are various ways of doing this: giving someone a smile; helping someone to pick up the books they have just dropped; holding the door to allow someone else through, are all good examples. There are many ordinary, everyday ways of being friendly to others.

A time to pray

Sign of the Cross

Teacher

Our new school year has begun. We are starting once again. We pause for a moment to tell God what we are feeling as we make this new start. (Pause) We ask God to bless us in the year ahead. (Pause) Jesus made a new start because he wanted all people to know how much God loved them. He said:

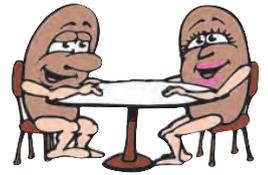
Reader

The Lord has chosen me to tell the good news... and to say 'This is the year the Lord has chosen'. (see Luke 4:18-19)

Teacher

May God bless us as our new year begins.
May God's love comfort us.
May the words of Jesus be a guide for us.
May God's Holy Spirit encourage us.

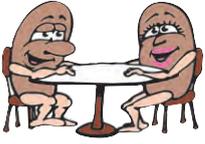
Sign of the Cross



Let's Talk

- 1 Name some more ordinary, everyday ways of being friendly to others.
- 2 Think back to how you felt this time last year, when you were in first year. How did people help you? How can you help those who are new to your school this year?
- 3 You are starting your second year at school. To make it into the year that God would want it to be, what can you do and what can you avoid? Make a short list for both.
- 4 Jesus focused on certain people in his speech in the Gospel according to Luke. Why do you think he might have focused on them?

THE WAY YOU APPROACH a task or an event, the attitude you have towards it, can have a powerful effect on how it turns out for you. In this lesson you have a chance to explore your approach to this new year. Here's an example of a girl who seems to have made up her mind...



Let's Talk

- 1 What was Lisa's attitude to facing a new school year? What do you think of her attitude?
- 2 How did Lisa's mood change as she did her work? What do you think helped her to change her attitude?
- 3 At the end Mrs Tracey said, 'Life can be less difficult if you just take one bit at a time.' Why do you think she said this and what do you think she meant by it?
4. What might spoil your attitude at the start of a new school year? Suggest some ways you might help yourself to have a better attitude at this time.



Why Don't You?

Find out more about the drawing technique used in the story. Here are two websites to help you:

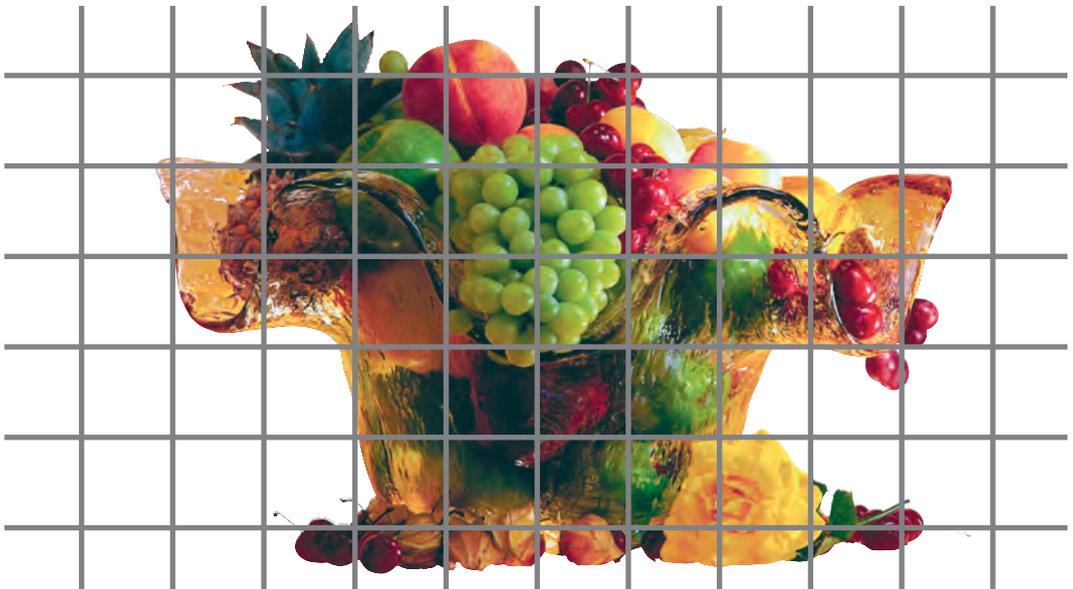
www.portrait-artist.org/basics/newbie3.html

www.paintbygrids.com

Art Class

'That's the third teacher that gave us double homework today!' Lisa complained to her friend Ellen as they traipsed into Art class. 'We're not even an exam class!' Mrs Tracey, the Art teacher, was putting a bowl of fruit on to the table. 'Today, we are going to do a still-life drawing,' she announced. 'A what?' Lisa said to Ellen. 'We're going to draw the fruit,' whispered Ellen. 'I can hardly draw a circle, let alone a bowl of fruit,' snapped Lisa. 'Come on now, Lisa!' said Mrs Tracey, noticing her lack of enthusiasm, 'there's a way of dealing with everything.' Then Mrs Tracey told everyone, 'Open your sketch pads and use your ruler and pencil to draw lines down and across the page to form a grid of two-inch squares – like so.' Mrs Tracey held up her own sketchpad to show the class. Lisa shot another look at Ellen and mouthed, 'I thought we were going to draw this stupid bowl of fruit.' Ellen shrugged her shoulders and began drawing the lines down her page. After a while, Mrs Tracey asked, 'Are you all finished?' 'Yes Miss,' chorused the class.

'Now,' said Mrs Tracey, 'here's the clever bit. I have one of these for everyone.' She took out a clear plastic sheet – like one you would use on an overhead projector – with a grid of smaller squares on it, and perched it upright on a wooden stand on the table in front of her. Looking through the plastic grid, she could see the bowl of fruit. The view was divided up into squares by the grid. 'Look into one of the small squares,' Mrs Tracey told them, 'and draw what you see into the matching bigger square on your page.'



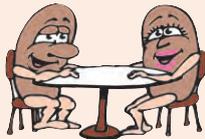
Lisa wasn't convinced. 'What a load of old rubbish,' she thought. But as she did one square after another, she could see that it was actually working. Forty-five minutes later, Ellen came over to have a look. 'That's really good, Lisa.' 'Well done, Lisa,' said Mrs Tracey with a smile. 'Now you see that life can be less difficult if you just take one bit at a time.'

What motivated Jesus?

Did you ever wonder what made Jesus 'tick'? What motivated him as he went about his life? Here are some of his words:

'Treat others just as you want to be treated... Love your enemies and be good to them... Then you will be the true children of God in heaven.'

(Luke 6:31, 35)



Let's Talk

- 1 Look at the words of Jesus given above. What do they tell you about the sort of person he was?
- 2 How would you apply his advice to your new start in Year 9? Do you think it would be easy to do this? Why might it be difficult?

A time to pray

PRAYER FOR THE BEGINNING OF A NEW SCHOOL YEAR

As our new year begins
help us to remember
that you are with us, God.
May all that we do
and all that we say
make us what you want us to be.
Help us to get to know you
and to live in your love
as Jesus asked.
Amen.



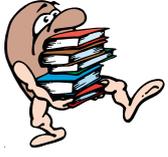
Let's Get Working

Check your workbook for more to do with this lesson.



In your Religion journal

Copy the words of Jesus as given above into your journal and then decorate them.



In your Religion journal

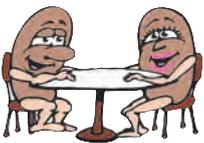
Take some time to recall a special moment from your Religion class last year. Write a short note about it. Then complete the following sentences:

- 'In Religion class this year, I hope that we will...'
- 'I want Religion class this year to ...'



Let's Get Working

Check your workbook for more to do with this lesson.



SO, YOU'RE SETTLING BACK to another year of school. You're doing the usual subjects again, and that includes Religion. In some ways Religion is the same as the other subjects: you read, you ask questions, you learn. But Religion is different in some ways too, and that is what this lesson is about. To begin, read the following poem.

Different Classes

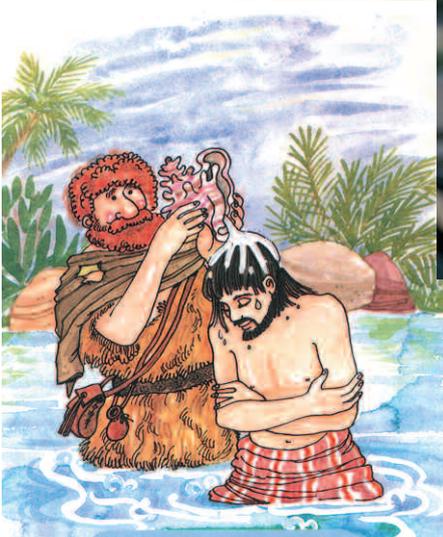
English is talking and listening;
We learn how to read and write.
In History we hear of past stories,
Taking time to bring them to life.
Mathematics is all calculation,
With questions and problems to solve.
Science explores the world's workings,
We see how its wonders evolve.

French is a different language:
Bonjour! Au revoir! C'est la vie!
Geography shows us new peoples
And places for us to see.
Music's about composition;
We follow the melody line.
Technology? Well, it's technology:
We get to learn how to design.

But Religion: what is Religion?
And what do we do in that class?
What did we learn about last year?
Is it all about fail or pass?
Is the time that we spend any different?
If it is, then what makes it so?
And now that we're here at the start of the year,
How might it help us to grow?

Let's Talk

- 1 What did you do/learn in Religion class last year? (Hint: The pictures opposite might help you to remember.)
- 2 Make a list of things you do/learn in Religion class that you don't do/learn in other classes. What could your list tell you about Religion class?
- 3 The poem asks a question about Religion class: 'Is it all about fail or pass?' What do you think that means? What does your answer tell you about Religion class?
- 4 If I said to you that Religion class could help you to know God, would you agree? Why?/Why not?
- 5 If I said to you that Religion class might offer you an opportunity to get to know yourself, would you agree? Why?/Why not?
- 6 If I said to you that what you do in Religion class could change the way you treat others, what would your reaction be?
- 7 Do you think you learned anything in your Religion class last year about your own particular religious denomination? Give some examples of what you learned.



A time to pray

Sign of the Cross

Teacher

- Take a moment to become quiet and still. *(Pause)*
- Allow your hands to rest with your palms facing upwards; let your fingers and thumbs close in on your palms. *(Pause)*
- Become more aware of the bones in your hand. Each of your fingers has three bones and there are two bones in each thumb. In each palm there are five bones. In each wrist there are eight bones. You have twenty-seven bones in each hand. *(Pause)*
- Now, gradually, open your hands. Notice what freedom you have to do so. *(Pause)*
- Slowly move your fingers and thumbs. Notice how precisely and exactly you can control your hands. *(Pause)*
- Slowly let the fingers of one hand brush over the palm of the other. Notice how fine your sense of touch is. *(Pause)*
- Allow your hands to relax again. Take a moment to be grateful within yourself for your hands. *(Pause)*
- Open your hands once more and raise them just a little to express your thanks to God. *(Pause)*
- In the silence, allow yourself to listen to what God might say to you today. Keep your hands open as a sign that you are open to God. *(Pause)*

We continue with our hands open and raised as we pray together:

All
Our Father...

Sign of the Cross

Note: Before this lesson, gather a set of images of the natural world from newspapers, magazines and the Internet. Ideally, there should be one image for each student.

CHRISTIANS HAVE RESPECT for the world because it is God's gift to us and because God created it. Our attitude is of fundamental importance. When people have a good attitude to the world, they treat it well and they see it as a gift. When they have a bad attitude to the world, people abuse it and don't see it as anything special. So, what is your attitude to the world? This lesson will give you a chance to explore it.

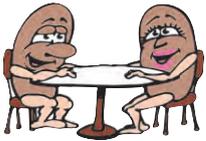
A World of Excitement

When his mother set him down on the floor, little Thomas half-leaned, half-flopped forward. He slapped the floor with more excitement than co-ordination. Thomas was only nine months old. Just then, something caught his attention. It was on the floor next to the sofa. He made for it immediately, like metal drawn to a magnet. Though he could crawl with speed, Thomas could not stop accurately. When he bumped into the object, it fell over and rolled a bit. Not for a moment did Thomas cease the effort to gain his prize. He crawled over, grabbed it and settled back to savour his find. In years to come, Thomas would score many goals and reach many targets, but few would give him more satisfaction than what he had now achieved. He cooed with delight.

When he got a firm grip on the object, Thomas proceeded to run his usual battery of tests. First, the mouth. Everything went in there to begin with. Thomas had some small, razor-sharp teeth. He listened to the squeaky grinding noise his front teeth made against the cool rim of the object. Next came the bashing test. Thomas smacked the object against the sofa. He soon got tired of that, as there was no noise. However, when he continued the bashing test against the floor, the results were much more satisfactory. This time there was a loud clinking noise. Thomas was enjoying himself so much. But then, before he knew it, the object was gone: snatched out of his hand by his mother, who had no desire to see another cup broken. 'You can't leave anything near that child,' she said. The frown began to form on Thomas's face, but disappeared just as quickly when his mother placed the red play-phone in front of him. Thomas was set to delight in his world once more.

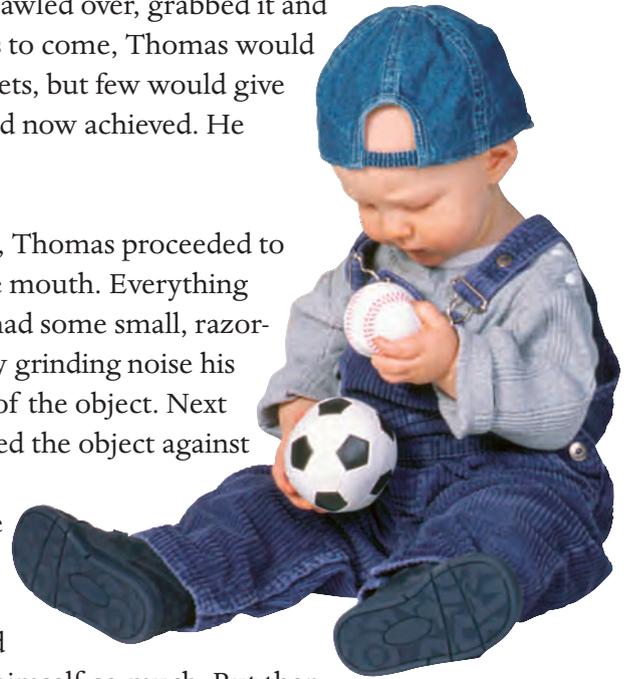
Amanda's World

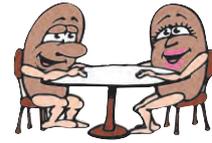
Amanda lined up with the other students in the queue at the planetarium. This was the day of their science trip. Written on their tickets were the words 'Your Passport to the Universe'.



Let's Talk

- 1 In this story, what is Thomas doing?
- 2 What do his actions tell us about his attitude to the world around him? Support your answer with an example from the story.
- 3 Compare his attitude to the world with your own attitude. How might your attitude be different to Thomas's attitude? How might it be similar?
- 4 What do you think of Thomas's attitude?
- 5 Thomas is not old enough to pray in words. However, if he could, what do you think he might say to God about the world around him?





Let's Talk

- 1 Suggest some words to describe Amanda's attitude to the class visit to the planetarium. Why do you think she felt like this?
- 2 Did anything in the story surprise you? Explain.
- 3 The story ends with the words: 'That was the real world for her.' What do you think those words mean? Do you think that Amanda's idea of the real world was limited in any way? If so, how?
- 4 What would you say was the main difference between Thomas's attitude (in the previous story) and Amanda's attitude?
- 5 Do you think that Amanda's attitude might ever change? Why?/Why not? What might help her to change her attitude?
- 6 Has your attitude to the world of nature ever been changed? Explain.
- 7 Imagine a school trip to a natural history museum, with a film showing some of the natural wonders of the world. What might such a film include?
- 8 Imagine your class had a chance to pick the destination for a trip together. List the following in order of preference: a famous soccer club; a planetarium; one of the natural wonders of the world; the concert of a famous pop star. Does this list tell you anything about your classmates' attitudes to the world?

'Why couldn't we go somewhere real,' said Amanda, 'instead of having to go and listen to all this stuff about space? Boring!' They went in to the Space Dome. A clear image of the night sky was projected on to the huge curved ceiling. It was very impressive in the semi-darkness, but Amanda sat in her seat with her legs crossed, kicking the back of the seat in front of her. When her teacher turned round to see who was kicking, Amanda stopped.

The show began. It was a virtual trip through space. If you leaned back and looked up, the whole room felt like a spaceship and the dome seemed to be a window through which you could see the planets and stars as they zoomed past. There was Mars, the red planet, next the moons of Jupiter, and then the rings of Saturn. Amanda tried to look at her watch in the dark.

As the journey continued, the planets grew smaller and smaller. Then the voiceover said, 'The sun and all our planets belong to the Milky Way. Look at it, shaped like a disc, with our solar system in one of its spiral arms. It is part of our galaxy. Our galaxy contains over a hundred billion stars. Light travels at the speed of twelve million miles a minute. It takes over eight minutes for light from our sun to reach the earth. That same beam of light would take about fifty thousand years to reach the centre of our galaxy.'

But no matter how fast light moved across the universe, it couldn't have moved as quickly as Amanda would have wished so that she could get home to phone her friends. That was the real world for her.

Note: If no images have been gathered for the prayertime, use the overhead provided for this lesson on the Teacher's CD-Rom.



Let's Get Working

Check your workbook for more to do with this lesson.



Why Don't You?

Do a class display entitled 'The Wonders of the World'. Include the images that have been gathered from newspapers, magazines and the Internet. Several students might write their own prayer to put around the display.

Preparation for prayertime:

Each student chooses (or is given) an image from the natural world.

A time to pray

Sign of the Cross

Teacher

Before we begin, we become quiet and still. (Pause)

God has given us the gift of the world around us.

We take some time now to become more aware of a particular part of what God has given. Look at the image from the natural world. Quietly, explore it and look at what it contains. (Pause)

Allow yourself to become aware of your own reaction to what you see. (Pause)

Share your reaction with God in the quiet of your heart. (Pause)

Sign of the Cross



THE ORIGINS OF THE UNIVERSE

Term 1, Lesson 5

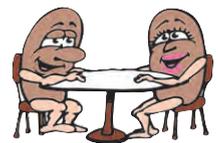
THE NEXT FEW LESSONS are about the universe – in other words, space and everything in it. As you will see in later lessons, the Bible has some very important things to say about the universe. However, before we look at what the Bible says, let's look at science, because science also has a lot to tell about this subject. It's time to find out...

A BIG Question

Mr Smyth was putting the last domino in place when his second-year class arrived. 'Playing games today, Sir?' asked Jim. 'No, not games; just a little experiment to get you thinking! Today we're going to consider one of the most important questions people ever ask: how did the universe begin?' 'Well, I know the answer to that,' Jim replied, sounding very sure of himself. 'That's the Big Bang Theory, isn't it, Sir?' Mark interrupted, 'A huge explosion started time and space, and that's where stars and planets and galaxies came from.'



A double star cluster photographed by the Hubble telescope



Let's Talk

- 1 'Everything is started by something. Nothing just happens.' Would you agree or disagree? Explain your answer.
- 2 If someone wondered about why there is a universe, what sort of answers might they come up with?
- 3 Do you ever wonder how everything began? Do you ever wonder why there is a universe or why anything actually exists? What kind of answers do you come up with?

'Okay,' said Mr Smyth, 'the Big Bang is certainly one theory of how everything began. Can anyone in the class tell me about another?' Alice put up her hand. 'Doesn't the Bible describe how everything began, Sir?' 'Yeah,' said Elaine, 'it says that God started everything and that the "everything" didn't just happen by accident.'

'Yes, that's right, Elaine,' said Mr Smyth. 'So now: we have two very different stories.' 'But, Sir,' said Tim, 'perhaps there was no beginning. Perhaps everything was always just there.' 'Well, let's test that theory, Tim. Come up here a moment.' Tim made his way to the teacher's desk, which was covered with rows of standing dominoes. 'Now, Tim, push over the first domino here.' Tim pushed over the domino and it hit the next domino until, one by one, all the dominoes had fallen over. 'Now, class, do you think that the dominoes would have fallen over without someone to push them?' 'No,' said Elaine. 'What does that tell you?' asked Mr Smyth. 'I know, Sir!' said Catherine. 'Everything is started by something. Nothing just "happens". Someone or something has to make it happen.'

Science discovers a new fact: what does it mean?

In the twentieth century, scientists discovered for a fact that the universe is expanding. Before that, people assumed that everything just stayed in the same place in space. Now they know that all the galaxies (made up of stars and planets) are moving apart from each other in space.*

Edwin Hubble

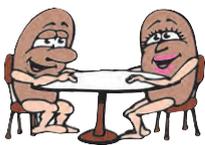


If the galaxies are moving apart, there must have been a time when they were closer together. Once upon a time the universe must have been smaller than it is just now. So, if you could go back far enough, there was a time when the universe must have been squeezed into a tiny point. Scientists have been able to show that this is probably true.

A new theory to explain a new fact

What started everything moving apart in an outward direction? Some scientists began to suggest a new theory. It was called the **Big Bang Theory** because it claimed that, billions of years ago, an immense and powerful flare-out or explosion scattered everything outwards. The facts seemed to fit the theory, but there was no proof for it.

The Hubble telescope above the Earth



Let's Talk

- 1 State the most significant fact discovered by science about the development of the universe.
- 2 Name the most important scientific theory about how the universe has developed. Could scientists prove this theory with complete certainty?

In 1965 Robert Wilson and Arno Penzias accidentally discovered something that seemed to make the Big Bang Theory more likely. Their huge satellite dish picked up a faint noise from everywhere in space. Scientists suggested that this noise was what was left of the noise after the bang that started everything. Again, they couldn't prove it. However, it's the best explanation of the present state of the universe that anyone has found to this day.

*How did scientists work out that everything in space is moving apart? In the 1920s Edwin Hubble noticed that the light from these galaxies was not as white as light usually is; it was redder. If you could listen to it, that light would sound like the noise of an ambulance disappearing into the distance. This suggests that the galaxies are indeed moving apart.

Faith and science work together

Science looks at the facts, in so far as these can be known.

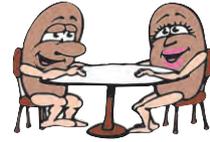
Faith looks at these facts and sees them as evidence of God's presence and work.

Science suggests theories about how the world started and offers descriptions of what happened. Science also explores and describes how the world works today.

Faith invites you to be aware of God present and at work in the beginning and in the development of the world. Faith invites you to respond in awe and wonder to God's work.

Science looks into space and calls it 'the universe'.

Faith looks into space and calls it 'creation', so as to emphasise the presence and work of God the Creator.



Let's Talk

- 1 Are there things that scientists cannot explain? Are there questions that scientists cannot answer? Give examples.
- 2 If science cannot give a reason why the universe exists, where else might you go to find such a reason?

Why Don't You?

- 1 Log on to the Internet and go to hubblesite.org/newscenter/newdesk/archive/releases/1996/01/image/e At that site you will be able to download a picture of a speck of the sky, about the size of a five penny piece at a distance of seventy-five feet. The picture is full of galaxies.
- 2 If you live in the country, away from town lights, go outside on a dark, clear night and observe the stars in the night sky. Take a moment to wonder at it. Remember: light from the sun takes eight minutes to travel ninety-three million miles; that same light would take over four million years to reach the star in the sky that is nearest to us.

A time to pray

Sign of the Cross

Teacher

Scientists all over the world have helped us to know more about the universe. We thank God for their work.

Reader

For those who made telescopes to use in space. *(Pause)*

For those who use telescopes to find out more about the universe. *(Pause)*

For those who gave us theories to help us understand the universe. *(Pause)*

Teacher

God, many people have helped us to know more about the universe. May we always be aware of its wonders.

All

Amen.

Sign of the Cross



In your Religion journal

Find out some key facts about the universe and write them into your journal.



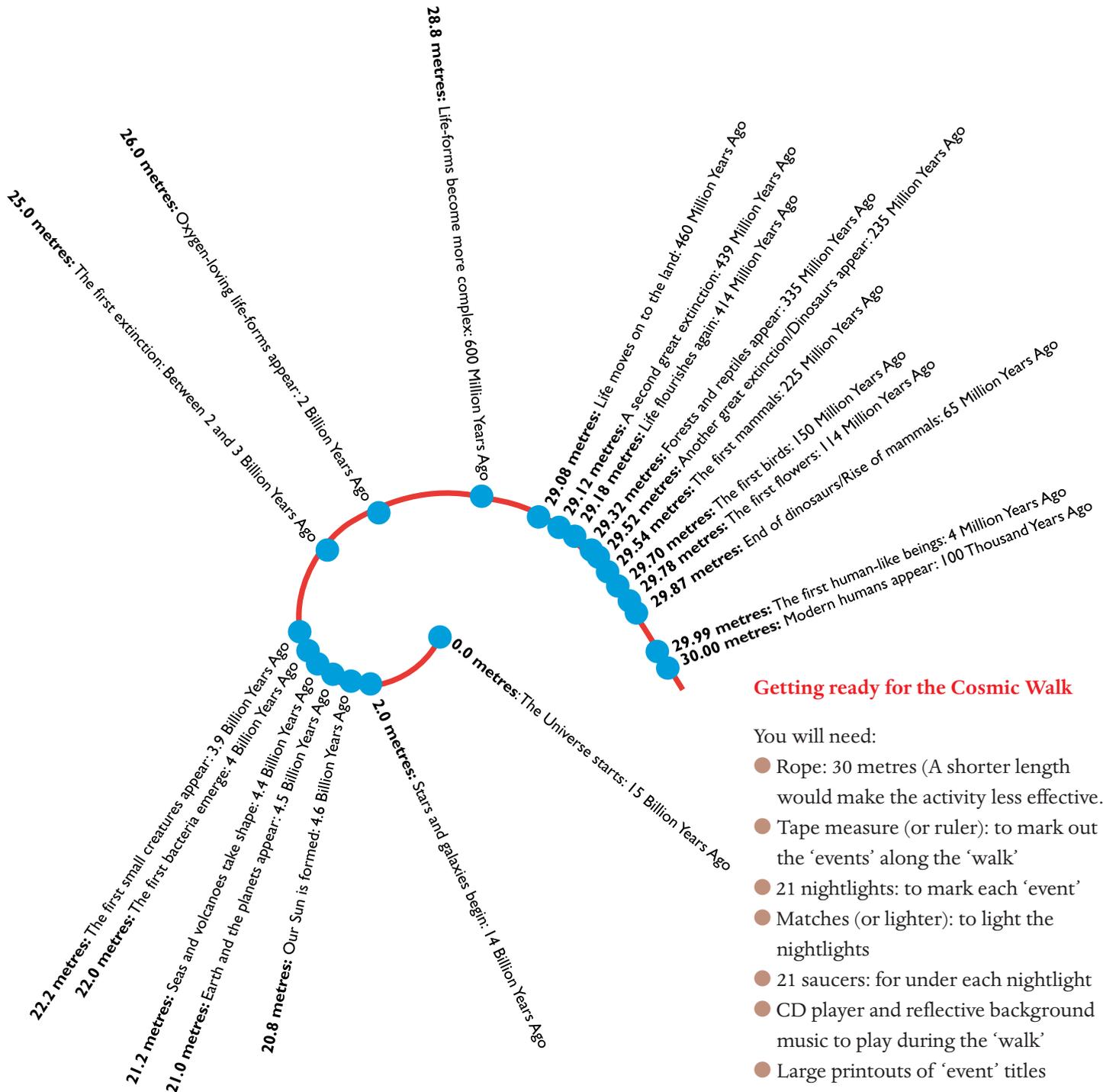
Let's Get Working

Check your workbook for more to do with this lesson.

THE COSMIC WALK

Note: This lesson is best done as an activity and not as a text for reading.

IN THE LAST LESSON we learned that science today suggests that our universe had a definite starting point and that it was spectacular. This lesson continues the story that science tells us. This story will help you to understand better what the Bible says about God’s wonderful power. It will also help you to understand the place of humans in the story of the universe. The story is told in the form of a reflective walk, which begins at the start of the universe and continues through to the present day. Prepare to be amazed at what you are about to discover.



Getting ready for the Cosmic Walk

You will need:

- Rope: 30 metres (A shorter length would make the activity less effective.)
- Tape measure (or ruler): to mark out the ‘events’ along the ‘walk’
- 21 nightlights: to mark each ‘event’
- Matches (or lighter): to light the nightlights
- 21 saucers: for under each nightlight
- CD player and reflective background music to play during the ‘walk’
- Large printouts of ‘event’ titles (*provided in separate file*) to go with each nightlight

Before doing the Cosmic Walk

1. Find the largest free space available (preferably an assembly hall).
2. Lay the rope on the floor in an open spiral (or other desired shape).
3. Measure the distances along the rope for each 'event'. (These distances are given below.)
4. Mark each 'event' with the printout of title (*provided in separate file*) and a nightlight on a saucer.
5. If possible, have these preparations done before the class.

Marking the distances along the rope

1. *The total time represented is fifteen billion years. Assuming that the rope (string/yarn) is thirty metres long, each metre represents 500 million years. The distances are given in front of each event.*
2. *Half of the markers occur in the last two metres. You might need to use alternate sides for the 'event' titles and nightlights.*

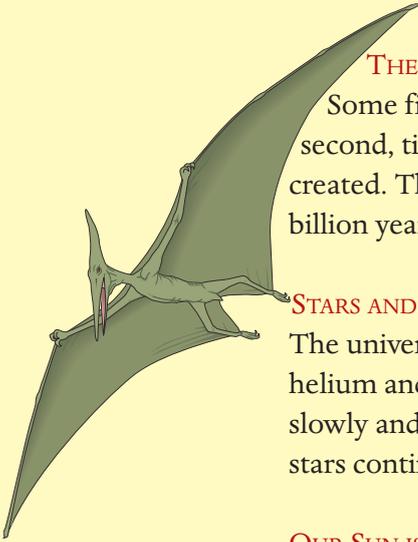
0.0 metres: The universe starts: 15 billion years ago
2.0 metres: Stars and galaxies begin: 14 billion years ago
20.8 metres: Our sun is formed: 4.6 billion years ago
21.0 metres: Earth and the planets appear: 4.5 billion years ago
21.2 metres: Seas and volcanoes take shape: 4.4 billion years ago
22.0 metres: The first bacteria emerge: 4 billion years ago
22.2 metres: The first small creatures appear: 3.9 billion years ago
25.0 metres: The first extinction: Between 2 and 3 billion years ago
26.0 metres: Oxygen-loving life-forms appear: 2 billion years ago
28.8 metres: Life-forms become more complex: 600 million years ago
29.08 metres: Life moves on to the land: 460 million years ago
29.12 metres: A second great extinction: 439 million years ago
29.18 metres: Life flourishes again: 414 million years ago
29.32 metres: Forests and reptiles appear: 335 million years ago
29.52 metres: Another great extinction/Dinosaurs appear: 235 million years ago
29.54 metres: The first mammals: 225 million years ago
29.70 metres: The first birds: 150 million years ago
29.78 metres: The first flowers: 114 million years ago
29.87 metres: End of dinosaurs/Rise of mammals: 65 million years ago
29.99 metres: The first human-like beings: 4 million years ago
30.00 metres: Modern humans appear: 100 thousand years ago

Doing the Cosmic Walk

- 1. All students stand at the edge of the display.**
- 2. Begin background music.**
- 3. One student only stands at first marker in centre and lights the first nightlight.**
- 4. One or more students take turns to read the text on pages 16 to 18.**
- 5. During pauses, the lone student walks slowly and carefully to the next printout and lights each nightlight.**
- 6. When the reading is over and if time permits, others should take turns to do the walk slowly and in silence. Background music continues.**

Note: In British English, a billion is a million millions and a trillion is a million billions; in American English, a billion is a thousand millions and a trillion is a thousand billions. The text given here refers to American billions.

THE COSMIC WALK TEXT



THE UNIVERSE STARTS: 15 BILLION YEARS AGO

Some fifteen billion years ago our universe flares into existence. In less than a second, time and space and energy have begun. The universe expands and space is created. The heat is incredible, perhaps a trillion degrees centigrade. Over the next billion years, the universe cools enough to form hydrogen and helium.

STARS AND GALAXIES BEGIN: 14 BILLION YEARS AGO

The universe continues to expand and to cool down. Over billions of years, clouds of helium and hydrogen begin to form into galaxies. Stars form. Smaller stars cool slowly and darken. Larger stars explode into space. Over the next ten billion years, stars continue to form and to die.

OUR SUN IS FORMED: 4.6 BILLION YEARS AGO

4.6 billion years ago a certain enormous star explodes. Some of its hydrogen and helium gather together again into a smaller star, the one we call our Sun. Over the next 100 million years, some of the heavier leftovers swirl around the Sun: some of it as small as a grain of dust and some of it huge and massive.

EARTH AND THE PLANETS APPEAR: 4.5 BILLION YEARS AGO

Earth and the other planets form from a swarm of heavier materials. Earth is bombarded with huge rocks and asteroids. In one such impact, the moon is made; a gigantic asteroid breaks it off from the earth. After that, Earth can no longer spin upright. The tilt of the earth causes the seasons to begin.

SEAS AND VOLCANOES TAKE SHAPE: 4.4 BILLION YEARS AGO

During the next 300 million years, lightning storms rage over Earth. As the surface of Earth cools, water in the atmosphere condenses; torrential rains fall and fall. Great seas gather. Volcanoes form, flinging molten rock out of Earth's core. After 100 million years, the bombardment of Earth ends.

THE FIRST BACTERIA EMERGE: 4 BILLION YEARS AGO

In the mix of boiling waters and chemicals, and perhaps the remains of asteroids from outer space, the first bacteria form. These are the very first life-forms. Another 100 million years go by.

THE FIRST SMALL CREATURES DEVELOP: 3.9 BILLION YEARS AGO

Small creatures develop. They take hydrogen from the water and carbon from carbon dioxide. Unfortunately for them, this leaves lots and lots of oxygen in the atmosphere.

THE FIRST EXTINCTION: BETWEEN 2 AND 3 BILLION YEARS AGO

In high concentrations, oxygen is poisonous. A major extinction begins that lasts over the next 100 million years. The majority of life on earth dies.

OXYGEN-LOVING LIFE-FORMS APPEAR: 2 BILLION YEARS AGO

But then, some tiny creatures emerge that are able to breathe oxygen. The amount of oxygen in the atmosphere settles out to present-day levels. New life begins and thrives over the next billion years.

LIFE-FORMS BECOME MORE COMPLEX: 600 MILLION YEARS AGO

Some 600 million years ago, creatures develop eyesight. The first soft-bodied animals evolve in the oceans. Over the next seventy million years, animals develop shells. They also develop jaws, beaks and skeletons.

LIFE MOVES ON TO THE LAND: 460 MILLION YEARS AGO

Some 460 million years ago, life moves on to the land. Worms and creatures with shells leave the waters. Algae and fungi go ashore. Mosses begin to grow. Insects take to the air as the first flying animals.

A SECOND GREAT EXTINCTION: 439 MILLION YEARS AGO

The environment of Earth changes and ice appears on the land. Over half of the species alive at this time die and disappear for ever.

LIFE FLOURISHES AGAIN: 414 MILLION YEARS AGO

Twenty-five million years later many new creatures have emerged. Many of them live both on land and in the water. Their fins become legs. Their gills become lungs. But they have to continue laying their eggs in water.

FORESTS AND REPTILES APPEAR: 335 MILLION YEARS AGO

The first subtropical forests appear. Animal eggs develop shells and so animals can live on land permanently. The Age of Reptiles begins.

ANOTHER GREAT EXTINCTION & DINOSAURS APPEAR: 235 MILLION YEARS AGO

Another mass extinction takes place. Then dinosaurs appear and grow strong. Some are forty metres in length. They are different from previous animals because they care for and look after their young.

THE FIRST MAMMALS: 225 MILLION YEARS AGO

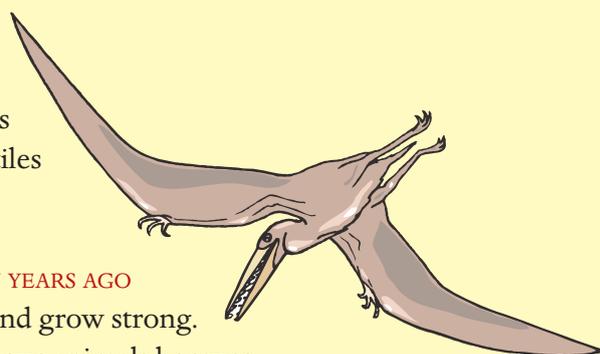
A new development happens. Unlike the dinosaurs that lay eggs, animals appear that give birth to babies: these are known as mammals. These mammals feed their young with milk. The mammals live in the dinosaur world: they run, jump, climb, swing and swim.

THE FIRST BIRDS: 150 MILLION YEARS AGO

Birds develop from dinosaurs: leg-bones become wing-bones; scales become feathers; jaw-bones become beaks. The first birds are huge, with wingspans as large as twelve metres.

THE FIRST FLOWERS: 114 MILLION YEARS AGO

Plants develop flowers as a new way to make seeds. Insects are attracted to these flowers and carry the pollen away.





Let's Get Working

Check your workbook for more to do with this lesson.

THE END OF THE DINOSAURS AND THE RISE OF MAMMALS: 65 MILLION YEARS AGO

A huge asteroid – six miles wide – hits the Gulf of Mexico. The atmosphere is filled with dust, which blocks out the sun. Temperatures on Earth's surface drop and the dinosaurs die. But mammals survive and thrive. During the next sixty million years, Earth develops a new population, which includes rodents, whales, monkeys, horses, cats and dogs, antelopes, gibbons, grazing animals, orang-utans, gorillas, elephants, chimpanzees, camels, bears, pigs, baboons.

THE FIRST HUMAN-LIKE BEINGS: 4 MILLION YEARS AGO

Four million years ago the first human-like creatures leave the forest and live in grasslands.

MODERN HUMANS APPEAR: 100 THOUSAND YEARS AGO

Human beings emerge, bringing with them the beginnings of language, religion, storytelling and art – things that mark out human beings from other creatures on earth. Eleven thousand years ago people begin to farm. Two hundred and fifty years ago scientists calculate the age of the Earth. They begin to understand how old the Earth is through what they can observe. In recent times human beings have found the evidence that allows us to tell this story. Finally, in 1969, human beings see the earth, whole and complete, when they land on the moon. Today, the Hubble Telescope brings us images of deep space. Some of these images come from such distances that they are almost as old as the universe itself.

A time to pray (following directly after the Cosmic Walk)

Teacher

We praise God for the wonder of the universe as we say:
Lord God, how great you are and how great is your work!

All

Lord God, how great you are and how great is your work!

Reader

O God, you are powerful indeed.
The heavens show forth your glory.
You are great
and you do wonderful deeds.

All

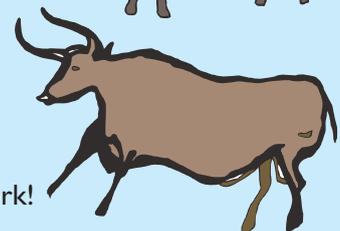
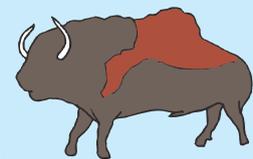
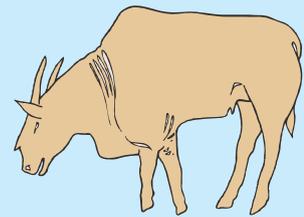
Lord God, how great you are and how great is your work!

Reader

When I see your work in the heavens,
When I look at the moon and the stars,
words fail me.
I cannot fully describe how great you are.

All

Lord God, how great you are and how great is your work!



CHRISTIAN BELIEF ABOUT GOD AND THE UNIVERSE

Term 1, **Lesson 7**

PEOPLE HAVE ALWAYS asked themselves where the world came from. In the last lesson you learned of how science today points to a beginning that was wonderful, strange, mysterious and marvellous. Scientists observed that the universe is expanding, and this was a vital fact in putting together a theory (story) about the beginning of the universe. This theory – the Big Bang Theory – is the account that best fits what scientists today know about the universe. However, this theory cannot be proved because people cannot go back physically to the beginning to confirm that this is what happened.

You also learned about other limits to what science can say about the beginning of the universe. While it can suggest how the universe might have begun, science does not tell you

- why the universe began
- what made the universe begin
- why the universe continues to exist now

In this lesson you will explore the answers that religion offers to such important questions as these – questions that science has to leave unanswered. Here is a version of a Bible story from the start of the book of Genesis to help you begin.

God creates all there is

(based on Genesis 1:1–2:3)

In the beginning, God created the heavens and the earth.

God said

‘Let there be light.’

And so there was.

God named the light ‘day’ and the darkness ‘night’.

God saw that it was good.

Evening came and morning came the **first** day.

God said

‘Let there be a dome in the heavens.’

And so there was.

God named it ‘sky’.

God saw that it was good.

Evening came and morning came the **second** day.

God said

‘Let the waters be gathered together and let dry land appear.’

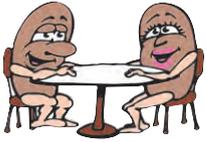
And so it was.

God named the water ‘sea’ and the land ‘earth’.

God saw that it was good.

Evening came and morning came the **third** day.





Let's Talk

- 1 Where would you find the original version of this story?
- 2 State, in a few words only, what the story is about.
- 3 What short, five-word sentence is repeated five times through the story? Why do you think the storyteller repeats it?
- 4 Pick out the other things that are repeated. Suggest a reason why each one is repeated.
- 5 One part of what God made is described in a way that makes it different from the rest. Which one? What makes it different from the rest? What does this suggest to you?
- 6 How is this story different from the Big Bang Theory? How is it similar?
- 7 One part of creation is described as 'very good' by the writer. Why do you think this is so?



Let's Get Working

Check your workbook for more to do with this lesson.

God said

'Let there be lights in the sky to shine day and night.'

And so it was.

God named the lights 'sun' and 'moon'.

God saw that it was good.

Evening came and morning came the **fourth** day.

God said

'Let there be water filled with every kind of living thing, and air filled with birds.'

And so it was.

God named all the birds of the sky.

God saw that it was good.

Evening came and morning came the **fifth** day.

God said

'Let the earth be filled with every kind of animal.'

And so it was.

God named all the animals of the earth.

God saw that it was good.

God said

'Let there be men and women and children in my own image and likeness. Let them help me care for everything on the earth.'

And so it was.

God saw that it was very good.

Evening came and morning came the **sixth** day.

On the seventh day God rested.

God looked at everything.

God was that it was all very good.

God blessed the **seventh** day and made it holy.

Religion and Science can work together

Science describes a theory of how the universe, including our world, developed. It does not tell us *how* it began. It does not tell us *why* it was made. The Bible does offer us answers to these questions. For example, from the beginning of the book of Genesis in the Bible we learn:

1. God made the world: it is not an accident.
2. God's making is called 'creating'. It is different to our making because nothing is needed for God to create.
3. God made the world with power: it took no more effort from God than speaking does from us.
4. What God creates is good. This is repeated very often in the story from the book of Genesis.
5. Human beings are different from other parts of what God created. They alone are made in the image and likeness of God.

Science will tell you that things exist. Christianity will agree, and go on to say that these things exist because they were created: made by God, made good by God, and made with power by God. Religion does not replace science. Religion does not have to ignore science. Instead, religion and science can work together. They can look at the beginning of the universe from different points of view.

A time to pray

Sign of the Cross

Teacher

God is the creator of the universe and of all that is in it. God continues to be with us. God is with us always, giving us life, both now and for ever. The writers of the Bible expressed this in a prayer that we will now pray together.

All

IN PRAISE OF GOD THE CREATOR *(based on Psalm 104)*

Lord, you have made so many things!

How wisely you have made them all!

The earth is filled with your creatures.

There is the ocean large and wide,

where countless creatures live,

large and small alike.

All of them depend on you

to give them food when they need it.

Glory be to the Father, and to the Son, and to the Holy Spirit.

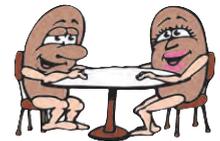
As it was in the beginning, is now, and ever shall be, world without end. Amen.

Sign of the Cross



Why Don't You?

Do a Bible Search to find and read Genesis 1:1–2:3.



Let's Talk

As the prayer based on Psalm 104 suggests, God did not create the world and then leave it to take care of itself. Rather, God continues to care for the world and for everything in it. If you were writing a prayer about how God cares for you, what sort of prayer would you write?

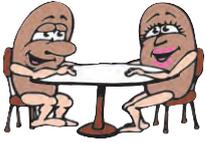


In your Religion journal

Write a short prayer about your own awareness of God's care for you and for the world around you.

IN THE IMAGE AND LIKENESS OF GOD

THE FIRST STORY in the book of Genesis describes our world as created by God. It tells of how God made the world and how God saw that it was good. The story describes people as made in God's image and likeness. What does it mean to say that people are created in the image and likeness of God? What does it mean for the way we live? It's time to find out...



Let's Talk

- 1 Why is the story called 'Just their Luck!'?
- 2 What might have happened if there had been no rescue?
- 3 Were the rescuers paid for their work? What word in the story gives you the answer to this question?
- 4 Why did the rescuers do this type of work?
- 5 What is your reaction to their choice to do this kind of work?
- 6 Would you do this sort of work yourself? Why?/Why not?
- 7 Can you name some other people or organisations that do similar work in different situations?



Why Don't You?

Go to www.rnliabersoch.co.uk/callout_files.htm and find out more about rescue work. Read about the rescue of another teenager at www.rnliabersoch.co.uk/news.htm

Just their Luck!

It was three in the morning and the six teenagers were laughing and joking as they boarded the dinghy. No life-jackets. No distress flare. Just jeans and a T-shirt! The dinghy was fourteen feet long – long enough for a bit of messing! It had a small leak, but this was a short trip, so it wouldn't make much difference. They were some distance out at sea when the rudder fell into the water and disappeared from view. The young people could no longer steer the boat and it began to drift further and further out to sea. The water from the leak became more and more noticeable. Their shoes and socks and the ends of their jeans were getting wet. In a short time, the dinghy was one-third filled with water. The sea was cold and it was too far to swim. This was a disaster in the making. Yet these six boys were fortunate. One of them had a mobile phone and – just their luck! – there was enough signal to phone home.

About half past four, the coastguard got the message and phoned around the local volunteers who had trained in sea rescue. They got out of their beds immediately, put on their special waterproof clothing and hurried to the lifeboat. Two miles out to sea, they found the dinghy three-quarters flooded. The boys were cold and wet and miserable. 'Imagine!' said the coastguard watch manager, 'Out at sea with no life-saving equipment! How stupid can you be?'



The lifeboat crew couldn't go back to bed when they got home – they had to go to their normal jobs. They just took it as part of the sacrifice involved in being a crewmember in the local lifeboat. Saving life was the most important thing for them.

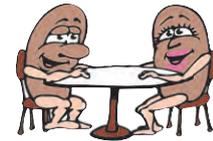


People are made in God's image and likeness

Then God said, 'And now we will make human beings; they will be like us and resemble us...' (Genesis 1:26)

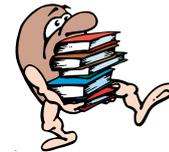
The book of Genesis tells us that human beings are made in the image and likeness of God. This means that human beings are like God in a special way. In the story of Creation, the Bible shows God caring for the world and making it a good place. People show that they are made in God's image and likeness when they respect the world. They also show that they are made in God's image and likeness when they make the world a good place for everything that lives in it.

Being made in God's image and likeness is an invitation: God asks us to share in the work of caring for creation and making the world a place that is good. It is also an invitation to respect every other person we meet because everyone is made in the image and likeness of God. Finally, being made in the image and likeness of God is an invitation to respect yourself. Your mind and your body are God's gift to you. Nothing else in the world – the best machines, the most powerful computers, the most expensive materials – is as good or as precious as what God has given you. God has given you the miracle of life, and God invites you to respect yourself and to look after yourself.



Let's Talk

- 1 What does the story in the book of Genesis say about the way God made people?
- 2 How does this make us different from other parts of God's creation?
- 3 How should we behave if we are to live 'in the image and likeness of God'?
- 4 Give three examples of different times when people show that they are made in the image and likeness of God.
- 5 Have you ever done any of these things? Why?/Why not?
- 6 Give examples of how you can live in the image and likeness of God (a) at home, (b) at school, (c) in your neighbourhood.
- 7 Make a list of all the ways in which you can show respect for yourself.



In your Religion journal

Make a list of the people who have cared for you and helped you in your life so far. Pick a word to describe the help each one gave you, e.g. 'goodness', 'kindness', 'patience', 'forgiveness', 'encouragement', etc. Then pick one of these people and complete the following sentence about them:

I know that _____
(name) is made in the image and likeness of God because...



Let's Get Working

Check your workbook for more to do with this lesson.

A time to pray

Sign of the Cross

Teacher

Today we read together part of Psalm 8 from the Bible. It reminds us how much God values people.

All

O Lord, our Lord,
your greatness is seen in all the world!
Your praise reaches up to the heavens;
it is sung by children and babies.
You are safe and secure from all your enemies;
you stop anyone who opposes you.
When I look at the sky, which you have made,
at the moon and the stars, which you set in their places –
what are human beings, that you think of them;
mere mortals, that you care for them?
Yet you made them inferior only to yourself;
you crowned them with glory and honour.
You appointed them rulers over everything you made;
you placed them over all creation:
sheep and cattle, and the wild animals too;
the birds and the fish and the creatures in the seas.
O Lord, our Lord,
your greatness is seen in all the world!

Glory be to God the Father,
who made us in God's image and likeness.
Glory be to God the Son,
the truest image and likeness of the living God.
Glory be to the Holy Spirit,
who inspires us to see God's image and likeness in others.
Glory be to the One God who treasures all creation
for ever and for ages unending. Amen.

Sign of the Cross

THE STORY OF CREATION from the book of Genesis tells of how people are made in the image and likeness of God. This means that you are asked by God to share in the work of caring for creation and making the world a place that is good. It also means that you are asked by God to treat other people with respect and care. It means one more thing as well. In this lesson you will discover what this other thing is.

A Sticky Story

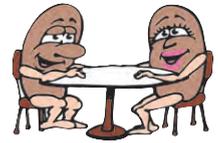
Harry Coover was a scientist and an inventor, who made and tested lots of different plastics. In 1951, while he was trying to make a tough heat-resistant plastic for aeroplane windows, he remembered a particular plastic that he had made several years earlier. He remembered it because it was so easy to see through – just what you’d want for a window. However, it was also very sticky. ‘Perhaps,’ he thought, ‘I could add something to it to stop it being so sticky.’ He was joined by another scientist, Fred Joyner, and they set to work.

Harry had some very expensive gadgets for testing plastics. Fred put some of the very sticky plastic into one of these to test it. The trouble began after the test was over: Fred couldn’t open the gadget again – it was completely stuck. How would he tell Harry that he had just ruined a scientific instrument that cost as much as a car? When he heard the news, Harry kept his cool and put all his strength into trying to open the machine again, but with no success. Then something dawned on Harry: they had just discovered a unique glue. That afternoon they tested it on everything: metal, rubber, wood, paper, other plastics. Everything stuck instantly, with bonds that could not be broken. In fact, they had just discovered Superglue.

Before 1951, glue had been used to make model aircraft. Now they had a glue that could hold a real aeroplane together. Harry Coover and Fred Joyner had made something new. There had never been a glue like it before. Since then, Superglue has become a feature of first-aid kits in war zones; a simple spray of it will stop bleeding, until problems can be dealt with. Surgeons use it to close veins. Indeed, it has numerous uses in modern life.

Everyone Can Be a Winner!

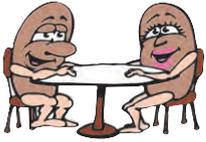
Gerry and Jim hadn’t spoken a civil word to each other in nearly six months. It had even been noticed by some of the teachers, including Mrs Henderson, the Science teacher. One morning she told the class, ‘I think we should enter the Science Class of the Year competition. Has anyone got any ideas for a project?’ There were two suggestions. ‘We should do something on passive smoking,’ said Gerry. ‘We should do something about the environment,’ said Jim. Mrs Henderson knew straightaway that



Let’s Talk

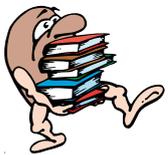
- 1 Would you say that Harry Coover was a creative person? Why?/Why not?
- 2 Pick out other examples of people being creative in this story.
- 3 Would you say that the work of Harry Coover and Fred Joyner was like God’s work in any way? Explain your answer.
- 4 How was their work different from God’s work of creation?





Let's Talk

- 1 List the creative people in the story. Give a reason for including each one on the list.
- 2 Some creative people invent things. Are there other ways of being creative? Name some.
- 3 Suggest some ways in which you might be creative at school, at home, in your local community.
- 4 Which of the characters in the story are like God in their ability to create? Explain your answer.
- 5 How is God's ability to create different from their ability to be creative?



In your Religion journal

List some ways in which you can be creative. Take a moment to thank God for your ability to be creative.



Let's Get Working

Check your workbook for more to do with this lesson.

she had a problem. If she agreed with Gerry, he'd feel he had one up on Jim. If she accepted Jim's proposal, he'd feel he had gone one better than Gerry. 'Okay,' said Mrs Henderson, 'those are very good ideas. Rather than choose one, can anyone think of a way to combine them?' Quietly, Alice put up her hand and made a suggestion: 'Could we test something in the environment for the effects of passive smoking?'

'Yes,' said Gerry, 'we might try insects or worms, as they're easy to find.' Then Jim spoke. 'Spiders,' he said. 'Orb Weaver spiders! They've been making their webs in the same way for 125 million years.' Gerry warmed to the cleverness of the idea. 'My Dad has two eight-gallon see-through containers. We could put them in that and add smoke to one of the drums every day to see what happened.'



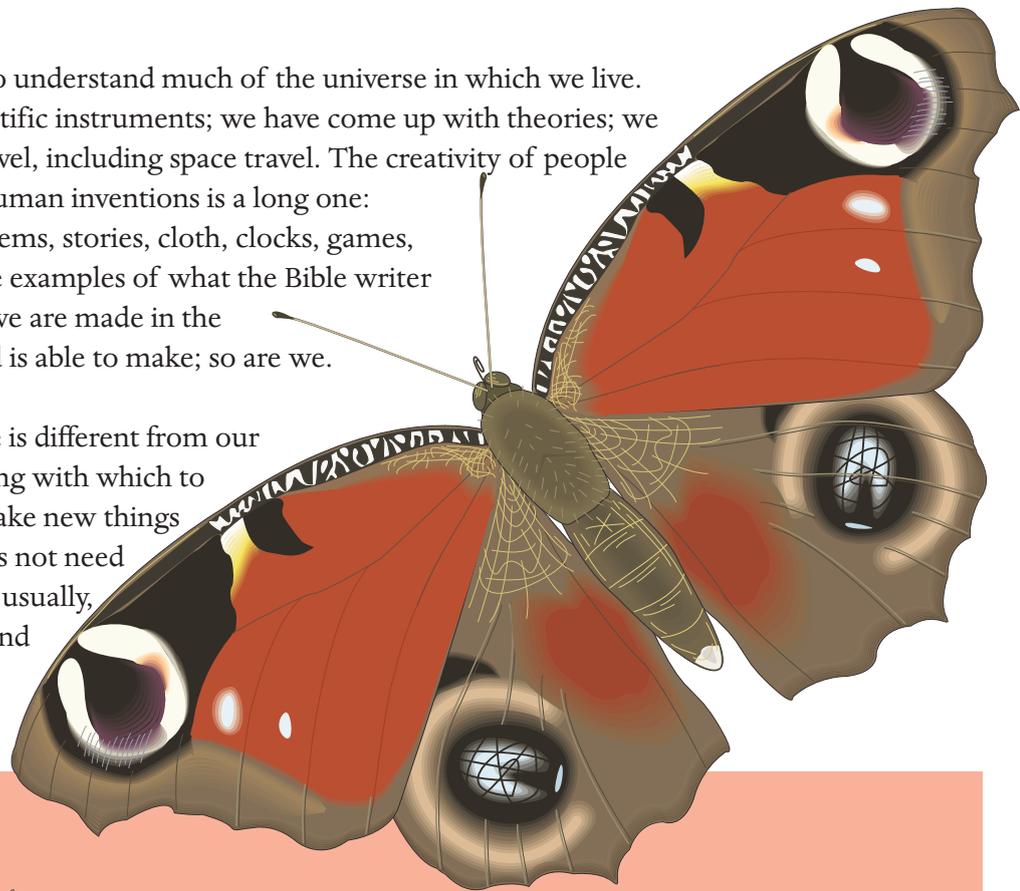
Mrs Henderson was thankful. Alice had created a situation in which everyone could be a winner. Mrs Henderson was also relieved. Over the month that followed, that relief turned into delight. She created lots of opportunities for the boys to work together. Where there had once been a rift, now there was friendship again. The experiment went well too. For the first few days, the spiders' webs were the same. But after thirty days the spiders in the smoke-filled atmosphere began to make huge errors in their webs.

Our ability to create; God's ability to create

Down through the ages people have discovered and admired the insects, birds, fish, mammals, mountains, hills, valleys, plains, lakes and oceans of the world. In recent centuries people have searched for and found planets, moons, asteroids, stars and galaxies. For many, all of this raises some serious questions: Who made everything? Who made it possible for all these things to exist? How come we are here? For the person of faith, the answer to these questions lies in God. The many things that exist all point to the creative power of God. Like the writer of the story in the book of Genesis, people of faith today look to God as the creator of all that exists. God has made a wonderful world.

Amazingly, we have been able to understand much of the universe in which we live. We have put together new scientific instruments; we have come up with theories; we have developed new ways to travel, including space travel. The creativity of people does not end here. The list of human inventions is a long one: electricity, medicines, music, poems, stories, cloth, clocks, games, jokes, etc. All of our abilities are examples of what the Bible writer was referring to by saying that we are made in the image and likeness of God. God is able to make; so are we.

However, God's ability to create is different from our own. God does not need anything with which to create; however, we can only make new things out of something else. God does not need to put huge effort into creating; usually, we have to spend a lot of time and energy to make something new.



A time to pray

Sign of the Cross

Teacher

We praise and thank God, who has blessed us with the ability to create.

After each line in the following prayer, all respond:
It is right to give God thanks and praise.

Reader

For the discoveries of science and medicine...
For the developments in technology and travel...
For the creative work of artists and musicians...
For the creative stories that writers have given us...
For the work of cinema and theatre...
For those who have created a sense of belonging for us...
For those who seek ways to create peace in the world...
For those who create ways to end poverty and hunger...
For those who teach us to protect the environment...
For those who develop our games and our sports...
For our ability to be creative...

All

Glory be to the Father, and to the Son, and to the Holy Spirit.
As it was in the beginning, is now, and ever shall be,
world without end. Amen.

Sign of the Cross



THE BIBLE SAYS that people are made in the image and likeness of God. You've seen some of what that means:

- that life, especially human life, is special and should be respected;
- that people share in God's creative power;
- that people share in God's power to care for the world.

The previous two lessons focused on the first two items on this list. This lesson is about what it means to share in God's power to care for the world. You will also have the opportunity to consider whether or not human beings measure up to God's standard of care.

The Bible says...

The book of Genesis states that God created the world. It goes on to say more: that God placed human beings in a position of responsibility to care for the world.

Then God said, 'And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds and all animals, domestic and wild, large and small.' (Genesis 1:26)

The Genesis creation story tells of how human beings, more than anything else in the universe, reflect God. If human beings want to be true images of God, then they must have the same attitude as God has to creation. God made human beings the stewards of the world. A steward is someone who is trusted to look after something that he or she does not own. God expects human beings to use their abilities to care for and protect the earth and everything on it. However, human beings do not always live up to God's expectation.

What does Human make of God's Creation?

In the piece that follows, 'Human' is the name of someone who represents the human race. The book of Genesis tells us what God did and how God reacted. This piece tells what God did and how 'Human' reacted.

Reader 1: On the first day God said, 'Let there be light.' God saw that it was good.

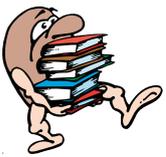
Reader 2: Later on, Human thought that it was only half-good. Human used and used the earth's resources to make more and more light.

Reader 1: On the second day God created the sky. God saw that it was good.

Reader 3: Later on, Human thought that it was only half-good. Human polluted the atmosphere and lost sight of the sky.

Reader 1: On the third day God created land and plants and the sea. God saw that it was good.

Reader 4: Later on, Human thought that it was only half-good. Human covered that land with cities, motorways, dams, sewers, power plants, mine fields, rubbish dumps and toxic waste.



In your Religion journal

Read and copy out Genesis 1:26-31 from your Bible.

Reader 1: On the fourth day God created the sun, the moon and the stars. God saw that it was good.

Reader 5: Later on, Human thought that it was only half-good. Human ignored nature and the seasons. Human ignored the sun, the moon and the stars.

Reader 1: On the fifth day God created the birds and fish to fill the sky and sea. God saw that it was good.

Reader 6: Later on, Human thought that it was only half-good. Human spilt oil and waste into the sea and poisoned the birds and the fish.

Reader 1: On the sixth day God created animal life. God saw that it was good.

Reader 7: Later on, Human thought that it was only half-good. Human overworked the land and overfished the seas, forcing thousands of species to disappear for ever.

Reader 1: So God created human life. In God's own image it was made. God made human life to help care for the earth. God saw that it was good.

Reader 8: Later on, Human thought that it was only half-good. Human decided to take advantage of everything else. 'I will dominate the earth,' Human said. 'It is only there to serve me.'

Reader 1: On the seventh day, God rested. God saw that it was all very good.

Reader 9: But now, God sees what Human has done. Humankind cannot rest and has no peace.

A time to pray

Sign of the Cross

Teacher

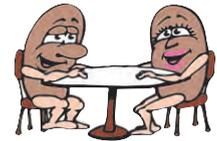
Before we pray, take a moment to choose something in the world or in space that you consider particularly wonderful or mysterious or beautiful. (Pause) God has given us a great and wonderful world. We will focus on what we have chosen as we thank God now.

As we breathe in, we will pray: 'I thank you God...'

As we breathe out, we will pray: '...for the wonders of the world.'

(The teacher may repeat the prayer phrases a number of times to help you remember them.)

Sign of the Cross



Let's Talk

- 1 Overall, how would you say Human responds to God's work?
- 2 What strikes you most about that response?
- 3 How does Human treat the earth? Explain your answer.
- 4 'At present we act more as though we own the earth than as caretakers of it.' Do you agree with this statement? Why?/Why not?
- 5 The reading suggests that human beings are destroying God's creation. List any evidence in your local area that this might be true.
- 6 Name five things that you might do to be a true steward of the earth today.



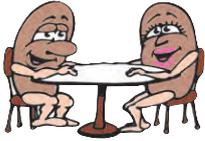
Why Don't You?

Express your ideas on what people need to do to care for what God has given us. You might do this by making up a short poem, rap or story.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

Get into pairs or groups. Each pair or group spends a few minutes becoming familiar with the facts of one or two of the issues listed in this lesson. Then answer the following questions:

- 1 Outline the main facts of the issue(s) you looked at.
- 2 In your opinion, is the issue serious? Why?/Why not?
- 3 Should you be concerned about this issue? Why?/Why not?
- 4 Might being a Christian make a difference to the way you view these problems? Why?/Why not?
- 5 Were you surprised by any of the statistics you read? If so, what surprised you most?
- 6 After reading about these issues, are there any actions or behaviours you might choose to change?

After you have discussed the above questions, prepare a short presentation of the issue(s), which you will then present to the class. You will need to:

- (a) outline the main facts of the issue(s);
- (b) explain why as Christians you are concerned about the issue(s);
- (c) suggest possible solutions.

SO FAR YOU HAVE LEARNED that being made in God's image and likeness means that human beings have:

- a special dignity – God asks us to respect ourselves and others;
- creative ability – God has given us power to make new things;
- extra responsibility – God invites us to care for the earth.

In the last lesson you focused on that special responsibility that God gives people to care for the earth. You saw the contrast between what God asks and what people do. This lesson will highlight six different issues to do with the way people today are not taking proper care of the earth. Are you aware of these issues? You should be – your future might depend on it. Check out the 'Let's Talk' (on left) before you proceed.



ISSUE ONE: Rapid Rate of Climate Change

The Problem

Over the last century, human beings, by their actions, have greatly increased the amount of carbon dioxide in the atmosphere. Every time we drive a car, or use electricity from a coal-fired power plant, or heat our home with oil or natural gas, we produce carbon dioxide. High levels of this gas are turning the atmosphere into a heat-trap. Most scientists agree that the earth overall is becoming warmer. (This is called Global Warming.) They say that this is causing Climate Change, i.e. a change in the climate everywhere. Weather is becoming more extreme; for example, storms are more frequent and more violent. There are more extremes of heat and cold. This Climate Change will accelerate if humans keep increasing the rate at which they produce carbon dioxide. Forests, which could soak up carbon dioxide from the atmosphere, are being cut down for quick profits.

The Future Impact

- Coastal areas: The sea-level will rise. Low-lying coastline and islands will disappear. People will have to quit their homes permanently.
- Urban areas: More frequent heat waves and poorer air quality will affect people who are old, or poor, or who have breathing difficulties.
- Farming communities: Longer dry periods and bursts of destructive rain will turn land to desert or scrub. Farms will be abandoned.
- The countryside: Streams, lakes and wetlands will disappear. Jobs in tourism will disappear, as will hunting, boating, skiing, and bird-watching.

The Signs

- 1998: Warmest year of warmest decade from AD 1000 to 2000.
- May 2003: 384 tornadoes in one week in mid-west US. A record.
- Summer 2003: Over thirty thousand people died in prolonged heat wave in Europe.
- 2003: In New South Wales, Australia, farming suffered worst drought ever.
- February 2004: Torrential flooding killed some two thousand people in Haiti and Dominican Republic.
- Places under threat of flooding today: Bangladesh, Solomon Islands.



Why Don't You?

Check the following website for more information about the issues of this lesson: www.bbc.co.uk/nature/environment/conservationnow/global/

ISSUE TWO: The Ozone Layer

What's the problem?

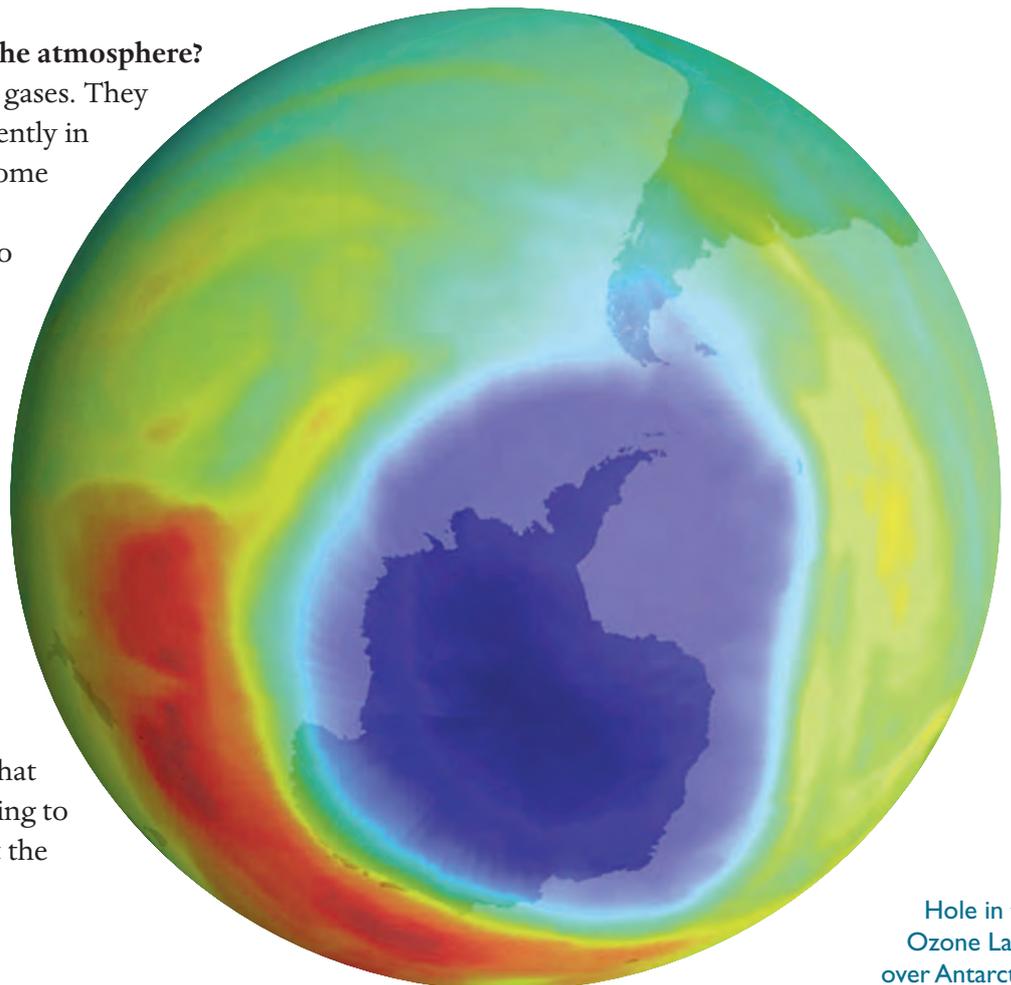
Without a layer of ozone above us in the atmosphere, human skin would be burnt by the sun even on the dullest days and more skin cancer would occur. The ozone layer blocks the sun's most harmful ultra-violet (UV) rays.

What destroys ozone in the atmosphere?

CFC (chlorofluorocarbon) gases. They were used widely until recently in fridges and aerosol cans. Some countries still use them because they are cheaper to produce. Safe disposal of old fridges is a problem.

Is there a problem at the moment?

The ozone layer has been getting thinner. Over the Antarctic it has virtually disappeared, leaving a huge area of the earth unprotected. Recently, an international group of scientists stated that the ban on CFCs is beginning to work. There are signs that the ozone layer is returning.



Hole in the Ozone Layer over Antarctica

ISSUE THREE: Acid Rain

- Gases from cars and factories go into the atmosphere and dissolve in droplets of rain.
- In this way, rain can turn to acid. It is called Acid Rain.
- As acid rain falls, it causes burns in plants, in trees and in animals.
- The tropical rainforests of South America are in particular danger (at the very time when they are needed to take carbon dioxide out of the atmosphere).
- Fog and snow can also contain a lot of acid.



ISSUE FOUR: Fresh Water

Isn't there enough fresh water for everyone?

- A United Nations report for the 2003 World Water Forum warned that the amount of fresh water per person is getting less. It may be 33 per cent less by 2020.
- There are already tensions about the supply of water between Israel and Palestine, between India and Bangladesh, and between Egypt and countries further up the Nile river. Water may become a cause of conflict in this century (just like oil in the twentieth century).

Why is there less fresh water?

- Wasteful use – Far more is used than is actually needed.
- Pollution – The water is being poisoned.
- Climate change – Too little rain or too much rain too quickly.

Doesn't everyone on earth have clean water to drink?

- 80 per cent of illness in the world's developing countries is water-related.
- More than five million people die in poor countries each year from diseases caused by unsafe drinking water, lack of sanitation and lack of water for hygiene.

So, how much water gets used in a house today?

- toilet flush – 15-20 litres
- shower – 9 litres per minute
- bath – 60 litres
- automatic dishwashing – 40 litres
- dishwashing by hand – 35 litres
- hand washing – 8 litres (with tap running)
- brushing teeth – 10 litres (with tap running)
- outdoor watering – 35 litres per minute
- washing machine – 225 litres per wash

Many homes lose more water from leaky taps than they need for cooking and drinking.



How much water, approximately, is used in making things today?

- 1 tonne of beef – 4,250,000 litres
- 1 tonne of paper – 300,000 litres
- 1 tonne of potatoes – 1,000,000 litres
- 1 car – 400,000 litres
- 1 tonne of steel – 90,000 litres
- 1 litre of petrol – 10 litres

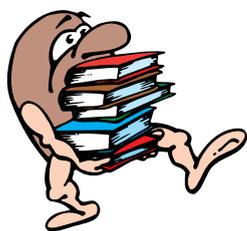
ISSUE FIVE: Air Pollution (Smog)

The Cause

Gases from cars and factories do not always blow away. When there is no wind, the amounts of these gases in the air will increase. When the level of these gases is high, the air becomes dangerous to breathe. This is called Air Pollution.

The effects of air pollution caused by traffic and industry:

- Throughout the world, three million people die each year.
- In the UK, about 8,000 people who are already ill die more quickly and some 10,500 people go to hospital with breathing problems.
- For every fifty people who have heart attacks in London, one is triggered by air pollution.
- Scientific evidence links cancer to air pollution and suggests that women exposed to pollution are more likely to have babies with heart problems.



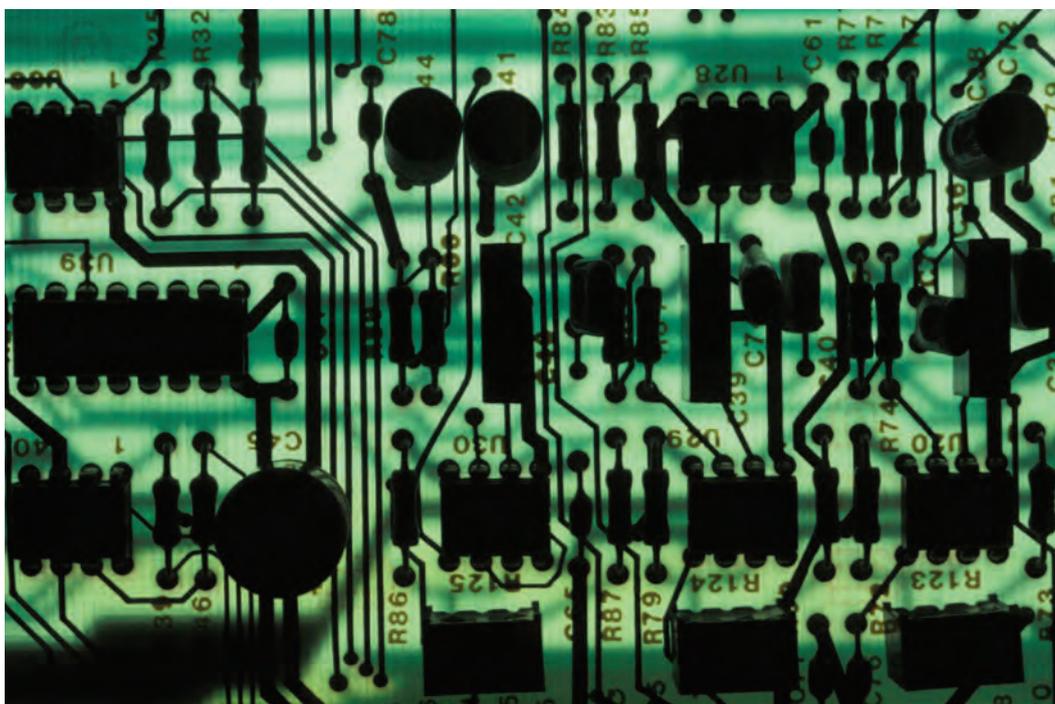
Don't Catalytic Converters solve the problem for cars?

They remove some gas pollution, but they only work properly for journeys of more than two miles. Many UK car journeys are less than two miles.

In your Religion journal

Complete the following sentence:
'The thing that strikes me most after doing this lesson is _____',

Make up a slogan and design a poster about caring for the earth.



Computer component

ISSUE SIX : Electronic Waste (E-Waste)

What is E-Waste?

Old computers, mobile phones, computer and television screens and other electronic gadgets.

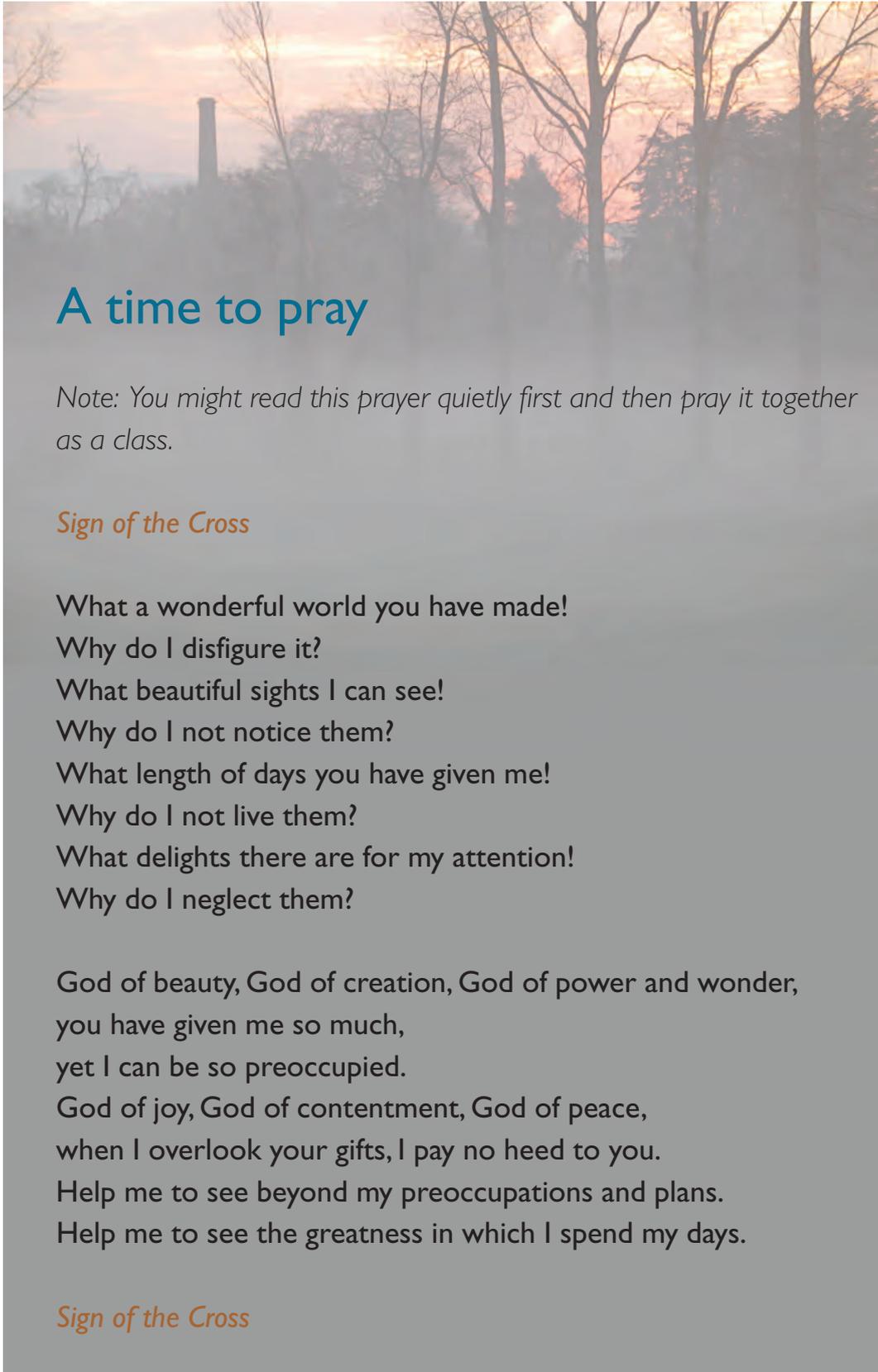
How much E-Waste is there?

One computer is thrown out for every new one put on the market. In the year 2000, more than 4.6 million tons of old computers and other E-waste were dumped into landfills in the US.

Is this a problem?

- On average, computer and TV screens contain 2-4 kilograms of lead, which gets into the soil. Lead is poisonous to humans and to animals.
- In the US, 500 million mobile phones await disposal. These include many toxic metals and other health hazards.
- E-waste is on the increase.

See www.cawrecycles.org/Ewaste/background%20e-waste.html



A time to pray

Note: You might read this prayer quietly first and then pray it together as a class.

Sign of the Cross

What a wonderful world you have made!

Why do I disfigure it?

What beautiful sights I can see!

Why do I not notice them?

What length of days you have given me!

Why do I not live them?

What delights there are for my attention!

Why do I neglect them?

God of beauty, God of creation, God of power and wonder,
you have given me so much,
yet I can be so preoccupied.

God of joy, God of contentment, God of peace,
when I overlook your gifts, I pay no heed to you.

Help me to see beyond my preoccupations and plans.

Help me to see the greatness in which I spend my days.

Sign of the Cross



Let's Get Working

Check your workbook for more to do with this lesson.

Term 1, Lesson 12 JUDGE AND JURY FOR HUMANKIND

List of characters:

Bailiff, Judge Rose Garden,

Prosecutor Nigella

Naturelle, Defence Harry

Progress, Dr Mark Warmer,

Dr Sonny Rays,

Professor Anna Thirst,

Dr Davina Diversity,

Court Clerk, The Jury.

THIS LESSON WILL highlight four ways in which people today do not care for the earth. It begins with Day One of an imaginary court case against humankind. See what the witnesses have to say against humanity.

Drama: Humankind Brought to Law

Note: During this drama, the classroom becomes a 'courtroom'. You might arrange it as follows: The 'courtroom' has two major areas: one for the officials, and one for the public. At the front of the court there is a bench (table) and chair on a raised area reserved for the Judge. Before the Judge, on ground level, sits the Bailiff and the Court Clerk, who records what is said. The members of the Jury sit in an area to the left of the Judge. The 'Defendant', in this case 'Humankind', is represented in some suitable way, perhaps by an image, on the other side of the court. The Prosecutor and the Defence Counsel sit on either side of the court, facing the Judge. A witness stand is placed between the Judge and the Jury. The remaining area is for the public. Each witness brings a folder.

Bailiff: All rise for the Honourable Judge Rose Garden.

(Everyone stands; Judge Garden enters, looking a little flustered, and takes her seat. Then the Bailiff continues as the Judge sits and strikes the bench with the gavel.)

All sit. *(Everyone sits)*

Day One of case number 000999: The Natural World versus Humankind.

This court is now in session.

Judge: Bailiff, swear in the Jury.

(The members of the jury stand, raise their right hands and repeat the Bailiff's words.)

Bailiff: I promise to do my best *(Jury repeats)* to judge this case fairly *(Jury repeats)* and to decide it according to the evidence *(Jury repeats)*. So help me God. *(Jury repeats)*

Judge: Counsel for the Prosecution and Counsel for the Defence: make yourselves known to the court.

Prosecutor *(rising eagerly)*: With pleasure, Your Honour! I am Miss Nigella Naturelle and I am a

senior partner with the Environmental Protection Agency, Legal Division, and I will present the case for the Prosecution.

Judge: Yes. Very good, Miss Naturelle.

Defence *(seriously)*: Your Honour, I am Mr Harry Progress, Senior Partner with Progress Technologies, Legal Division, and I will present the defence in this case.

Judge: Right. Very good, Mr Progress. Now, the Bailiff will inform the court of the charges in this case and then we can begin to hear witnesses.

(Lots of whispering and gasps as the charges are read out. Judge Garden has to intervene once or twice with phrases such as 'Silence' or 'Silence in the Court'.)

Bailiff: May it please Your Honour:

In the case of the Natural World versus Humankind, there are six charges in total. They are as follows:

1. Humankind has changed climate patterns and caused the earth's temperature to rise by overusing fossil fuels and by wiping out forests.
2. Through destruction and neglect, Humankind has polluted the earth's atmosphere and damaged its protective ozone layer.
3. Through destruction and neglect, Humankind has polluted and wasted water so much that it will soon become a source of global conflict.
4. Through destruction and neglect, Humankind has damaged trees, plants, sea creatures, animals and birds of many places, killing off many species that will never appear again.
5. Humankind is greedy and only cares about what it can get for itself, to such an extent that it has brought disaster to the environment.
6. And finally, humankind is smug and lazy and does not bother to learn about these problems.

Judge: (*shaking head*) Goodness, goodness! Very serious charges indeed. And how does the defendant plead?

Defence: The defendant pleads NOT GUILTY, Your Honour.

(*Further gasps and loud muttering from around the courtroom.*)

Judge: Order! Order in the court! This is a very serious case indeed. Is the Prosecution ready to present its first witness?

Prosecutor: Yes, Your Honour. The Prosecution would like to call Dr Mark Warmer as the first witness.

Bailiff: Calling Dr Mark Warmer. Dr Mark Warmer to the witness stand.

(*Dr Warmer enters and takes his place at the witness stand.*)

FIRST WITNESS



Prosecutor (*smiling*): State your name and occupation for the record.

Dr Warmer: My name is Dr Mark Warmer and I am a senior Climate Officer with the Global Research Centre.

Prosecutor: Dr Warmer, is climate change a problem?

Dr Warmer: Yes, the average earth temperature is rising.

Defence: Your Honour, I object. The temperature

of the earth has been rising for over one hundred years now. This has no relevance.

Judge: Miss Naturelle, you'd better get to the point or I shall have to sustain this objection.

Prosecutor: Yes, Your Honour. It will soon become clear. Dr Warmer, please continue.

Dr Warmer: Yes, but the temperature is rising more rapidly and it is causing ever-greater extremes of weather.

Prosecutor: What sort of extremes?

Dr Warmer: The signs are already in the News. Rising temperatures bring more heat waves, more severe droughts, more water shortages, more violent storms, more tornadoes, large-scale flooding, rising sea-levels, melting polar ice-caps, and more severe winters.

Prosecutor: In your opinion, what is the main cause of this climate change?

Dr Warmer: (*Pointing*) I blame the defendant, Humankind. (*Gasps and muttering around courtroom.*) Humankind is producing too much carbon dioxide.

Defence: Your Honour, I object. The Prosecution is leading the witness.

Judge: Objection sustained. Miss Naturelle, your witness must present the evidence, not the conclusions.

Prosecutor: Yes, Your Honour. Dr Warmer, how does Humankind produce such high carbon dioxide levels?

Dr Warmer: Every time Humankind drives a car, or uses electricity from a coal-fired power plant, or heats their home with oil or natural gas, carbon dioxide is produced.

Prosecutor: And is this a problem?

Dr Warmer: Yes, high carbon dioxide levels make the atmosphere act like a blanket, trapping heat and warming the earth even more. And worse! Forests

are the one thing that can cut carbon dioxide levels. And what is happening to them? Humankind is cutting them down.

Prosecutor: Would you say that we are heading for a disaster?

Dr Warmer: Yes, I would. Here is my report. (*Offers folder of documents*)

Prosecutor: Thank you, Dr Warmer. Your Honour, I want to present Dr Warmer's report into evidence as 'Exhibit A'. (*Hands folder of evidence to Judge*)

Judge: Clerk, take the report into evidence and mark it 'Exhibit A'. (*Hands folder to Clerk, who attaches a large capital A to it*)

Prosecutor: I have no further questions for this witness.

Judge: You may step down. (*Dr Warmer leaves the witness stand.*)

SECOND WITNESS



Prosecutor: Your Honour, the Prosecution calls Dr Sonny Rays.

Bailiff: Dr Sonny Rays, Dr Sonny Rays to the witness stand. (*Dr Rays enters and takes his place at the witness stand.*)

Prosecutor (smiling): Please state your name and occupation.

Dr Rays: I am Dr Sonny Rays and I am an expert with the Department of Environmental Health.

Prosecutor: Dr Rays, please explain the term 'ozone' to the court.

Dr Rays: Ozone is a gas in the earth's atmosphere. It soaks up the sun's most harmful rays. If you have ever had sunburn, you will know the power of those rays. Without a layer of ozone above you, you would get sunburnt just walking down the street, even on a cold, grey day.

Prosecutor: Is this likely to be a problem for us?

Dr Rays: Unfortunately, yes. The ozone layer above us is getting thinner. It has even disappeared over the South Pole (Antarctic). The gap there is huge, about three times the size of Australia!

Prosecutor: In your opinion, what is making this gap in the ozone layer?

Dr Rays: CFC gases; the full name is Chlorofluorocarbons. They were in widespread use in fridges and spray cans up to recently.

Defence: Objection! Your Honour, this evidence is not relevant. Most countries have stopped using CFC gases.

Judge (to Witness): Is this true?

Dr Rays: Definitely not. Some ruthless and greedy companies still use CFCs because they're cheaper; in some places they don't have laws for getting rid of old fridges safely. (*Loud muttering around courtroom*)

Judge: (*Strikes the bench with the gavel*) Silence in the court! Let the record show that the objection is overruled.

Prosecutor: Thank you, Your Honour. Dr Rays, in your expert opinion, what will be the effects of damage to the ozone layer?

Dr Rays: Skin cancer. Less ozone means more dangerous rays get through. And CFCs don't disappear once they get into the air. They hang around for years. They are a major part of city smog,

which kills three million people a year at present around the world. *(Gasps around the courtroom)*
Crops, trees and plants are at risk too. Here is my report on the matter. *(Offers folder of documents)*

Prosecutor: Thank you, Dr Rays. Your Honour, I want to present Dr Rays' report into evidence as 'Exhibit B'. *(Hands folder of evidence to Judge)*

Judge: Clerk, take the report into evidence and mark it 'Exhibit B'. *(Hands folder to Clerk, who attaches a large capital B to it)*

Prosecutor: After preparing your report, Dr Rays, are you clear about who is to blame?

Defence *(interrupting)*: Objection! Your Honour, once again the Prosecution is leading the witness.

Judge: Indeed, so. Miss Naturelle, leave the conclusions for the Jury. They are well equipped for the job. *(Jury members nod in agreement.)*

Prosecutor: Thank you, Dr Rays. Your Honour, I have no further questions for this witness.

Judge: You may step down. *(Dr Rays leaves the stand.)*
Next witness!

THIRD WITNESS



Prosecutor: The Prosecution calls Professor Anna Thirst, a water specialist.

Defence: Your Honour, I object. I don't see the relevance of this witness. There is plenty of water in the world: look at the oceans. Rivers have not dried up.

Judge: Well, Miss Naturelle?

Prosecutor: Once again, Mr Progress is trying to ignore the truth. This witness will agree that there is enough water for everybody's needs; but there is not enough water for Humankind's greed.

Judge: Go ahead, then. Call the next witness.

Bailiff: Calling Professor Anna Thirst! Professor Anna Thirst to the witness stand. *(Professor Thirst enters and takes her place at the witness stand.)*

Prosecutor *(smiling)*: State your name and occupation for the record.

Professor Thirst: I am Professor Anna Thirst and I am a Water Specialist with the United Nations.

Prosecutor: Professor Thirst, the UN World Water Forum recently said: 'Water shortage is one of the major problems facing the world today.' Please explain to the court what this means.

Professor Thirst: Yes, certainly. Over one billion people, one in six of the world's population, have no access to clean water. Some six thousand children die every day as a result. *(Gasps of shock around the courtroom)* If something doesn't change, the number of people without enough clean water will double over the next thirty years.

Prosecutor: But, Professor, why is this happening?

Professor Thirst: Modern industry and agriculture use huge amounts of water. In some places, rich people use fifty per cent of the clean water for their sewers. Many poor people get only dirty water. As many as twelve million of them die every year. *(Gasps of shock and horror from around the courtroom.)* More and more rich people are using more and more of the clean water. It won't be long before it causes a war. Here is my report on the matter. *(Offers folder of evidence to Prosecutor)*

Prosecutor: Thank you, Professor Thirst. Your Honour, I want to present the professor's report into evidence as 'Exhibit C'. *(Hands folder of evidence to Judge)*

Judge: Clerk, take the report into evidence and mark it 'Exhibit C'. *(Hands folder to Clerk, who attaches a large capital C to it)*

Prosecutor: One final question: would you say that the planet Earth is at risk?

Professor Thirst: People today fight over oil, but I predict that people will soon fight over water. There are already tensions between Israel and Palestine, between India and Bangladesh, and between Egypt and countries further up the Nile.

Prosecutor: And who will be to blame? *(Some members of the public point at the defendant and shout 'murderer'. The Judge intervenes.)*

Judge: Order! Order in the court! Members of the public, you must control yourselves. Any further outbursts of that nature and I will clear the public gallery. Miss Naturelle, I ask you once again, do not lead the witness.

Prosecutor: My apologies, Your Honour. I have no further questions for this witness.

Judge: You may step down. *(Professor Thirst steps down.)* Next witness!



FOURTH WITNESS

Prosecutor: The Prosecution calls Dr Davina Diversity.

Bailiff: Dr Davina Diversity. Dr Davina Diversity to the witness stand. *(Dr Diversity enters and takes her place at the witness stand.)*

Prosecutor (smiling): Please state your name and occupation.

Dr Diversity: My name is Dr Davina Diversity and I am World Expert on endangered plants, insects and animals.

Prosecutor: Dr Diversity, tell the court what you mean by 'endangered'.

Dr Diversity: Certainly. It means that there are so few of them left that they will soon die off and never be replaced.

Prosecutor: Is this a big problem?

Dr Diversity: Yes. Between six hundred and one thousand kinds of plants or animals or insects are disappearing every week... *(Gasps of surprise from the courtroom)*

Judge: Excuse me, Dr Diversity, surely you mean every year?

Dr Diversity: No, Your Honour. I mean every week. *(Judge shakes her head in disbelief)*

Prosecutor: Will you tell the court what you believe to be the cause of this?

Dr Diversity: *(Points)* There! That's who's to blame! Humankind!

Defence: Objection! Your Honour, I ask that the last remark of the witness be struck from the record.

Judge: Objection sustained. The witness will account for what has happened without looking for someone to blame.

Prosecutor: Dr Diversity, let me rephrase the question for you: what is happening to endanger the existence of so many forms of life?

Dr Diversity: The building of cities, roads, mines and dams. Cutting down or burning forests. Farming the land and fishing the seas too much. The places where these plants, animals and insects live are being destroyed.

Prosecutor: And what is the answer to this problem?

Dr Diversity: It is already too late for many types of plants, animals and insects. Humankind needs to change. Here is my report. *(Offers folder of evidence)*

Prosecutor: Thank you, Dr Diversity. Your Honour, I want to present Dr Diversity's report into evidence as 'Exhibit D'. *(Hands folder of evidence to Judge)*

Judge: Clerk, take the report into evidence and mark it 'Exhibit D'. (*Hands folder to Clerk, who attaches a large capital D to it*)

Prosecutor: Thank you, Dr Diversity. Your Honour, I have no further questions for this witness.

Judge (to Dr Diversity): You may step down.

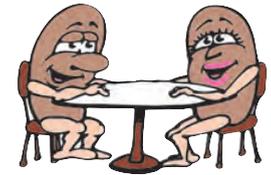
Defence: Your Honour, may I be allowed to speak.

Judge: Yes, Mr Progress, so long as it is relevant to the case.

Defence: The Prosecution wants to reject all the progress of the last century. She seeks to blame my client, Humankind. She exaggerates. Things are not as serious as she suggests. May I remind the Jury that Humankind invented technology! It is this very technology that discovered the problems of the world today. It is this very technology that will fix them. Humankind cares for the earth. It has introduced many laws to protect it.

Judge: Mr Progress, this may all be true. You will have the chance to bring your witnesses at another time. However, we must finish for today. This court is now in recess. (*Judge strikes the bench with the gavel.*)

Bailiff: All rise! (*All rise as Judge Garden exits.*)



Let's Talk

- 1 Were you surprised by anything in the evidence? What surprised you?
- 2 What are the four main areas covered in the Prosecution's case?
- 3 List the main changes that Humankind needs to make.
- 4 Do you agree with everything that the Defence Counsel says at the end? Do you think the Defence Counsel answers the charges fully? Give reasons for your answers.
- 5 If you were to continue the Defence's arguments, what else would you say?
- 6 Why do you think you are learning about these things in Religion class?
- 7 Why might these issues be important in your home, in your school, in your local community?

Why Don't You?

Make an image or model of the 'defendant' in this trial. Use what you read in the play to give you ideas as to how the 'defendant' might appear.

Debate the following statements: 'Plastic bags are unnecessary'; 'There should be more depots for recycling'.

A time to pray

Note: You might read this prayer quietly first and then pray it together as a class.

Sign of the Cross

God our Creator,
You have given us the gift of life.
Open our eyes to the beauty of the world.
Help us to respect what you have given us.

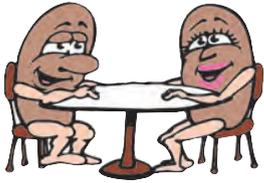
God our Creator,
You are the maker of life.
You have made us in your own image and likeness.
You ask us to care for the world.

God our Creator,
You keep all life in your care.
May we show that care to the earth
and to all that lives on it with us.
Amen.

Sign of the Cross

CARING FOR THE EARTH: LOOKING TO THE FUTURE

Note: The dates given after a pope's name refer to his papacy.



A LOT OF DAMAGE is being done to the earth, even while you are reading these words. Yet, God still gives the care of the earth to human beings. Pope John Paul II (1978-2005) once suggested that human beings must be disappointing God's expectations because, as he said, they have not hesitated to devastate, pollute, disfigure, disturb and humiliate the flower-garden of the earth. So, what will rescue this situation? This lesson begins with the Five 'R's as a way of undoing the damage.

Let's Talk

- 1 Give some examples of not showing respect for the earth. Can you give any reasons why people might disrespect the earth?
- 2 Name some things that people in Europe or in the US use more than people in poorer countries.
- 3 Give some examples of everyday things that could be reused. Why do you think that this does not happen more?
- 4 Make a list of things that can be recycled. Where is your nearest recycling point?
- 5 Would you say that people today reflect and pray regularly? Explain your answer. What benefits might such reflecting or praying have for life on earth?
- 6 In your opinion, what might people consider to be more important than looking after the earth and its resources today? Explain your answer.

The Five 'R's: A plan for minding the earth

RESPECT: Humans today exploit the earth. They live as if being in charge of it means doing what they please with its resources. Looking after the earth means treating it and all it contains with respect. God calls us to do this and God wants us to encourage others to do the same. People need to change their attitude and their actions.

REDUCE: People in the US and in Europe use up fifty times more of what the earth has than people in the developing world. However, the earth's resources are limited. They will run out very soon unless we change. Looking after the earth means taking from nature only what is needed. By so doing, we will make the most of the earth's resources and use less energy.

RECYCLE: Much of what people throw out can be recycled. For example, over eighty per cent of household waste is packaging. We must learn to find other uses for things rather than dumping them. Looking after the earth means doing more recycling. Littering and careless or unnecessary disposal of waste are sins against God's creation.

REUSE: If human beings are to stop further damage to the earth, they must find new uses for things rather than just throwing them out. The earth cannot cope with increasing amounts of rubbish on its own.

REFLECT: When people take quiet time to reflect and to pray, it is easier for them to live in right relationship with others, with the earth, and with God. They appreciate life more and are more likely to care for the earth and for others. Looking after the earth requires time to pray and reflect. It is much harder for us to show care when we are stressed or when we are too focused on ourselves.

A time to pray

Sign of the Cross

Teacher

Allow yourself to become quiet and still.

Try to make space in your mind and heart for God who is with you. *(Pause)* In your mind, picture a beautiful place you know. If you prefer, use your imagination instead to form a picture of a beautiful place. *(Pause)*

Become quiet and still inside yourself. Allow yourself to pay attention to the beauty of this place. Focus. *(Pause)*

Take a moment to react to what you see in your mind. *(Pause)*

Allow God to speak to you in your heart about the beauty of the world.

(Pause)

Take a final moment in that place. *(Pause)*

Take your leave of it now. *(Pause)*

Together we pray:

All

Spirit of God in the heavens.

Spirit of God in the seas.

Spirit of God in the mountain-tops.

Spirit of God in me.

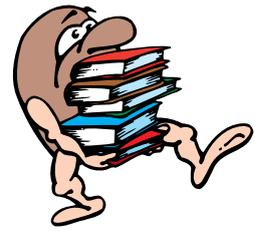
Spirit of God in the sunlight.

Spirit of God in the air.

Spirit of God all around me.

Spirit of God everywhere.

Sign of the Cross



In your Religion journal

Based on the Five 'R's, choose one thing that you will do at home over the next week as your way of caring for the earth. Write it down under the title 'My Promise To Care for the Earth'. Underneath, draw a picture and complete the following sentence: 'I know God wants me to do this because...'



Why Don't You?

Visit the website of your local council and/or some of the websites suggested below. Then make a list of suggestions to help your class follow the Five 'R's in your school or neighbourhood.

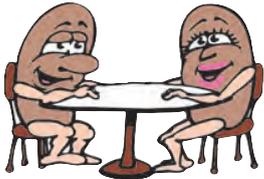
- www.bbc.co.uk/nature/environment/conservationnow/global
- www.eicni.org
- www.enfo.ie
- www.environment-agency.gov.uk/fun
- www.ulsterwildlifetrust.org
- www.kidsagainstwaste.org
- www.wakeuptowaste.org
- www.rethinkrubbish.com
- www.recycle-more.co.uk
- www.realnappy.com
- www.dogstrust.org.uk



Let's Get Working

Check your workbook for more to do with this lesson, especially the Environment Game.

AT THIS STAGE you've learned something about what science and religion tell us about the universe. You've learned about some of the difficulties facing the earth at present. Yet the earth isn't just a project or a task, like homework. It's a gift! It's a place in which to enjoy, to observe, to watch. It's a place that will help you to see more in your life and more in yourself. It can give you rest and peace, or excitement and challenge. This lesson focuses on Jesus and his love for the earth. It also includes a piece on St Francis of Assisi.



Let's Talk

- 1 List the natural things in the Gospel according to Luke that helped Jesus to teach people about God and about themselves.
- 2 'The earth fascinated Jesus.' Do you agree? Why?/Why not?
- 3 Can you suggest any reasons why the earth might have fascinated Jesus?
- 4 Name a parable that Jesus told about something from nature.

Jesus used the earth to teach us about God and about life

Jesus was Jewish. He grew up in a tradition of seeing the world as God's creation. He knew the story of creation from the book of Genesis. Like the people before him who wrote the psalms in the Bible, Jesus found that the earth helped him to know God his Father better. Jesus spoke often about the earth to help others know about God and about life. Here are some examples from the Gospel according to Luke:

- Trees show their character in their fruit; people show their character in their actions. (Luke 6:43-45)
- Rock is a good foundation on which to build, just as the teaching of Jesus is a good foundation for life. (Luke 6:46-49)
- Seeds give a harvest despite difficulties; what God wants will happen too despite difficulties. (Luke 8:5-8)
- God cares for the birds of the air and for the flowers of the field; God cares for us. (Luke 12:22-28)
- Gardeners want their plants to grow; God wants us to grow. (Luke 13:6-8)
- The mustard seed grows into a big plant and a little yeast makes a lot of bread; our little efforts can allow God's kingdom to be more present to others. (Luke 13:18-20)



The importance of the earth in the life of Jesus

Jesus valued the earth for another reason too: it gave him the space to make important decisions about his life. It gave him somewhere to work out how to go about doing what his Father wanted him to do. The Gospel according to Luke shows how Jesus found help in the earth when he had to face major decisions.

- As he started his work: he went into the wilderness and returned with fresh strength. (Luke 4:1-14)
- Before a typical day's work: he went off to a lonely place to renew himself and to give special time to his Father. (Luke 4:42)
- Before a big decision: Jesus spent the whole night on the mountain in prayer to God before he chose the Twelve Apostles. (Luke 6:12)
- Before going to Jerusalem to face suffering and death: he went up a mountain to pray and was transfigured (changed). (Luke 9:28)
- Before the end: Jesus went to a garden to pray for strength. (Luke 22:39)

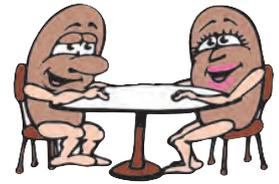
St Francis of Assisi – Patron Saint of Ecology

Francesco di Pietro di Berardone was born in Italy in 1181. As a teenager he loved parties, clothes, music and games. But his life changed when war broke out. Francis fought in the war and was taken prisoner. In prison he became very ill, depressed and disappointed. When he got home again, he changed his lifestyle. He gave up working with his father in a well-to-do business and instead he went to work with people suffering from leprosy. Everyone got to hear about him and many joined him. That was the start of the religious order known as the Franciscans, which was named after him.



Francis also became known for his respect for nature. For example, in a famous prayer he called the sun his 'brother' and the moon his 'sister'. Francis is even said to have preached to the animals. Like Jesus, Francis saw everything as God's creation. Like Jesus, Francis grew closer to God through the world of nature. Francis believed that all created things were connected. He saw everything in the world as part of one great family.

In 1228, just two years after his death, Francis of Assisi was made a saint. Then in 1979 Pope John Paul II (1978-2005) named Francis as the patron saint of ecology. He is among the best known and greatest examples of how Christians should love the natural world.



Let's Talk

- 1 Did Jesus enjoy the experience of nature? How do you know?
- 2 Do you enjoy nature in the same way? Why?/Why not?
- 3 In what way did Jesus benefit from nature? Give some examples.
- 4 List some of the ways in which you might benefit from nature.
- 5 How would you sum up your attitude to nature? Do you think your attitude might differ from the attitude of Jesus? Why?/Why not?

Why Don't You?

Do a Bible search for all the references mentioned in this lesson. You will find them in the Gospel according to Luke.



Let's Get Working

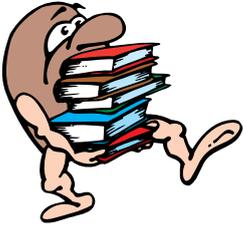
Check your workbook for more to do with this lesson.

Why Don't You?

Find out more about St Francis of Assisi. You might begin by visiting www.catholic.org/saints Create a display of your work.

A time to pray

Note: Read this prayer quietly first and then pray it together as a class. You might like to use the suggested actions.



In your Religion journal

Do a page about one of the following:

- A place I'd love to visit.
- The most interesting place on earth.
- Among all the things on earth, I'm fascinated by...
- Where on the earth I'd like to go on holidays and why.

Include some words, some pictures, some drawing and a prayer.

St Francis of Assisi Prayer

All praise to you my Lord (Arms stretched forward, palms up)
for our brother the sun who brings us the day! (Arms moved apart)

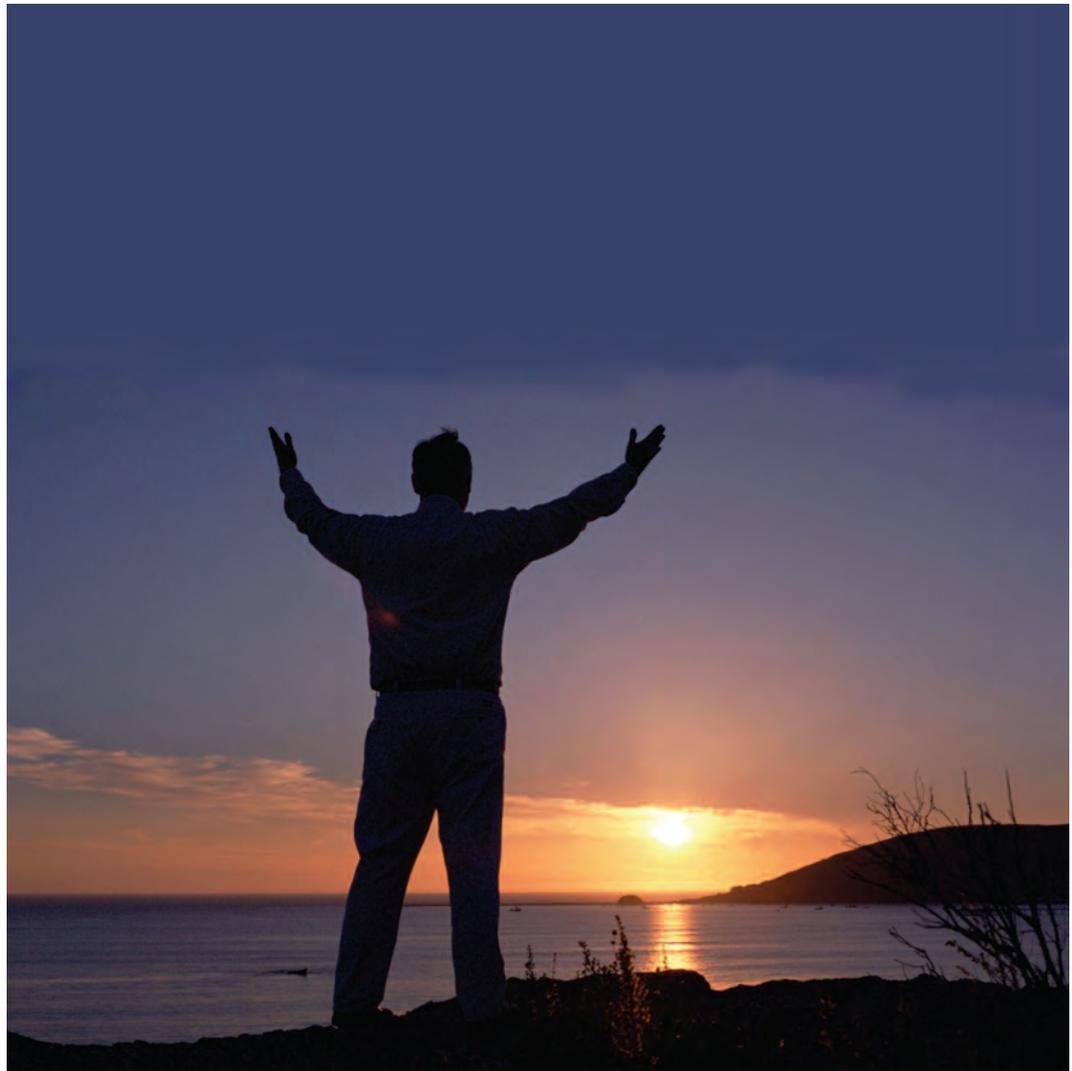
All praise to you my Lord (Arms stretched forward, palms up)
for our sister the moon and for the stars of the night! (Arms apart and stretched upwards)

All praise to you my Lord (Arms stretched forward, palms up)
for our brother the wind and for all weather! (Body and arms sway from side to side)

All praise to you my Lord (Arms stretched forward, palms up)
for our sister the water (Hands moving as if across surface of water)
and for our brother the fire! (Hands held as if warmed by fire)

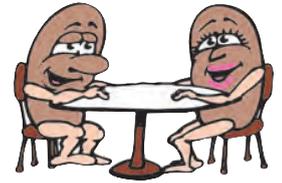
All praise to you my Lord (Arms stretched forward, palms up)
for our mother the earth who feeds us and keeps us! (Leaning forward, palms facing downwards)

All praise to you my Lord. (Arms stretched forward, palms up)



IT'S A DEAL!

IN LIFE PEOPLE need agreements and understandings. You make deals with other people. As you saw in previous lessons, for example, people need to agree on a plan for the care and protection of the earth. This lesson helps you to consider the various agreements that are part of your life, particularly your relationship with God. It looks back at what you learned about the covenant God made with Abraham.



The Team

The boys were panting, gasping for breath. What else would you expect after their hardest-ever training session? 'Gather round,' said Coach Cassidy, 'and listen.' There was silence. 'The championship is in June,' he announced. 'You're a good team. You have skill and power and speed. You could win it. But the question is: do you want to win it?' The boys looked at one another. Of course they wanted to win it. 'Well, if



you want to win it, then we've got to make a deal.' 'What do you mean, Coach?' asked Jimmy. The coach replied, 'Well, I'll be here to train you on Monday and Thursday nights; every Saturday I'll get you a home or away match. But in return I need you to turn up for the training sessions and for the Saturday matches. I'll give you the best coaching that I can give if you give me the best effort that you can produce. If we both keep to the deal, we will have a really good chance of bringing home the cup. Now, are you in or out? Well Jimmy, what do you think?' asked Coach Cassidy. 'Oh I'm definitely in, Coach!' said Jimmy enthusiastically. 'What about the rest of you?' And the coach went round each member of the squad. They all made a deal there and then. 'So I'll see you all on Thursday night at seven o'clock,' said Coach Cassidy. They all mumbled and nodded.

Deals and agreements in our lives

At home, you have a deal with your family. Yes, you might argue and fight; you might be bad-tempered and fall out with each other. But despite all that, you still remain connected.

With friends, you also have a deal, an agreement: you stick together; you stand up for one another; you help one another; you give certain things; you expect certain things. Your school asks that you give of your best: do your work in class, be polite, caring and co-operative towards staff and fellow students. In return, you are welcomed and valued for who you are. Your school wants to do its best for you, even if you don't always live up to what it asks of you.

There is also a deal between God and you. In primary school you learned that Jesus came to tell us that God our Father loves us and wants us to be his children. Living as

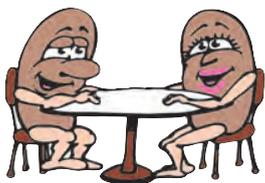
Let's Talk

1. Consider the 'deal' in the story: Whom did it involve? What did they agree to give and what did they expect to receive in return?
2. Reflect on the 'deals' in your life, for example at home, with friends, etc. Who are the people with whom you have 'deals' or agreements? What are those 'deals' about? What do 'deals' like that offer to us? Do you ever find it difficult to keep any of these deals? Why?
3. Think about the deal between you and your school. Who's involved in that deal? What's the 'deal' about? How much of the deal is spoken or unspoken? What do you give? What do you get in return?



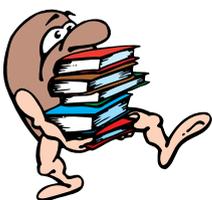
Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Consider the deal/agreement/ covenant between God and Abraham and Sarah: what was God's part in that covenant?
- 2 Reflect on the relationship between God and yourself: what is God's part in the relationship? What is your side of that relationship? Would you describe it as a covenant? Why?/Why not?



In your Religion journal

Write the word 'Covenant' in the centre of a page. Around it, write all the words that you can associate with it: Abraham, love, etc. Think about your relationship with God for a moment. Pick two words that God might use to describe it; pick two words that you would use to describe it. Include them on the page. On the opposite page, write a prayer that includes some of the words that you chose.

a child of God means treating people and the earth in a good way. It means following the commandment of Jesus to love God and love your neighbour as yourself. Even if you are unfaithful and do not love as God wants, God will still love you and want you.

Last year you learned how the Bible tells of the first agreement between God and people. Nearly four thousand years ago God made a deal with a man called Abraham. This was a special agreement, or **covenant**, between God and Abraham and his wife Sarah. God promised to look after Abraham and his family; Abraham and his family promised to respect God and to live as God asked.

A time to pray

Sign of the Cross

Teacher

Look at our image for today's prayer. A Russian man called Andrei Rublev made it in the year 1410. In this image God is represented by three angels.

- Look at the first angel on the left, who represents God the Father. See the angel's gold robe: a sign of special dignity.
- Look at the angel in the middle, who represents Jesus, God the Son. See this angel's red robe: the colour of blood that Jesus shed for us.
- Look at the angel on the right, who represents God the Holy Spirit. See this angel's green robe: the colour of growth and new life, which the Holy Spirit brings to us.

We praise God – Father, Son and Holy Spirit – as we say:

All

Glory be to the Father...

Teacher

The three angels sit around a table that has four sides. So, there is an extra side left empty for someone else to fill. The artist wanted you to know that God has reserved a place for you. The artist hoped that when you would look at this picture you would remember the deal – the covenant – between God and you. God wants to be near you; and you are invited to take your place with God. God welcomes you and values your company. Together we pray:

All

God, you love me and I thank you.
 God, you call me and I answer you.
 God, you free me and I live for you.
 Help me to live like Jesus. Amen.



Sign of the Cross

AGREEMENTS RENEWED

Term 1, Lesson 16

AGREEMENTS ARE PART of your life. Every so often, such agreements get renewed and updated. People don't treat you in the same way as they did ten years ago. The agreement between God and the people after Abraham's time got renewed and updated too. During the time of Moses, hundreds of years later, the people of God had become slaves in Egypt. But God led them to freedom and renewed the Covenant with them, as the following story tells.

Note: Over the years, the Jewish people have been known as: God's chosen people; Hebrews; Israelites; Jews.

Diary: An Israelite slave tells of changing times

Day One

A rough day at the building site! Those Egyptian slave masters beat Joshua, my friend. They said he was skipping work to get water. Sure, what else would you do in this heat? They treat us worse than animals. Lately there's word of a man called Moses. He says God sent him. They say he went to Pharaoh to demand our freedom because we are God's chosen people. That's a laugh! God's forgotten people – that's what we are! It was different in Abraham's day. As if Pharaoh would listen to anyone, even to God.

Day Two

A strange day with strange talk! This man Moses came to our camp last night. He told us that we'd soon be free. And then there were these odd instructions: slaughter a lamb; smear its blood on the door; make bread without yeast; stay indoors tonight; pack up and get ready to leave. So, we've had our meal; we had to stand up to eat it because everything is packed away. And the bread was flat, not like bread at all. I'll tell you: this is one weird night, the blackest I've ever seen. Even the animals are acting strange.

Day Three

Even stranger events today! We got away last night. What did Moses say to Pharaoh? He just let us go, they say. We travelled north all night as far as the Sea of Reeds. Then panic! We could see the dust rising on the horizon behind us. It was Pharaoh's army after us again: chariots, horses and soldiers. And here's the really strange bit: Moses held his hand over the sea and the waters parted. We had a path to go on. So we went! We were saved. But the Egyptians didn't make it. They followed us; but, after we got through, the waters rolled back and trapped them. There's no doubt now: Moses is God's man. Abraham never saw anything like this!

Day Four

In the desert now! Merciless heat and sand! Food and water scarce! We're free, yes. But was it worth it? We were better off as slaves in Egypt. At least we had food and water. This Moses keeps talking about trusting in God. But my trust is just about gone. What sort of God would lead us into the desert to die? Maybe Moses is mad!

Why Don't You?

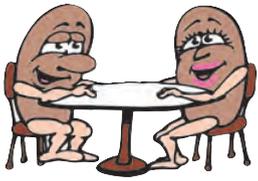
Can you remember what prompted Pharaoh to give the Israelites their freedom? If not, why don't you look up the book of Exodus, Chapters 7-11.



Let's Get Working

Check your workbook for more to do with this lesson.





Let's Talk

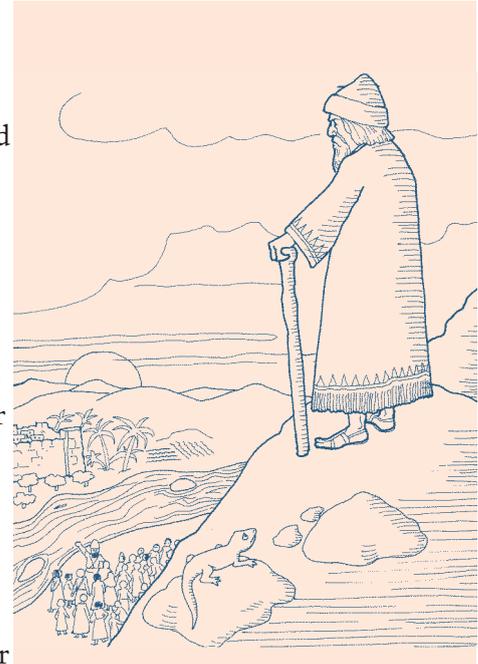
- 1 What does the diary tell you about what the Israelites made of their freedom at first? Were they glad of it? Did they use it to keep close to God?
- 2 Do you think that Moses and the people thought of freedom in the same way? Explain.
- 3 Consider how people use their freedom today. Do they use it well or badly? Give some examples.
- 4 Is freedom important to you? Why? What would you like to be free from? Would that sort of freedom be good for you? Do you think you might use such freedom badly? Explain your answer.
- 5 Did the people's escape from Egypt change things between God and them? In what way? Do you think that becoming free gave the people a different sense of God? What things remained the same between God and the people?

Why Don't You?

Keep a diary over the next five days. Record your thoughts and feelings about growing up and changing from being a child to being an adolescent. What frustrates you? What makes you angry? What pleases you? What helps you to feel more independent? What gives you confidence?

Three Months Later

We arrived at this mountain. Moses climbed it and was gone for days. With him gone, the people lost the plot. Some of them got together and made a model of a calf covered in gold. There were sacrifices and dancing. This was supposed to be our new god. Then, just when it seemed that he was never coming back, Moses returned. I never saw a man so angry. He had these stones with him with writing on them. He smashed them in a rage. He smashed the golden calf too. He said that God had freed us from slavery in Egypt. He said that God wanted us to remain free and not to go after false gods and wrong living. It's awfully quiet in the camp tonight. I wonder what was so important about the stones that Moses broke.



The Exodus: Renewed agreement between God and the people

The escape from Egypt by the Israelites is called the Exodus; it relates to the word 'exit'. Through Moses, God made a new covenant with the Israelites. The story of Abraham and Sarah had been passed on to them over the centuries. They knew that God cared for them. But the events of the Exodus gave them a new sense of who God was: that God's care for them continued and that God wanted them to be free. The agreement between God and them was renewed. God had set them free and wanted them to remain free.

Agreements need to change in your life too

As you grow older, the agreements in your life will develop too. Friendships change and can grow over the years. So, too, can your friendship with God. You are becoming more independent. You are asking more questions. Naturally, you will be annoyed and frustrated when people forget that you are growing, and seem to treat you as they did a few years ago.

As you grow older, the agreements in your life have to change. Otherwise, like the people in the desert, you might be tempted to take on more independence than might be good, as the following story suggests.

Susie's Problem

'It's SO unfair,' wailed Susie to her best friend Emma. 'My parents are like dinosaurs. They have no idea what it's like to be a teenager. They treat me like I'm still in primary school.'

Emma got the hint. 'I take it they said no to you going to the disco in town on Friday night,' she said.

'It's like they don't trust me,' Susie went on. 'It's like they imagine some maniac is going to run off with me the first time I put my foot outside the door without them. I'm sorry, Emma. I don't mean to go on at you, but I'm so frustrated. At



home they expect me to be all grown up and mature and helpful, and yet when it comes to something I want, they treat me like I'm a baby.'

Emma smiled; she had an idea.

'What if there was a way of going to the disco without your parents knowing?'

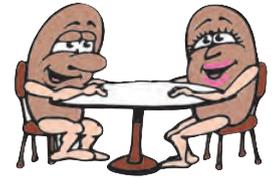
'What do you mean?' asked Susie.

'Simple,' said Emma. 'Tell them that I'm having a sleepover at my house on Friday night and that my mum will be supervising. We can go to the disco from my house and your parents need never know.'

'I like it, Emma!' Susie exclaimed, but then she hesitated as she said, 'But what if my parents find out? They'd never trust me again.'

'It sounds to me as if they don't trust you now. So come on; what have

you got to lose?' encouraged Emma. Susie thought for a moment and then said...



Let's Talk

- 1 Consider Susie's problem and Emma's solution. What do you think of them? If Susie gets away with it, does that make it all right?
- 2 What needs to happen between Susie and her folks at home? What does Susie need to give? What do her folks need to give?
- 3 In what ways should things change at home when you reach your age?
- 4 In what ways might things change between yourself and God when you reach your age?

A time to pray

Note: You might like to read this prayer silently and sincerely. Afterwards, your class group might divide into two parts and take turns reading the verses.

Sign of the Cross

A PRAYER OF GOD'S GIVING TO US;
A PRAYER OF OUR GIVING BACK TO GOD AND TO OTHERS

God, help me to appreciate myself more.
Help me to become more aware of what you see in me.
Give me a greater sense of my hidden depths.
Give me confidence in my qualities and in my strengths.

You have given me myself: let me thank you.
You have given me this day: let me live it well.
You have given me a world of wonder: let me look for it.
You have given me a world of friendship: let me give and receive.

Protect me from hurtful people.
Do not let them undermine me.
Make me determined to stand up for what is right.
Help me to focus on doing what is good.

Strengthen my faith in myself
so that I may also believe in you.
Increase my kindness towards others
so that they may have faith in themselves and believe in you.

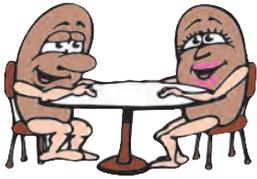
Sign of the Cross

In your Religion journal

Reflect on the following questions and then write some answers:

- 1 What do you expect of the people who look after you at home? What do they expect of you?
- 2 Now that you are growing older, what changes would you like to see in the relationship you have with them?
- 3 Now that you are older, what changes do you think they might like to see in your relationship with them?
- 4 List the things that could make you feel close to God and the things that could make you feel distant from God. Comment on these lists. Do they contain anything that surprises you?

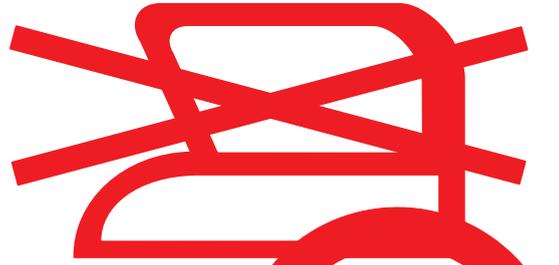
THE TEN COMMANDMENTS: KEEPING OUR FREEDOM



AGREEMENTS ARE PART of your life. Generally, they involve rules. God and the Israelites had an agreement: God brought them to freedom and wanted them to remain free. God gave them the Ten Commandments – rules to help them remain free. You’ll explore these once more later in this lesson. But for now, take a look at the following signs and discover how paying attention to the rules might help you to avoid getting into trouble.

Let’s Talk

- 1 Do you recognise most of these signs? Why do you think we have signs like these? Give a couple of reasons. What might happen to people when they ignore such signs? Give some examples.
- 2 Do you think rules are always a good idea? Why?/Why not?



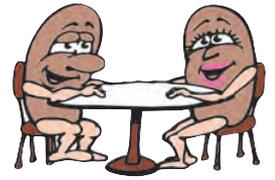
Why rules?

Rules are there for a reason. Here’s another reminder of why we need rules.

A Hard Lesson

It was a warm, bright afternoon in early September. Dean woke from his after-dinner nap to the voices of the children going home from school. As he shifted slightly in his wheelchair, the pillow his mother had placed to support his head fell to the floor. In his mind Dean bent to pick it up; in reality he found it hard to move. His mother had already reached for it and was putting it in position again. ‘There you are, love.’ Dean grimaced. He’d rather have done it himself. ‘Now, what about that wee walk the physio said you should try?’ she asked. ‘Yeah,’ Dean grunted. His speech was affected too. Dean gripped the sides of his wheelchair wilfully and pushed himself upwards with all his might. ‘Well done!’ said his mother. ‘Here, grab the crutches, love’, and she set them under his hands. Dean shifted again so that they could take his weight.

His head swayed sideways as he tried to steady himself. It took all of Dean's concentration to lift his right foot off the ground. It was agony, but Dean was determined to force his legs forward. His arms shook as they strained to cope with the weight. After just twenty yards, Dean was exhausted. 'Well done, Dean,' said his mother. 'Twenty yards! That's one more than yesterday!'



Just then they heard a friendly voice. 'Hello Mrs McDermott! Hello Dean! Lovely afternoon, isn't it?' said Mrs Farrell as she passed by. She had her six-year-old daughter, Julie, with her. 'Mummy, what's wrong with the man?' Julie enquired. 'Shhhh now,' said the mother. But Dean had heard it anyway. Dean knew well what was wrong with him: broken bones, lost muscle, loss of co-ordination, brain damage. All the result of an accident that was his fault – his own fault! No seatbelt. Alcohol taken. Out the windscreen on impact with the wall. Tomorrow, he'd be twenty-one.

Rules to keep us free

It seems strange to say it: rules keep us free. You might see rules as things that hold you back, that stop you doing what you want. You might feel that rules limit you, and they do. But ask yourself why they're there. Why are there speed limits? Why do we queue and take turns? Why do we walk in the corridors and not run? What would life be like without rules? In fact, good rules leave you free to get on with your life. Wise rules will save you from harm and from mistakes and from doing things that you might live to regret. It is important to respect rules and to take time to understand why they are there.

God gives the Israelites the Ten Commandments

Some time later, after the Golden Calf had been destroyed, Moses went back up the Holy Mountain – Mount Sinai – to receive the Ten Commandments once more from God. In these commandments, God spoke to the people. Here are the Ten Commandments in modern language:



- First: I am the Lord your God who brought you out of Egypt from slavery.
- Second: Love only the Lord your God.
- Third: Respect and honour the Lord's name – do not take his name in vain.
- Fourth: Remember the Sabbath day and keep it holy.
- Fifth: Honour your parents.
- Sixth: All life is in God's hands – do not destroy life. Do not murder.
- Seventh: Be faithful in marriage.
- Eighth: Do not steal.
- Ninth: Do not tell lies or spread rumours and untruths about others.
- Tenth: Do not be jealous of what others have – their possessions, families. Do not want anything that belongs to another or be greedy for what others have.

Let's Talk

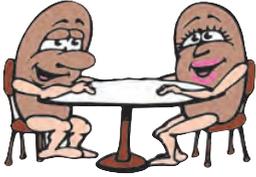
- 1 Consider Dean's situation and how he got into it. What do you make of it? Did he keep the rules? Explain your answer.
- 2 What do you think the title 'A Hard Lesson' refers to?
- 3 Give your opinion on the role of rules in general. Why do you think rules are made? Do you agree that they are necessary? Support your comments with some examples.
- 4 Consider the rules of the school and why they are there.
- 5 Suggest some rules that would improve life in any home. What effect would you expect these rules to have?
- 6 List some rules for being a friend. Comment on them.



Let's Get Working

Check your workbook for more to do with this lesson.

God's Covenant and God's Commandments are a gift to us. We respond to God by living in faithfulness to them.



The Ten Commandments in traditional language

Here are the Ten Commandments as people have traditionally learned them over the years:

- First: I am the Lord your God who brought you out of the land of Egypt, out of the house of bondage.
- Second: You shall have no other gods beside me.
- Third: You shall not take the name of the Lord your God in vain.
- Fourth: Remember the Sabbath day to keep it holy, a remembrance of the work of creation.
- Fifth: Honour your father and your mother so that you may have length of days.
- Sixth: You shall not kill.
- Seventh: You shall not commit adultery.
- Eighth: You shall not steal.
- Ninth: You shall not bear false witness against your neighbour.
- Tenth: You shall not covet your neighbour's wife or any of his possessions.

Let's Talk

- 1 Read the first three commandments. What guidelines do they give you for your relationship with God?
- 2 Read the next seven commandments. How do they tell you to treat others?
- 3 Get into groups and come up with a simple story of a person of your age not keeping one of the following commandments: the fourth, the seventh, or the eighth.
- 4 Have a debate on the topic: 'We can do without the Ten Commandments today.'

Living the Ten Commandments

Seán is a self-employed computer programmer. He works sixteen hours a day, seven days a week. He has no social life and hardly ever spends time with his family. It's all worth it though, as he is making a lot of money.

Nuala quickly read down through the bill at the restaurant. She thought the total seemed a bit low. Then she noticed that their drinks had not been added on. 'Oh well, that's their mistake,' thought Nuala as she left.

Let's talk... about Seán

Seán seems to enjoy his work and he is well rewarded for it. This is good, but is there something in life that Seán might be forgetting? If Seán checked his life against the Ten Commandments, do you think he might learn anything that was helpful to him? Would he learn anything that was helpful to anyone else? If so, what might he learn and whom might it help?

How much freedom does Seán have in his life?

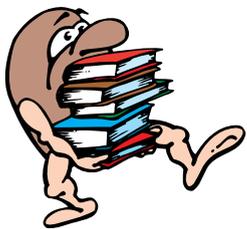
Let's talk... about Nuala

Nuala is content to pay less money for her meal. Why is she able to be content in this situation? Can you suggest anything else that Nuala might not have taken into account? If she did, would she still be so content? Why?/Why not? What way is Nuala's attitude to life changed by what she does? Pick one of the Ten Commandments that might challenge this attitude.

'Nuala is better off ignoring the Ten Commandments.' Do you agree or disagree?

Let's talk... thinking back to the story of Dean

Would following the Ten Commandments have given him a better life? Can following the Ten Commandments make any difference to his life now?



In your Religion journal

Choose one of the above commandments and give an example of a situation where you have kept this commandment.



A time to pray

Note: You might like to read this prayer silently and sincerely. Afterwards, your class group might divide into two parts and take turns reading the verses.

Sign of the Cross

IN SEARCH OF FREEDOM

God, keep me free!

Sometimes, God, I don't know what will make me happy.

I cannot fully satisfy the need in my heart.

What is my life about?

What will make me free to enjoy it fully?

I buy clothes, but they go out of fashion.

I search for friends, but I find it difficult to make myself understood.

I enjoy programmes and films, but my happiness does not last.

Again and again, I look for music to express my inner feelings.

I turn to you in my need.

You will welcome me when I speak and when I listen to you.

You do not promise that my life will be easy.

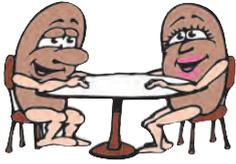
But I trust that you will help me to live it in a way that brings me peace.

Glory be to the Father, and to the Son, and to the Holy Spirit.

As it was in the beginning, is now, and ever shall be, world without end. Amen.

God, keep me free!

Sign of the Cross



Let's Talk

- 1 What is your reaction to Amy's story?
- 2 Why do you think Amy chose to go to South Africa?
- 3 What do you think of her choice? Why do you think that?
- 4 Why do you think Amy was murdered?
- 5 What do you think of the young men's choice? How would you describe it? Why?
- 6 How do you think the young men were going to be affected by their choice to kill Amy?
- 7 Which of the Ten Commandments is most closely connected with the choice of the young men? Would following it have brought them more freedom? Explain your answer.

THE LAST LESSON gave you an opportunity to refresh your awareness of the Ten Commandments. These commandments offer you guidelines for making good choices. Last year you learned how choices are the basis of morality. You also learned that your choices express your moral vision, which is your sense of right and wrong. This lesson gives you a chance to revise what you learned about morality and moral vision.

Amy's Choice

Hi! My name is Amy. I am twenty-six years old. Last year I won a scholarship and I decided to go to South Africa. I chose South Africa because I had heard about the problem there – they call it apartheid. White people made laws that abuse and oppress coloured people. I don't believe in treating people badly like that. I wanted to do something to change things and to help people of every colour to get along together. Today, I drove through a place where coloured people live. It's called Gugulethu township. White policemen recently murdered seven young black teenagers here. Nothing has been done about it. As I drove through, I realised that white faces are not welcome here. A group of young black men were very angry that I had come into their area. They screamed and shouted at me as they dragged me from my car. I was very frightened. I tried to tell them that I did not mean any harm. I tried to tell them that I had come to South Africa to do what I could to help. But these young men were so angry they could not listen. Today is the 25th of August 1993; it is the day I was murdered.

Choices and morality

Some choices may not matter all that much: tea or coffee? Cake or biscuits? Trainers or shoes? Some choices may matter a lot: will I take something that doesn't belong to me or will I not? Will I do something dangerous or will I not? Normally, you think about these more serious choices. If you are not careful with these kinds of choice, something good or something bad might happen either to you or to someone else as a result. Such choices affect the kind of person you become. There is a special name for choices between good and bad, between right and wrong, choices that affect the kind of person we become: they are called moral choices. As you learned last year, **morality is the basis for choosing between good and bad; your morality affects the kind of person you become.** Your morality can be helped by your faith and by the teaching of the Church. Believing in God's love for you can influence your choices between right and wrong. (You will do more about this in Lesson 20.)



In your Religion journal

Write about the following:

- A moral choice that you have to make in the near future.
- How that particular choice might affect you.
- Some typical moral choices that people have to make today.
- The ways in which the choices people have to make today might affect their future.

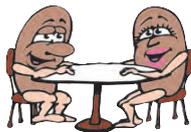
Amy's Parents' Choice

Peter and Linda Biehl, Amy's parents, came over to visit the place where their daughter died. While many others in their position would have wanted revenge for their daughter's death, Peter and Linda Biehl saw things differently. They thought about Amy's view of life and decided to continue her work against apartheid. They campaigned and raised funds to set up the Amy Biehl Foundation. They did even more.

Four young men were convicted of Amy's murder. Despite the sorrow of those young men for what they had chosen to do, they were sentenced to long prison terms. After Nelson Mandela came to power and the system of apartheid ended, a Truth and Reconciliation Commission was set up in South Africa. Because their crime had been committed in a time of great frustration, the young men made a petition for early release. When the commission met to consider the case of the young men, Peter and Linda Biehl went to that meeting and spoke in favour of the release of the young men. When they were released, two of those men went on to college. Peter and Linda paid for their education and gave them a job when they qualified.



The mother of murder victim Amy Biehl, meeting with the family of one of Amy's killers



Let's Talk

1 What is your reaction to this story? What about it makes you react that way?

2 The story says that Peter and Linda Biehl 'saw things differently'. What was different about their view of life?

3 Do you expect that most people would see things in the same way? Why?/Why not?

4 The story mentions

'Amy's view of life'. How would you sum up Amy's attitude to life?

5 Compare this with your own view of life. Name some ways in which you share Amy's view of life. In what ways is your view of life different from Amy's?



Why Don't You?

1 Discuss the moral choices behind the following headlines:

SUICIDE BOMBER KILLS THREE IN ISRAEL

LOTTERY WINNER GIVES JACKPOT TO THE HOSPICE

DRUNK DRIVER KILLS TWO-YEAR-OLD

WIDOW SAVED FROM BLAZE BY GOOD NEIGHBOUR

JAILED YOUTH HAD THREE PREVIOUS CONVICTIONS FOR THEFT

2 Look up today's newspapers and see how many stories you can find that reflect people's bad moral choices. Are there any stories where people have made good moral choices? Create a collage of the different stories.

Moral vision

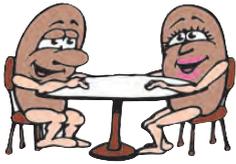
Why did Amy and her parents make the choices they made? They did so because of their sense of what was right and what was wrong. You also have a sense of right and wrong; it shows in the choices you make. That sense of right and wrong has a special name: moral vision. Your moral vision (i.e. your sense of right and wrong) is most clearly seen in your moral choices (i.e. when you make choices between good and bad).

The moral vision of Jesus

We can find out about the moral vision of Jesus through reading the Gospels; we can see his moral vision in the words that he spoke and in his actions. Jesus had a special way of seeing the world. He had a keen sense of what was right and wrong. Last year, for example, you read about the kind way in which Jesus treated people who were suffering from leprosy; this was in contrast with the harsh treatment they received from others.

Jesus summed up what he taught in his special commandment: 'Love God with your whole heart and love your neighbour as yourself.' You, too, can share the moral vision of Jesus. If you want to do so, you will ask yourself this question about your choices: 'If I do this, will I be loving God? If I do this, will I be showing love to my neighbour?'

When you pray, you spend time being with God who loves you. Prayer also gives God the opportunity to let you know how you can show love. Prayer can change your way of seeing what is right and what is wrong. It can change your moral vision.



Let's Talk

Read the following catch-phrases. Sum up the sort of moral vision they suggest.

- 'An eye for an eye; a tooth for a tooth.'
- 'Treat others as you would like them to treat you.'
- 'Everyone is equal, but some are more equal than others.'
- 'Because I'm worth it.'
- 'Get them, before they get you!'
- 'Always look out for number one.'
- 'Smile and the whole world smiles back.'
- 'Image is everything!'



Let's Get Working

Check your workbook for more to do with this lesson.

A time to pray

Sign of the Cross

Teacher

In the following story Jesus tells of a man whose choices show that he has a moral vision that only includes himself. In this story Jesus challenges us to think about our choices and the moral vision that guides our choices.

Reader

A reading from the Gospel according to Luke (12:16-20).

Jesus told the crowd this story:

A rich man's farm produced a big crop, and the farmer said to himself, 'What can I do? I don't have a place large enough to store everything.'

Later, he said, 'Now I know what I'll do. I'll tear down my barns and build bigger ones, where I can store all my grain and other goods. Then I'll say to myself, "You have stored up enough good things to last for years to come. Live it up! Eat, drink and enjoy yourself!"'

But God said to him, 'You fool! Tonight you will die. Then who will get what you have stored up?'

The Gospel of the Lord.

All

Praise to you, Lord Jesus Christ.

Teacher (pausing after each point)

- We become more quiet and still. We settle ourselves to reflect on what Jesus says.
- In your mind, picture the rich man of the story.
- Imagine him as he hears from one of his staff that he is richer than ever before.
- See the rich man's delight; hear him announce his plans to enjoy himself. He does not include anyone else in his plans: it is all for him.
- Become aware of your own reaction to the rich man.
- Ask God to make you generous. Ask God to give you the vision to think of others.
- Ask God to give you the chance to be kind to someone else later today.

Sign of the Cross

SO, BEING MORAL involves choices between good and bad. Making moral choices helps you to become a better person. But what's going on when you are making a choice between good and bad? What guides you when you're making such a choice? It's time to find out...

What would you do if...?

- You see someone with a combat knife at school
- Your friend's mother drops you and a friend at the church for Mass
- You're offered alcohol at a party
- You see someone else in your class being pushed around at school
- You get the chance to go out with someone else's boyfriend or girlfriend
- You're offered a lift home from a party by a friend who appears to have been using drugs or alcohol
- You're travelling home with a friend who starts to drive over the speed limit

In groups, pick one of the situations above and consider:

- What is your immediate response in the situation (in the instant after it happens)?
- What thoughts go through your mind as you decide what to do in the situation: is it only about following a rule? Is it only about following what you feel at that moment, or would you say there's more to what's involved as you make a decision? If so, what does this 'more' include?
- What guides you in the situation and in any choice or decision you make about it?
- Who are the other people, apart from yourself, who are affected by the situation?
- What is your reaction afterwards?



Conscience: Moral guidance within you and within everyone

What helps you to respond to moral situations? What helps you to figure out what is good and what is bad? What draws you to the choice you might make? What might oppose the choice you might make? What gives you the sense of right and wrong within yourself? In the group exercise outlined above, you explored your in-built ability to decide between right and wrong, between good and bad. That ability guides you in three ways:



Why Don't You?

Role-play two different versions of any one of the situations listed here. For example: the first version of the role-play could show the person doing the 'right' thing and the second version could show them doing the 'wrong' thing.

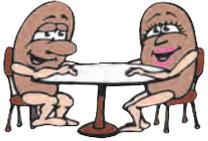
Two students act out (or perhaps mime) each situation, while a third student narrates what is going on (in their minds). A fourth student gives a final comment on what happened from the point of view of a person affected by the situation.

Invite comments from the class on what they've seen.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

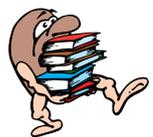
1 Check that you understand what conscience is. In which of the following situations might your conscience be active? If it does become active in that situation, describe how it might influence you.

- Being asked to contribute to an emergency aid fund
- Putting on your socks
- Going out to do some Hallowe'en pranks
- Boiling the kettle
- Letting a friend copy your homework
- Thinking back on something you regret

2 Do you think it's possible to ignore your conscience? Give some examples to support your answer.

3 What do you think happens if you ignore your conscience often?

4 What would the world be like if people had no conscience?



In your Religion journal

Copy the quotation about conscience. Describe a situation where you had to make a moral choice.

1. It lets you know when you have made a choice that is good or when you have made a choice that is bad. It **judges** what you do.
2. It makes you want to choose what you think is for the best. It **attracts** you towards what you think is best.
3. It gives you an inner sense of what is right and wrong, even if you cannot fully explain why you make a particular choice. It is **within** you, even if others put pressure on you to make other choices.

This guidance system is within you; it attracts you; it judges you. We have a special name for it: we call it conscience. Here is a description of it:

Conscience is not merely somebody whispering in my ear; it is not just a feeling or an instinct. It is my judgement of what is the best thing to do in a particular situation. The judgement is not just about how I feel. Sometimes a person may feel no guilt about a proposed solution, but someone else may feel equally strongly that it wrongs them. (The Irish Bishops' Conference, 1998)

A time to pray

Sign of the Cross

Teacher

In the stories he told, Jesus encouraged people to become more sensitive to others. He wanted people to sharpen their conscience and to listen to it. Here is one of the stories he told:

Reader

A reading from the Gospel according to Luke (10:30, 33-35).

As a man was going down from Jerusalem to Jericho, robbers attacked him and grabbed everything he had. They beat him up and ran off, leaving him half dead... A man from Samaria then came travelling along that road. When he saw the man, he felt sorry for him and went over to him. He treated his wounds... and bandaged them. Then he put him on his own donkey and took him to an inn, where he took care of him. The next morning he gave the innkeeper two silver coins and said, 'Please take care of the man. If you spend more than this on him, I will pay you back when I return.'
The Gospel of the Lord.

All

Praise to you, Lord Jesus Christ.

Teacher (pausing after each bullet point)

We become more quiet and still. We reflect on what Jesus says.

- Imagine the state of the man lying on the road.
- Imagine how the Good Samaritan reacts when he sees the man in this condition.
- The Good Samaritan knows that there is something he can do to help. Imagine what he says to himself.
- The Good Samaritan brings the man to a safe place and gets him looked after. He knows that he has done a good thing. Imagine his feelings afterwards and the peace that he has. Together we pray:

All

Lord, you have made me like you, able to know right from wrong. Help me to choose what is right.

Sign of the Cross

LIKE ANY ABILITY or gift that you have, your conscience can develop and get stronger or it can weaken and fade. In this lesson you will get to see how this can happen and why.

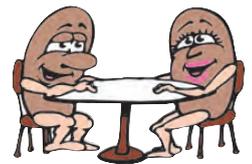
The Woodcutter's Bowl

High up in the mountains lived a woodcutter and his father. The mother had died when the woodcutter was a child and the young boy had learned his trade from his father. One day, while at the market in the valley below, the woodcutter met the love of his life and eventually they were married. She came to live up the mountain with her new husband and his father.

In time, the woodcutter and his wife had a son – their pride and joy. But, as the child grew older, so too did the grandfather. The old man's hand shook a lot and he always made a mess at the table. Now, the wife was a very house-proud woman and she grew more and more irritated with the old man. She nagged at her husband to do something about him, so eventually, for peace sake, the woodcutter acted. He carved out a small wooden trough. The father was then moved away from the table at mealtimes and his food was put into the trough. Now, though the father had become feeble in body, he was not feeble in mind, and this action of his son and daughter-in-law hurt him a lot. But he bore it for peace sake.

Then one day something terrible happened. The young boy, now about seven years old, went missing. The woodcutter and his wife were beside themselves with worry. The woodcutter noticed that his carving shed was lying open and that some of his tools were missing. Eventually, they found the boy in the forest, chopping some wood from a tree. 'Son,' said the mother, 'what are you doing?' 'Don't worry!' said the boy. 'I'm doing a job for you.' 'What job are you doing?' the father asked, amazed. 'I'm cutting some wood to make a bowl, father,' the boy said, 'so that when you're old like Granda you'll have your own bowl for when we put you in the corner.'

Granda was back at table from that evening onwards.



Let's Talk

1 Consider

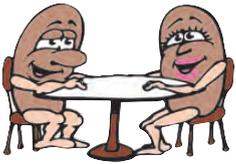
- the woodcutter's conscience: Would you say it was strong? Why?/Why not?
- the wife's conscience: What would you say about it?
- the child's conscience: Would you say that his conscience is fully developed? Explain your answer. In what ways might the actions of his parents have affected his conscience?

2 List some influences on people's conscience today. Comment on them. Which ones influence you most and in what ways?



Why Don't You?

Choose one or more of the options given on this page and role-play them. In each option, some of the characters do not have a well-developed conscience.



Let's Talk

1 Consider the conscience of one or more of the various characters in the role-play(s) and discuss the following:

- In your opinion, how well developed is their conscience? Give a reason for your answer.
- What are the possibilities for the future growth of the conscience of the particular character? What would help with this growth? What would make their conscience weaken further?

2 List some of the signs that a person has a well-developed conscience.

3 Briefly list some things that might help your own conscience to grow or to weaken?

Conscience can grow

You might be born with the makings of ability in art or sport, but that ability will only develop if circumstances allow. So, too, the inner ability that guides us in moral decisions – our conscience – needs help to develop fully. Clearly, babies don't have a fully developed conscience; they can't choose between right and wrong. Does this mean that people are born with no conscience at all? No. Early in life, children soon show that they know what pleases or annoys others. It's probably better to say that you are born with the makings of a conscience and that it develops, like your other gifts and skills, as you get older.

Option One

Charlene's friend from school has come home with her for the weekend. On Friday evening Charlene's mum takes both girls to a pizzeria for tea and then drops them off at the cinema to see the latest flick. On Saturday Charlene's dad drops them both into town and gives them some extra pocket money. They have great fun going around all the shops.



The role-play starts at the point where they arrive home. Charlene's mother has a huge amount of ironing to do. She tells the girls that dinner is in the oven and suggests that they go into the living room and watch some television until dinner is ready. As they are going into the room, the mother calls Charlene back and confesses to her that she accidentally burned a little hole in one of her tops when she was ironing earlier. Charlene immediately flies off the handle and starts giving out. Her mother is hurt and embarrassed by her daughter's angry words, but Charlene couldn't care less as she storms off to her room. Charlene's friend listens and her face shows her reaction. Afterwards, she follows Charlene to her room, and shares her reaction with Charlene. Charlene speaks to her friend after hearing what she has to say. The scene ends. Then each of the three characters (Charlene, the friend, the mother) speaks about how they feel in the situation.

Option Two

It's Monday morning. Jake is collecting books from his locker when he overhears two students from his class discussing who they are going to vote for in the election for form prefect. They mention a number of different people in the class and then Jake hears them mention his name. Initially, Jake is delighted, but then he hears them say, 'I wouldn't vote for him. He's a big, loud, foul-mouthed clown. Nobody would take him seriously. No, I'm definitely not voting for him.' End the scene with Jake speaking about his reaction.

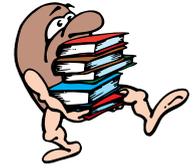
Option Three

Make up a role-play of your own, in which one of the characters doesn't have a well-developed conscience.

Good religion helps your conscience to develop

Every talent, every ability and every skill needs to be developed to reach its full potential. It's the same with conscience: the ability that guides us in our choices between good and bad, between right and wrong. Your conscience needs guidance if it is to grow in a way that is good and healthy.

Good religion offers good guidance to conscience. Religion gives us a way of looking at other people. Jesus told us to 'love your neighbour as you love yourself'. He reminded us of how we are all made by God, loved by God, and destined to be with God in heaven for ever. Every human being is precious to God. If we take to heart what Jesus says, it changes what we make of other people. This can have a huge influence on the choices we make. After all, the way that you respond to someone depends on what you make of them.



In your Religion journal

Write a note about a person or an event that helped your conscience to develop.

Catholics believe that God's guidance comes to them in four main ways:

1. Through the Bible, where we learn how God sees us and how we can see each other.
2. Through the Tradition of the Church, which is the living presence of the Holy Spirit in the Church. This presence guarantees that what the Church teaches is true and reliable.
3. Through people who inspire us: there are many inspirational people in the history of the Church and in the world today who show us what it means to follow Jesus and to make good moral choices. The saints are also a great example for us.
4. Through prayer we become more aware of what God wants us to be and how God loves us, and this helps us to treat other people better and to make better choices.

A time to pray

(Note: Some quiet background music might be helpful in this prayertime.)

Sign of the Cross

Teacher

Jesus says some things that will help our conscience to strengthen if we take them to heart. We listen to them quietly.

Reader (pausing after each bullet point)

Jesus says:

- Love your enemies; be good to those who hate you.
- Don't be hard on others.
- Forgive others.
- Give to others.
- Love God.
- Treat others as you would like them to treat you.
- Give to those who are poor.

All

God, sharpen our minds to know what is right.

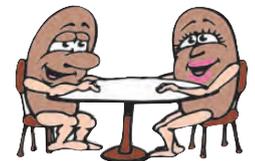
Strengthen our hearts to love others.

Give us the habit of doing what is right within ourselves, in front of others and before you.

Glory be to the Father, and to the Son, and to the Holy Spirit.

As it was in the beginning, is now, and ever shall be, world without end. Amen.

Sign of the Cross



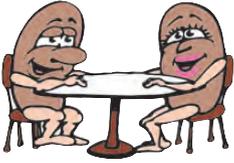
Let's Talk

Review the four ways in which Christianity helps your conscience to grow. Come up with some examples of each one.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Can you see any example of selfishness in this story? Explain your answer.
- 2 Give some examples of selfish choices in the life of a young person today.
- 3 Describe the attitude of the two people in the story to God.
- 4 God asked the people in the story to avoid a certain thing. Give some examples of things that God asks of you in your life.
- 5 At the start God gave the man and woman in the story a beautiful life. What are the good things that God gives to you? List three things.
- 6 The man and woman in the story spoiled what God had given them through their selfishness. Give some examples of how good things can be spoiled by selfishness in life today.

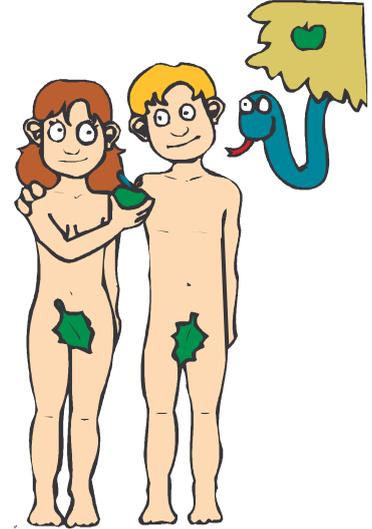
Why Don't You?

Do a Bible Search and find Genesis 2:4–3:24 for the original version of the Garden Story.

YOU HAVE A CONSCIENCE. Your conscience is the ability within you that prompts and encourages you to make good moral choices; it also helps you to know when you have made a good moral choice. But you don't always make good moral choices, do you? Why not? What is it that can draw you away from good moral choices? These questions open up the subject of this lesson: sin. The first story is called the Garden Story. You may remember it from the beginning of the book of Genesis. The story offers a reflection on what sin is and where it begins.

The Garden *(based on Genesis 2:4–3:24)*

In the beginning God created a man and a woman and God put them in a garden. This garden was a fabulous place. It was God's gift to the man and the woman. It had plenty of clean water and good fresh food, and was free from any threat or fear. There was complete harmony in the garden. God wanted it to stay that way for the man and woman. God wanted them to have a wonderful life. There was only one thing that could spoil it all and that thing was easily avoided. To remain in their blissfully happy state, God told the man and woman that they were not to eat fruit from a particular tree – the Tree of the Knowledge of Good and Evil.



Sometime later, one of the animals in the garden, the cunning snake, spoke to the woman. The snake said, 'Don't believe God. Eat the fruit of the tree and you will be as powerful as God is. God only wants to keep you down.'

So it ended up that the man and the woman ate some of the fruit from the forbidden tree. They soon realised that they had done wrong and they were ashamed. They hid from God, but God found them and knew what they had done. They tried to blame the snake, but it was too late. They had been selfish. They had thought only of themselves. They hadn't done what God had asked of them and so they had to leave the beautiful garden. Their bad choice led to a bad outcome. If only they had chosen otherwise and lived as God asked them to live, they could have remained happy in the garden for ever. Despite what they had done, God still cared for them.

Sin: Going against God

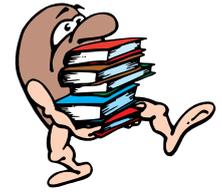
The Garden Story from the book of Genesis is a good example of how people can be selfish. People can be selfish with God by giving no time or respect to God. Despite all the good things God gives you, you can still spoil those good things by your selfishness and by your unwillingness to do what God asks of you. People can be selfish with others; they do not always treat others as God would want. People can be selfish with the environment and with the resources in the world that God has given us. **Acts of selfishness, whereby a person goes against God, are called sins.**

Sin refers to anything you do that goes against God. Of course, this includes your bad moral choices, through which you hurt yourself or others or damage the environment. Every bad moral choice is a sin because it goes against what God wants. God has given you everything, even life itself, as a gift. Yet, like the man and the woman in the garden, people sometimes do not respect God. They make selfish choices. They sin.

The Storeroom



'Right Mark, everyone else is away; now's our chance,' said Jeff.
'Our chance to what?' enquired Mark.
'It's our chance to raid the computer storeroom. Do you know how much that stuff is worth? I worked out that today is delivery day.'
'But the storeroom is always locked and the technician left just now with the keys,' said Mark.
'Yes,' said Jeff, 'but not before he opened the storeroom to get me a blank disc. Remember?'
'But you didn't really need a blank disk,' said Mark.
'Clever, eh?' said Jeff, with a smirk on his face.
'So I suppose telling him that there was a phone call for him in the office was part of the plan too?' asked Mark.
'Yes, and now that he's out of the way, we're wasting valuable time!' said Jeff, as he walked purposefully towards the storeroom door.
'You're not going to do what I think you're going to do, are you?' asked Mark in disbelief.
'Yep! You keep watch here until I get the goodies,' said Jeff.
'Ah come on man! This is a bit dicey,' said Mark uncertainly.
'It feels all right to me! Don't be such a coward, Mark. Now go and watch at the door,' ordered Jeff firmly.
'But Jeff, they've probably got security cameras all over the place and that technician guy will be back any minute,' Mark protested.
'That's why I need you to watch out,' said Jeff, as he slipped into the storeroom. Reluctantly, Mark went over to the door to keep watch.



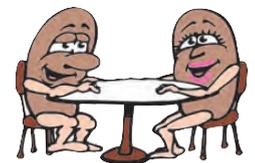
In your Religion journal

Write about or draw a picture of a time when the selfishness of another person spoiled something good in your life. Relate the effect that this sin had on you. Describe what you imagine to be God's reaction to that situation.



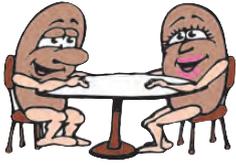
Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Jeff makes a moral choice in the story. Can you identify it?
- 2 Given what you've learned about sin, what would you now say about Jeff's choice? Why?
- 3 Think back to what you learned about conscience. Which character in the story has the stronger conscience? Give reasons for your answer.



Let's Talk

- 1 Look back at the actions of Jeff in the Storeroom story. Describe
 - a) the action he chose: what did he do?
 - b) his intention: why did he want to do it?
 - c) the circumstances: how free was he to make this choice?
- 2 Do the same for Mark's choice and compare the two sets of answers. Does your comparison indicate which choice was more serious? Do you agree?
- 3 In the light of the three factors given above, would you say these two people's choices were sinful? If so, which one was more sinful and why?
- 4 Think back to Jeff and his feelings about what he was going to do in the story. Do you think your feelings are always a good guide as to whether or not something is a sin? Can you suggest any better guide?
- 5 Did either Jeff or Mark commit a mortal sin? Explain your answer.

Some sins are more serious than others

Not all sins are the same. Not all sins are equally serious. Three factors determine how serious a sin is:

1. The **action** you choose, i.e. what you do. Choosing to drive while under the influence of drugs or alcohol is more serious than choosing to steal a biscuit from the kitchen.
2. Your **intention** in choosing, i.e. why you choose to do it. Young children intend no harm by playing with matches, yet the outcome may be serious. Sometimes, however, people intend to do harm and make bad moral choices as a result.
3. The **circumstances** of your choice, i.e. how free you are to make this moral choice. If you are put under pressure to make a bad moral choice, then that choice is less sinful for you than if you choose it freely.

There are two main types of sin:

- **mortal sin, which is the most serious type of sin;**
- **venial sin, which is any other type of less serious sin.**

A mortal sin results when a bad moral choice involves a most serious action, which is fully intended and fully understood, and which is freely chosen because no circumstances hold you back. Mortal sins are so serious that they break your relationship with God. Usually, they also cause great harm and damage to others or to the environment. A sin has to be very serious indeed before it can be called a mortal sin.

Bad moral choices may be called venial sins when the act, the action and the result are less serious; when the person did not intend the harm or damage caused; or the person was not fully free in making their choice. Venial sins weaken our relationship with God; they do not break our relationship with God.

Making bad moral choices can have bad results or consequences: friendships may be shattered; trust may be broken; fear may be born; enemies are often made. This is why God does not want people to make bad moral choices. This is also why such choices are called sins. In previous lessons you learned how conscience is your inner ability to know whether a moral choice is good or bad. Your conscience judges your choices. Your conscience can also help you to know when something is a sin. Praying and keeping yourself aware of God's love will make your conscience stronger. So, too, will the Bible, the Tradition of the Church and the good example of inspiring people (*see page 63*).

God forgives our sins

Christians believe that human nature is good. Many times, people make good moral choices and show respect to God, to themselves, to others and to the environment. Sometimes, though, people do not do this and they sin. This failure goes back to the origins of the human race, as the Garden Story from the book of Genesis relates. This story shows how we as individuals can be selfish and disobey God. This failure is called **original sin**.

However, God continued to care for people throughout history. As you can see in the end of the Garden Story in the book of Genesis, God did not reject the man and the woman. Indeed, God continued to care for them and to help them. For us today, original sin is removed at [Baptism](#). However, we continue to suffer its effects, such as selfishness and death.

Jesus was sent by God the Father to tell us that we are God's children and to restore a proper relationship between God and ourselves. Jesus often told of how God forgives our sins. You might turn your back on God but God never rejects you. Indeed, God continues to call you and welcomes you when you return. This is what we celebrate in the sacrament of Reconciliation.

A time to pray

(Note: You might like to take time with this prayer quietly before praying it together as a group.)

Sign of the Cross

Never let me forget your goodness, God.

Even if I have bad days,
even when I am unhappy,
even when friends let me down,
help me to see good in the life you give me.

For though bad things happen,
I know that you are always with me.
I know that you have plans for me.
I know that you see the best in me, despite my own sins.

Above all, help me to pull back from doing wrong to others.
Stop me from being cruel or hurtful.
Open my eyes to the hurt I can do.
Let me offer kindness instead, even to those who don't like me.

Glory be to the Father, and to the Son, and to the Holy Spirit.
As it was in the beginning, is now, and ever shall be, world without end. Amen.

Never let me forget your goodness, God.

Sign of the Cross



Let's Get Working

Check your workbook for more to do with this lesson.



Why Don't You?

Draw up a list of people whom you admire and identify their values, i.e. the good things that you think they stand for. You can include people from your personal life, from your school life and from public life. Comment on their values and on the place of those values in your life.

Or

Imagine you are a shop-owner. You are going to advertise for a new shop assistant. Get into groups and make a list of the qualities you want in your new assistant. Name the value connected with each quality in your list.

EVERY TIME YOU choose, you have two basic options. You saw the first option in the previous lesson: you saw how selfishness can prevent you from listening to your conscience and lead you to sin. But there is another basic option, another kind of choice you can make. There is another way to live. You are already aware of that way from the goodness of other people. This lesson will help you to sum up what such people stand for.

Values – things we believe in



Some people represent good things: things that we hold dear and think of as important. For example, Mother Teresa will always be associated with caring, sharing, goodness, praying, etc. Throughout history, we see people who stand for the things that are best in life. What are those things? A list of the best things in life would almost certainly include freedom, friendship, honesty, and so on. People make choices based on these ideals. Some people have even died for these ideals. There is another word that you can use for such ideals: it's the word 'values'. When you believe in a particular value, it is always important to you. You try to live it and to apply it in every part of your life. As a result, you

become a particular kind of person, with qualities that come from the values you hold. If you believe in truth and live by that value, for example, you will become an honest person.

David Values...

When David Huddle, a young college student, was diagnosed with cancer, he got an idea. He dictated a letter, which his mother wrote down for him. He asked that the letter be sent to his friends after he died and he swore his mother and twin-sister to secrecy as to what was in it. David died on 4 July 2004, at the age of twenty-three. The letter was sent to eleven of his college and sporting friends. It read: 'I want to pay you back for your support and friendship by sending you all off on holiday.' He used half of his life-savings to pay for it. He did make one stipulation: there must be 'absolutely no misery or complaints' during the trip. The friends planned the holiday for that winter.

Missing Values

A lawyer was stepping out of his brand new car when a lorry came by and ripped off the door. When a policewoman arrived on the scene, the lawyer was really angry. 'Look at my new car! It's ruined!'

'Oh you lawyers,' said the policewoman, 'you have no values! You only care about your possessions.'

'How can you say such a thing about me?' the lawyer complained.

'Easy,' said the policewoman. 'You're so focused on the damage to the car that you haven't noticed that the lorry tore off your right arm too!'

'Oh my God!' cried the lawyer, 'where's my Rolex?'

Catholic Values

As Catholics, we believe in certain values. Like all Christians, we believe in the values contained in the Ten Commandments. We believe in respect for God. We believe in the value of prayer and worship. We believe in joining others at weekend Mass and we make Sunday a special day. We also believe in respect for others; this is seen in the way we respect values such as family, other relationships, property, reputation. Above all, we respect the value of life. Like all Christians, we follow the values that Jesus taught us when he said: 'Treat others as you would like them to treat you.' Our Catholic values are also expressed in official Church teaching; for example, when the leader of the Catholic Church – the Pope – writes a homily or a document to explain or defend certain values. You can find many examples of these on the Vatican website at www.vatican.va/holy_father/index.htm



ROLE-PLAY: JESUS HEALS A MAN WITH A PARALYSED HAND

It is a Sabbath day. The service in the synagogue has just ended and almost everyone has gone, except for a group of very pious Pharisees, who are having a quiet discussion among themselves. Jesus and three of his disciples and one or two other people are sitting in silent prayer. Jesus is alone in a corner. Two young men come in and appear to be looking for someone...

AMOS: (*pointing to where Jesus is sitting*) There he is. Why don't you go and ask him now?

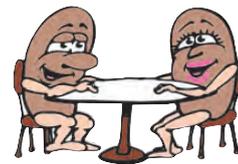
JACOB: I can't disturb him when he's praying.

AMOS: Ah! Go on. You might not get the chance again.

JACOB: All right! I'm going.

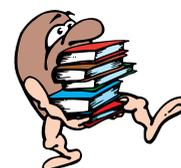
(*Jacob hesitantly approaches Jesus. He looks back at his friend Amos, who is making hand signals at him as if to push him forward.*)

Jacob: (*hesitantly*) Excuse me, Sir. I am sorry to disturb you, but I was wondering if I could have a moment of your time. (*Jesus looks up and smiles.*)



Let's Talk

- 1 What did David believe in? What did he stand for? What is your reaction to what he did? Does the story suggest to you any values that were important to him? If so, list them.
- 2 What do you believe in? What do you consider to be worth doing? What do you consider worth being? What are your top three values?
- 3 In making a career choice, what do people tend to take into account? What does this say about their values, i.e. about what they consider important?
- 4 Pick one of the main news stories of the past week: suggest some of the values that are present in that story.
- 5 If you wanted to be remembered for something after you die, what would it be?



In your Religion journal

Name some people who have influenced you, and identify the values that you learned from them.

JESUS: (*gently*) What is your name?

JACOB: I am Jacob, son of Alphaeus. I have travelled a long way to find you. I have heard that you have healed a number of people of different ailments and I was wondering if you could do something for me.

JESUS: Well, Jacob, what is it?

JACOB: It's my hand, you see. (*Uses left hand to hold up a gloved right hand*) It's been like this from birth and I have never been able to find proper work. No one will take me on with my hand like this.

JESUS: Take off your glove and hold out your hand so that I can see it.
(*Jacob looks a little unsure, but does as Jesus asks.*)

JESUS: (*stands and says gently*) Close your eyes, Jacob, and keep your hand outstretched.
(*Jesus stretches his own right hand out over Jacob's hand, closes his eyes and whispers a short prayer.*)

JESUS: Go in peace, Jacob. You are healed. (*Jacob opens his eyes and looks down at his hand.*)

JACOB: My hand – it's healed. I can move it. Oh thank you, Jesus, thank you! Praise God who has taken pity on me, a poor man. Praise God! (*Jacob runs over to his friend Amos and they exit the synagogue praising God. Jesus sits down in his quiet corner again and resumes praying.*)

(*The Pharisees who are sitting across from Jesus have just witnessed what happened. They are furious that Jesus has healed on the Sabbath day and in their synagogue.*)

PHARISEE 1: Did you see that? He healed that man's hand on the Sabbath! He has absolutely no regard for God's law?

PHARISEE 2: Who does this Jesus fellow think he is? How dare he do this, and in this holy place too!

PHARISEE 3: The people think he is a prophet sent from God. He can't be a prophet if he does not know and keep God's law.

PHARISEE 4: It's a disgrace! Brother David, you are our leader. I think you should go over there and tell him off.

DAVID: Yes, I think I will have a word. Follow me, brothers.

(*Pharisees go over to where Jesus is and David addresses Jesus.*)

DAVID: (*loudly*) Don't you know that according to the law God gave to Moses, work is forbidden on the Sabbath day?

JESUS: (*looking up and speaking slowly and gently*) David, son of Joel, (*pause*) ...suppose you have only one ox and it falls into a pit on the Sabbath. What would you do? Would you pull it out or leave it to perish?

DAVID: (*thinks for a moment and then says...*) I would pull it out, of course. I couldn't let my only ox die.

JESUS: So you would work on the Sabbath to save your ox, rather than let it suffer?

DAVID: Yes, but that's different; it's a matter of life or death, and an ox is a very valuable animal!

JESUS: Yes David, it is. But in the eyes of God, how much more valuable is a human being than an ox?

DAVID: (*stammering*) But, but... what you did is still unlawful. You cannot flaunt God's law in this manner.

JESUS: Tell me David, is it lawful to do good or to do harm on the Sabbath?

DAVID: You should do good of course, (*adding quickly*) ...but you must also abide by the law.

JESUS: (*shaking his head*) Oh you Pharisees! You are so bound by your own petty rules and regulations that you can no longer see what God's law is really about. You know nothing of the values that God's law seeks to protect. (*Outrage among Pharisees at this remark*)

DAVID: (*loudly*) Are my ears deceiving me? Do you, a mere carpenter's son, dare to challenge our understanding of the law?

PHARISEE 1: Ah David! Sure don't you know you're talking to the 'Son of God' here... at least that's who I heard he is claiming to be. (*Roars of laughter from Pharisees*)

JESUS: (*calmly*) Does the law not tell us that we must love God with all our heart, with all our soul, with all our mind and with all our strength? Does the law not also tell us: love your neighbour as yourself?

DAVID: Yes, these are the two greatest commandments.

JESUS: Tell me David, would I have been showing love to God and to my neighbour if I ignored my neighbour's suffering just because it was a Sabbath day?

DAVID: You could have waited until the Sabbath was over. You could have healed him on another day of the week. You didn't have to break the law. It wasn't a matter of life or death.

JESUS: Every Sabbath we remember how God set our people free from slavery. Doesn't that make the Sabbath the perfect day to set this man free from his slavery and suffering?

(*Angry mumbling from Pharisees. Cries of 'Throw him out', 'Disgraceful!' etc.*)

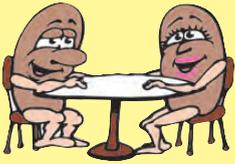
DAVID: You are a law-breaker and a fraud. You make yourself unclean by mixing with tax collectors and sinners and then you have the cheek to come in here and attempt to tell us the law.

JESUS: No David, I'm not attempting to tell you the law. You know plenty about that. I'm attempting to explain to you what the law is about. You appear to have no knowledge or respect for the values it represents.

DAVID: Values?

JESUS: Yes values. Like love, compassion, fairness, freedom, and so on.

DAVID: You can talk away about values, or whatever you call them, but we say stick to the rules and then you will be right.



JESUS: Yes, but what if sticking to the rules allows us to escape from doing the right thing?
(More angry grumbling from Pharisees)

DAVID: What do you mean by 'sticking to the rules allows us to escape from doing the right thing'?

JESUS: Well isn't that what you Pharisees do? You stick so strictly to the letter of the law that it allows you to ignore people's needs. You use the law to justify turning your backs on what you know in your hearts is the right thing to do.

(Furious mumbling from Pharisees. Shouts of 'How dare he', 'mixes with sinners', 'throw him out', 'Just you wait! We'll sort you out, Jesus of Nazareth', 'We are watching you'.)

(Three of Jesus' disciples – Peter, James and John – have been sitting quietly watching the scene. They come over to Jesus.)

PETER: *(urgently)* Master, I think it's time we were on the road. Let us go from this place.

JESUS: Yes, I think my work is done here. *(Jesus gets up quietly, looks at the Pharisees and leaves with his disciples.)*

Outside the synagogue...

JAMES: Phew! You really told them, Master, and they didn't like it!

Peter: *(anxious to leave)* No they didn't. Now let's get out of here before they send some guards after us.

JESUS: Peter, hang on. Why are you in such a rush?

PETER: Slow down! Are you mad? Don't you realise who they are? They could have you in prison before you can blink, and us too. You know Jesus, you really need to be more careful about what you do and what you say when they're around. They're just waiting for an opportunity to trap you.

JESUS: *(firmly)* I know this, Peter. But I must speak the truth, even if it brings us trouble. The Pharisees are wrong in their understanding of the Law of Moses. They teach the people to be more concerned with keeping laws than with helping others. They forget the values that the law is preserving.

PETER: Yes I know, Jesus, but I'm just thinking of all our safety.

JESUS: *(angry)* The Pharisees are such hypocrites! They would pull an animal out of a pit on the Sabbath, but they would leave a person to suffer in pain and anguish. What kind of person values an animal over a human being?

JOHN: Yeah, they certainly have got some strange priorities. Hey, I'm starving. Anyone got any ideas about lunch?

PETER: Well, John, it's easy to see what your values are! *(Laughter from the others)* Come on; let's go to my house for something to eat.

Let's Talk

After reading/acting the role-play...

- 1 What values do the Pharisees stand for?
- 2 What values does Jesus stand for?
- 3 What is the main difference between the values of Jesus and those of the Pharisees?
- 4 What problems do the Pharisees have with Jesus? What three things do they accuse him of?



Let's Get Working

Check your workbook for more to do with this lesson.



Why Don't You?

Look back at the Ten Commandments. Pick two and suggest the value or ideal that they represent, e.g. the Sixth Commandment promotes the value of faithfulness in marriage.

A time to pray

Sign of the Cross

Teacher

St Paul spells out the values that Jesus taught us in what he says about the fruit of the Holy Spirit. We listen to what he says:

Reader

A reading from the letter of St Paul to the Galatians (*Galatians 5:22-23*).

The fruit of the Holy Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

Teacher

We pray that we may live the values that Jesus taught.

Reader(s)

(After each of the following prayers, all may say: Holy Spirit, help us.)

- Holy Spirit, help us to live the value of love by putting others before ourselves.
- Holy Spirit, help us to live the value of joy by appreciating life.
- Holy Spirit, help us to live the value of peace by not fighting and by the way we learn to forgive others.
- Holy Spirit, help us to live the value of patience by not making unfair demands on others.
- Holy Spirit, help us to live the value of kindness in the way we treat others.
- Holy Spirit, help us to live the value of generosity by helping others.
- Holy Spirit, help us to live the value of faithfulness by living as God asks.
- Holy Spirit, help us to live the value of gentleness by never being rough with others.
- Holy Spirit, help us to live out the value of self-control by not taking advantage of others.

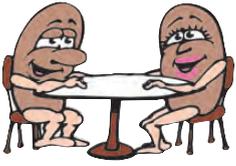
All

Holy Spirit, I want to do what is right. Help me.

Holy Spirit, I want to live like Jesus. Guide me.

Holy Spirit, I want to pray like Jesus. Teach me. Amen.

Sign of the Cross



Let's Talk

- 1 What might you do to make this Christmas a better remembering of the birth of Jesus – as a class? as individuals?
- 2 If you were to describe to someone how the Risen Jesus is with you today, what would you say?
- 3 List one thing that Jesus would like you to change (a) for a better future in your school; (b) for a better future in your home; (c) for a better future in the world.

In your Religion journal

Write (or design a poster) about a change that you would like the Risen Jesus to bring into your life in the future.

Let's Talk

- 1 What is your reaction to this story?
- 2 Do you think Chol's story is an example of what needs to change in the world today? Explain your answer.
- 3 Have you seen or heard any stories of other people who are suffering in the world today? Tell one of these stories to the person next to you.

ADVENT IS A TIME when we remember the arrival of Jesus on earth. Advent has three aspects: past, present and future. Last year you focused on the first two aspects. In this lesson you will have a chance to explore the new future that the Risen Jesus will bring when he returns in glory.

Advent: A time of waiting

The lead-up to Christmas is a natural time to reflect on the arrival of Jesus on earth. You are already familiar with the first arrival of Jesus. You know well the story of his birth in Bethlehem. You know who he was and what he did from your study of the Gospel stories.

You are also familiar with Jesus coming into your life today. You pray to him. He is with you, especially at Mass when he comes to you in Holy Communion. The Holy Spirit brings you wisdom, understanding, right judgement, courage, knowledge, reverence and wonder and awe in God's presence. You are waiting for the time when these gifts come to full maturity in you and you grow into adult life.

But what about the arrival of Jesus in the future? Traditionally, this arrival is called the **Second Coming**, because it will be the second time that Jesus will be present on earth in his human body. This Second Coming will make life different and will change our world. It is part of what we look forward to during Advent.

The world in need of change

If Jesus is going to change the world at this Second Coming, what kind of change is it going to be? What needs to change? What does the world need and what does it wait for today? Here is a story of a boy who looks forward to a new life. He is from Sudan. These are his own words.



CHOL PAUL GUET'S STORY

It was something like an accident when I ran away from my village... The soldiers came... They divided into two groups, one for the village and one for our herds of cattle. My brother helped me to run. We didn't know where my mother or father were. We didn't say goodbye. Where there is shooting, when you hear 'bang, bang, bang' you don't think about your friend or your mother, you just run to save your life... We just ran without anything – nothing, no food, no clothes, nothing. In the day the sun was hot and your feet burn. So we walked at night when it is cold, because then you don't say 'I

want water, I want water'. People died of hunger. I saw many dying. Even my friend died. There was no water, no food. When I saw my friend dying I carried on walking. You see, sometimes you can help, and then sometimes you can't. After two months, we came to the Anyak tribe, who knew the way to Ethiopia. They helped us get fish and make dried fish. Not bad! ...

I spent three years in Ethiopia and felt well. I went to school and lived with five other boys. Then the United Nations left and we had to run. You see the new president of Ethiopia did not want refugees. We couldn't do anything. What could you do? It was not our country...

Back in Sudan we started building our schools and getting books, but we had to leave after only two months because of more fighting. So we went to Kenya where we would be safe.

Now I live with other boys in Kenya. We cook for ourselves and build our own homes. I like playing basketball, but there is also football... I say, let us stay here where it is safe... One day I will be an engineer to build Sudan like the other countries in Africa.

I don't know whether my mother and father are dead or alive. I was nine when I left Sudan. I am fourteen now. My mother will not know me.

Christ's Second Coming

The Nicene Creed says the following about Jesus:

He will come again in glory to judge the living and the dead, and his kingdom will have no end.

Traditionally, this means that one day our time will end. Our world will change. As the book of Revelation says:

There will be a new earth (Revelation 21:1).

Humanity and the world will be changed for the better. In the *Catechism of the Catholic Church* (paragraph 1044), it says:

In this new universe, the heavenly Jerusalem, God will have his dwelling among people. 'He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning nor crying nor pain any more, for the former things have passed away.'

In that moment, we will understand the judgement of Jesus about what is right and what is wrong. We will learn from it and be changed for good. God's plan for the world and for humanity will happen once and for all.

The return in glory of the Risen Jesus has a message for you. It reminds you of the message of Jesus and invites you to live as he lived until he returns. In this way, you will play a fuller part in God's work of building the Kingdom.



Why Don't You?

1 Make a classroom display under one of the following titles:

- 'As we wait in joyful hope.'
- 'Christ will come in glory; his kingdom will have no end.'
- 'Christ will come again.'

In your display, include images and headings of things that you want Christ's Second Coming to change for the better.

2 Look up the *Catechism of the Catholic Church*, paragraphs 1042-1043 and 1060, which tell us about the Second Coming of Christ.



In your Religion journal

Imagine Jesus returns in glory to the world this Christmas. Describe, in your own words, what happens when he returns. What message does Jesus have for the leaders of the world? What message does he have for you?

Why Don't You?

Create a class Advent Calendar. Take a large piece of paper or cardboard and draw lines on it to divide it into the appropriate number of squares. In each square write in a good deed you can do during Advent. For example: say a kind word about someone; pray for someone; visit the Trócaire website; buy some tinned food to make up a food hamper for someone in need, and so on. Using old Christmas cards or paper, make a cover for each square and put on the date for each day. Each day lift up the flap(s) to reveal the good deed(s) that you as a class have agreed to do. Keep a record of the daily deeds for Advent in your Religion journal so that you don't miss any out at the weekends or days that you don't have Religion class.

Or

Create your own Advent Card. Take a piece of cardboard (A4 or A5 size) and fold it in half. Draw a picture on the front cover to illustrate one of the following headings: An Advent of Sharing; An Advent of Justice; An Advent of Peace; An Advent of Love; An Advent of Joy. Write your own prayer or blessing on the inside.

A time to pray

Sign of the Cross

Teacher

Christ will return again. We remember this during Advent. This is what the friends of Jesus were told on the last day they saw him on earth.

Reader

A reading from the Acts of the Apostles (*Acts 1: 3-5, 8-11*).

For forty days after Jesus had suffered and died, he proved in many ways that he had been raised from death. While he was still with them, he said: 'Don't leave Jerusalem yet. Wait here for the Father to give you the Holy Spirit, just as I told you he has promised to do. John baptised with water, but in a few days you will be baptised with the Holy Spirit. Then you will tell everyone about me in Jerusalem, in all Judea, in Samaria, and everywhere in the world.' After Jesus had said this and while they were watching, he was taken up into a cloud. They could not see him, but as he went up, they kept looking up into the sky. Suddenly two men dressed in white clothes were standing there beside them. They said, 'Why are you men from Galilee standing here and looking up into the sky? Jesus has been taken to heaven. But he will come back in the same way that you have seen him go.'

The word of the Lord.

All

Thanks be to God.

Teacher

(The following response may be used: Return, Risen Jesus, and bring fairness to the world.)

- Risen Jesus, one day you will return. You will make life fair for those who have no food or clean water.
- Risen Jesus, one day you will return. You will bring justice for those who have no freedom because of war.
- Risen Jesus, one day you will return. You will change our lives for ever.

All

Christ has died. Christ is risen. Christ will come again.

Sign of the Cross

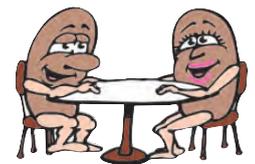
THE PREVIOUS LESSON was about Advent, which is the first season or time in the Church Year. This lesson will help you to broaden your awareness of the whole Church Year.

About measuring out time

There is more than one way of dividing the year. This is because you can measure time in two ways: you can measure time by its length; and you can measure time by its significance (or meaning). There are many different units of length for measuring time: millennia, centuries, decades, years, seasons, months, weeks, weekends, days, mornings, afternoons, evenings, nights, hours, minutes and seconds. Do you know what each one of these means? You can use other ways to mark time too: you have birthdays, anniversaries, New Year's Day, winter and summer solstices, spring and autumn equinoxes. (Do you know what these are and when they occur?) These days are important not just for their length but because of their significance (what they mean).



Over the centuries, Christians have developed their own way of dividing time – it is called the Church Year or the Liturgical Year. It begins in Advent, four Sundays before Christmas. Advent means ‘coming’ or ‘arrival’ and is the name of the Church season or time when people prepare for Christmas. During it, you remember back to the birth of Jesus in the past; you think of how the Risen Jesus is with you in your life today, and you look forward to the Second Coming of Christ.



Let's Talk

- 1 Imagine that you discover an island full of people who have never had any contact with the outside world before. They know nothing of your way of marking time. They've never heard of weeks or months or bank holidays. Get into groups and use your imagination to describe the way they might divide up time. Then report back to the class on what their calendar might be like.
- 2 As a class, spend just a few minutes seeing what other times you can remember from the Church Year, apart from Advent. List them. Do you recall what they are about?

The Liturgical Year (or the Church Year)

The Liturgical Year (or the Church Year) takes a year and marks it with the main events in the life of Jesus and the start of Christianity. You can see this at a glance in the inner part of the diagram on the next page. You can see how the Liturgical Year begins with Advent and continues with Christmas (which is the name of a season and not just a single day). Then there is a stretch of what is called Ordinary Time. ('Ordinary' has a special meaning here: it comes from the word 'Ordinal' and means 'something that is numbered'.) In February or March there is a time known as Lent. Between Lent and Easter there is the most important time of the Liturgical Year: the Easter Triduum. Then for the rest of the year there is more Ordinary Time. The periods of Advent, Christmas, Lent, Easter and Ordinary Time are called seasons, because (like the seasons of nature) they last for a number of weeks and have a particular character about them. In the diagram, the seasons form the inner circle. Within these seasons there are special days. The special days are named in the outer circle of the diagram.



The liturgical year begins four Sundays before Christmas, at the beginning of Advent. Last year you learned that **Advent** is a time of expectation and anticipation as we wait for the birth of Jesus.

During the season of **Christmas** we celebrate the birth of Jesus and the gift of his humanity. (We call this the Incarnation.)

The **Easter** season is the high point of the Christian year.

During **Lent** we prepare for Easter, the most important festival on the Christian calendar.

Advent

Advent begins four Sundays before Christmas and ends early on Christmas Eve. It is a time of preparation for the Christmas celebration of the birth of Jesus. The First Sunday of Advent is the first day of the Liturgical Year. The liturgical colour for Advent is violet – the colour of preparation and desire to change life for the better. The prayers and readings of Advent recall:

- the hope of the Jewish people as they waited for the Messiah
- the Second Coming of the Risen Jesus at the end of time
- John the Baptist, who announced Jesus to the people
- Mary and Joseph as they got ready for the birth of Jesus

During Advent there is also a special feast of Mary, called 'The Immaculate Conception', on 8 December. This celebration emphasises Mary's special place in God's work and how she was born free from Original Sin.

Christmas

The Church season of Christmas includes more than just Christmas Day. It begins on Christmas Eve night and continues until the feast of the Baptism of the Lord, when we remember the day Jesus was baptised by John the Baptist. The main celebrations within the Christmas season are:

- Christmas Day – recalling the birth of Jesus
- Holy Family – remembering Jesus, Mary and Joseph as a family (Sunday after Christmas)
- Mary, Mother of God, celebrated on New Year's Day (also World Day of Prayer for Peace)
- Epiphany – Jesus came to save all people, represented by the Magi (6 January)
- Baptism of the Lord – Jesus was baptised by John in the river Jordan (Sunday after the Epiphany)

The Church season of Christmas is about Jesus, Son of God, becoming human and being given to the world by God the Father. The celebratory colours of the Christmas season are white and gold.

Ordinary Time (Part 1)

During the Liturgical Year, when it is not Advent, Christmas, Lent or Easter, it is Ordinary Time. Ordinary Time occurs twice during the Church Year. Green is the colour used during this time. Green is the colour of growth. Depending on the year, the Gospel readings during the Sundays of Ordinary Time are from a particular Gospel: Matthew, Mark or Luke.

The main days of this time are:

- Feast of the Baptism of the Lord – marks the end of the Christmas season.
- Feast of the Presentation of the Lord – forty days after Christmas. It recalls how Mary and Joseph brought Jesus to the Temple forty days after he was born.
- Shrove Tuesday – ends this first stretch of Ordinary Time. Shrove Tuesday is the day before Ash Wednesday (which marks the start of Lent).

Lent

Lent is a season of preparation and for promoting change for the better. It is a time for prayer, fasting and almsgiving. Its colour is violet. It is a time of getting ready for Easter. Lent recalls the forty days that Jesus spent in the desert before he began his public ministry. For adults becoming Christians, Lent is the final time of preparation before their Baptism, and they have special ceremonies on the Sundays of Lent. The important days of Lent are:

- Ash Wednesday – first day of Lent. Ashes are put on your forehead.
- Sundays of Lent – very important for adults becoming Christians.
- Palm (Passion) Sunday – the last Sunday of Lent, when blessed palm is used to recall the triumphant entry of Jesus into Jerusalem before his suffering and death.
- Holy Thursday morning – when Lent ends.

The Easter Triduum: The Three Days

Triduum (pronounced Trid-oo-um) is the Latin word for 'three days'.

- Day 1: Holy Thursday evening to Good Friday evening
The time of the Triduum begins with the evening Mass of the Last Supper, which also recalls the commandment of Jesus to love one another and the start of the ministry of priesthood. Colour: white or gold.



Why Don't You?

Divide into seven groups: one for each part of the Liturgical Year (Advent, Christmas, Ordinary Time [Part 1], Lent, The Easter Triduum, Easter, Ordinary Time [Part 2]). Each group reads the notes given in this chapter and prepares part of an overall display under the title 'The Liturgical Year'. Be sure that your group's part of the display includes the following:

- The name of the season
- When it starts and when it finishes
- What it recalls
- A list of the important days it includes

Use the colour that goes with the part of the Liturgical Year to decorate your display. Your group will be required to make a short presentation on your part of the Liturgical Year to the rest of the class.



Why Don't You?

Test your knowledge of the Liturgical Year with the quiz questions provided on the Teacher's CD-ROM.

This twenty-four hours also includes the celebration of Good Friday, which recalls the passion and death of Jesus. People reverence (and kiss) the cross. This celebration does not include Mass. Colour: red – recalling bloodshed and martyrdom

- Day 2: From Good Friday evening to Holy Saturday evening
A quiet day, recalling the burial of Jesus. Colour: violet – the colour of mourning. No Mass is celebrated during this time.
- Day 3: From Holy Saturday Night to Easter Sunday evening
The third day of the Triduum begins with the Easter Vigil, which is celebrated after dark. The paschal fire is blessed and from it is lit the paschal candle. The readings recall God's work down the ages, beginning with creation and ending with the new life shown to us in the resurrection of Jesus. We renew our baptismal promises. Adults who are to become Christians are baptised that night. Mass is celebrated with special music and joy. Colour: white or gold.

Easter

The Easter season begins on Easter Sunday and continues for fifty days. Colour: white or gold. The Gospel according to John is used. The important days of the season are:

- Easter Sunday – recalling the finding of the empty tomb and celebrating the resurrection of Jesus. At Mass, people renew their baptismal promises.
- Ascension Day – To ascend means to rise up. This day recalls Jesus returning to his Father in heaven.
- Pentecost Sunday – The last day of the Easter season marks the events in which the friends of Jesus received the power of the Holy Spirit. The colour red may also be used.

Note: The date of Easter Sunday is different every year. It occurs on the Sunday after the first full moon that appears after the spring equinox (21 March). This means that Easter Sunday may occur on any Sunday between 22 March and 25 April.

Ordinary Time (Part 2)

The second stretch of Ordinary Time in the Liturgical Year begins on the Monday after Pentecost (the last day of the Easter season) and ends on the Saturday afternoon before the First Sunday of Advent. Again, its colour is green, the colour of growth. Depending on the year, the Gospel readings during the Sundays of Ordinary Time are from a particular Gospel: Matthew, Mark or Luke. The important feasts of this time are:

- Trinity Sunday (the Sunday after Pentecost Sunday) – We recall the mystery of God the Father, God the Son, and God the Holy Spirit.
- The Body and Blood of the Lord (the Sunday after Trinity Sunday) – We focus on the gift of Jesus in the Eucharist.
- The Assumption of the Blessed Virgin Mary (15 August) – We honour Mary, who has been taken completely by God into the life of heaven.
- All Saints' Day (1 November) – We honour all those who are in heaven.
- All Souls' Day (2 November) – We pray for all who have died.
- Feast of Christ the King – Last Sunday in Ordinary Time before Advent.

A NOTE ON HOLY WEEK

Traditionally, Holy Week begins on Palm Sunday and ends on Easter Sunday. It includes three particular parts of the Liturgical Year: the end of Lent, the Easter Triduum and Easter Sunday (when the Easter season starts).

A NOTE ON HOLY DAYS OF OBLIGATION

Every Saturday night and Sunday morning recalls the resurrection of Jesus. This is why Christians are called to gather for the Eucharist on Sundays.

Certain other days during the Liturgical Year are considered so important that Catholics are asked to celebrate them specially. These days are called Holy Days of Obligation. In Ireland, these are: The Immaculate Conception (8 December), Christmas Day (25 December), The Epiphany (6 January), St Patrick's Day (17 March), The Assumption (15 August), and All Saints' Day (1 November).

WHAT DOES THE WORD 'LITURGY' MEAN?

Liturgy comes from two Greek words: *leit*, meaning 'work' or 'service', and *ergon*, meaning 'the people'. Generally, liturgy is any service or work of a public kind; in church use, it is public worship.

A time to pray

Sign of the Cross

Teacher

God is with us in every day, in every season, and in every time. We remember this as we make time and space for God during our prayer today.

We prepare by becoming quiet and still. We notice our breathing. We close our eyes.

On the in-breath, we pray the words: In all the changes of my life...

On the out-breath, we pray: ... you are with me, God.

The teacher repeats the phrase quietly several times. The prayertime continues silently for a suitable time. Then, the teacher says:

Take a final moment as we bring our prayertime to a close. Slowly, in your own time, open your eyes.

Sign of the Cross





Why Don't You?

Get into groups. In your group, look at the images shown here. Briefly check that everyone in your group agrees as to some joyful occasions that these images might represent. Then talk about the following:

- 1 List some joyful times that might occur in the life of a young person of your age. What images might you use to express them?
- 2 Here are a few phrases connected with the experience of joy: 'being on cloud nine', 'being in high spirits', 'jumping for joy', 'walking on air'. Can you think of any more?
- 3 Is joy something that belongs only to big occasions? If not, give some examples of moments of joy that can happen any day in the life of a young person.
- 4 Is joy something that can belong only to one person at a time, or can a group share in it? Give some examples.

THE DAYS OF Christmas are drawing near. Christmas can be a great time, a joyful time. To get the most out of it, you need to get yourself ready. This lesson will give you a chance to get into the right frame of mind. It will give you a chance to reflect on what joy there is in your life. It will also focus on the joy there was in the life of Mary, through reflecting on the Joyful Mysteries of the Rosary. These tell the story of Mary in events that are connected with the birth of Jesus and the season of Christmas in the Liturgical Year.



Mary's Joy

As we look forward to Christmas, we think of Mary and of the joyful moments in her life. The Joyful Mysteries of the Rosary name five moments of joy for Mary in the time around the birth of her son, Jesus. These are:

1. The Annunciation – Mary is told the news that she will have a son.
2. The Visitation – Mary goes to visit her cousin Elizabeth and shares her news.
3. The Birth of Jesus – Mary gives birth to Jesus in a stable at Bethlehem.
4. The Presentation of the Child Jesus – Forty days after the birth of Jesus, Mary and Joseph bring him to the Temple to give praise and thanks to God.
5. The Finding of the Child Jesus in the Temple – When Jesus is twelve years old, he remains on in the Temple in Jerusalem, talking with the teachers there. Mary and Joseph think they have lost Jesus and are overjoyed to find him again.

A time to pray the First Joyful Mystery of the Rosary: The Annunciation

READER 1

God sent the angel Gabriel to the town of Nazareth in Galilee with a message for a virgin named Mary. She was engaged to Joseph from the family of King David. The angel greeted Mary and said, 'You are truly blessed! The Lord is with you.' Mary was confused by the angel's words and wondered what they meant. Then the angel told Mary, 'Don't be afraid! God is pleased with you, and you will have a son. His name will be Jesus. He will be great and will be called the Son of God Most High. The Lord God will make him King, as his ancestor David was. He will rule the people of Israel forever and his kingdom will never end.' Mary asked the angel, 'How can this happen? I am not married!' The angel answered, 'The Holy Spirit will come down to you, and God's power will come over you. So your child will be called the holy Son of God. Your relative Elizabeth is also going to have a son, even though she is old. No one thought she could ever have a baby, but in three months she will have a son. Nothing is impossible for God!' Mary said, 'I am the Lord's servant! Let it happen as you have said.' And the angel left her. (Luke 1:26-38)

READER 2

Imagine the scene of Mary receiving God's message. She heard that God had chosen her. Be aware of her surprise. *(Pause)* Notice how she had her doubts. *(Pause)* Notice, too, how she trusted in God and did not listen to her fears. God had confidence in Mary.

READER 3

It is not always easy to feel confident. Recall a time when you did not feel confident, when you were not fully sure of yourself. *(Pause)* God chooses you. Despite your doubts, God has confidence in you. God will help you. Allow yourself a moment to put your confidence in God. *(Pause)* Mary was joyful because God chose her. Allow yourself to be joyful because of God's love for you as you pray the first joyful mystery of the Rosary. *(Pause)* **All pray together (Our Father, ten Hail Marys, Glory be to the Father).**

A time to pray the Second Joyful Mystery of the Rosary: The Visitation

READER 1

A short time later Mary hurried to a town in the hill country of Judea. She went into Zechariah's home, where she greeted Elizabeth. When Elizabeth heard Mary's greeting, her baby moved within her. The Holy Spirit came upon Elizabeth. Then in a loud voice she said to Mary: 'God has blessed you more than any other woman! He has also blessed the child you will have. Why should the mother of my Lord come to me? As soon as I heard your greeting, my baby became happy and moved within me. The Lord has blessed you because you believed that he will keep his promise.' (Luke 1:39-45)

In your Religion journal

Write a note or make a poster-type image called 'Joy in my life'. Focus on a particular moment when you felt that life was good and when you felt deeply happy or content. Include as much detail as you can about when and where and why you were joyful. Include the names of any people, pets, events, things or places involved. As you do this, or when you are finished, take some time to relive the moment(s) you recall. Complete your work with a brief prayer (e.g. of thanks or of praise) to God about your time of joy.

Why Don't You?

- 1 As you prepare for Christmas, use the prayertimes in this lesson over different days. Five options are offered (each including one of the Joyful Mysteries of the Rosary).
- 2 You might consider ways in which the atmosphere of your room could be made more prayerful and a better reminder of the Church season of Advent. These could include music (e.g. carols), one or more candles and some small decorative elements. Use the colour violet, in keeping with the season of Advent.

READER 2

Mary goes to visit her cousin, Elizabeth. In those days, people who lived some distance apart did not have regular contact with each other. Imagine how much Mary looks forward to seeing her cousin. *(Pause)*

READER 3

At Christmas there are visitors too. Perhaps people come to visit whom you have not seen in a while. This can be part of the joy of Christmas.

READER 4

God made a promise to Mary. Imagine Mary's joy in knowing that God would keep a promise to her. *(Pause)* God has made a promise to you too. Your Baptism celebrated God's promise to look after you and love you always.

READER 5

People have made promises to you. Some of the promises are spoken: promises to help, promises to be friends, and other good promises. Some of the promises are made without words: the promise to look after you, the promise to listen to you, the promise to guide you. Take a moment to enjoy the fact that people have made promises to you. *(Pause)* Allow yourself to be joyful because of God's love for you as you pray the second joyful mystery of the Rosary. *(Pause)*
All pray together (Our Father, ten Hail Marys, Glory be to the Father).

A time to pray the Third Joyful Mystery of the Rosary: **The Birth of Jesus**

READER 1

While they were in Bethlehem, the time came for Mary to have her baby. She gave birth to a son and wrapped him in bands of cloth and laid him in a manger, because there was no room for them at the inn. In that region there were shepherds living in the fields, keeping watch over their flocks by night. Then an angel of the Lord stood before them and the glory of the Lord shone all around them; and they were terrified. But the angel said to them, 'Do not be afraid; for I am bringing you good news of great joy for all the people: to you is born this day, in the city of David, a Saviour, who is the Messiah, the Lord. This will be a sign for you. You will find a child wrapped in bands of cloth and lying in a manger.' (Adapted from Luke 2:6-12)

READER 2

Jesus was born in difficult circumstances. The story tells of how Jesus had to be born in a shed for animals. Imagine how little shelter and comfort there was for Mary. *(Pause)*

READER 3

Christmas can be a difficult time for people. It can bring back sad feelings. It can be a time when people expect too much and are disappointed. It can be a time when people behave badly to one another. Ask God to help you and others in such difficult times. *(Pause)*

READER 4

God gave a gift to Mary: that gift was Jesus. Imagine Mary's feeling of joy as she welcomed Jesus into the world. *(Pause)*

READER 5

There are gifts in your life too. There are people and things in life that you can enjoy. Get in touch with the sense of joy that such gifts give you. *(Pause)* Allow yourself to be joyful because of God's love for you as you pray the third joyful mystery of the Rosary. *(Pause)*

All pray together (Our Father, ten Hail Marys, Glory be to the Father).

A time to pray the Fourth Joyful Mystery of the Rosary: The Presentation of Jesus in the Temple

READER 1

Joseph and Mary took the child to the Temple in Jerusalem to present him to the Lord. At that time there was a man named Simeon living in Jerusalem. He was a good, God-fearing man who was waiting for Israel to be saved. The Holy Spirit was with him and had assured him that he would not die before he had seen the Lord's promised Messiah. Led by the Spirit, Simeon went into the Temple. When the parents brought the child Jesus into the Temple, Simeon took the child in his arms and gave thanks to God:

'Now, Lord, you have kept your promise,
and you may let your servant go in peace.
With my own eyes I have seen your salvation,
which you have prepared in the presence of all peoples:
a light to reveal your will to the Gentiles
and bring glory to your people Israel.'

The child's father and mother were amazed at the things Simeon said about him. When Joseph and Mary had finished doing all that was required by the law of the Lord, they returned to their home town of Nazareth in Galilee. The child grew and became strong; he was full of wisdom, and God's blessings were upon him. (Adapted from Luke 2:22-38)

READER 2

God helped Simeon to realise how important Jesus was. Imagine Simeon's amazement in seeing the most important person in history. *(Pause)*

READER 3

Jesus came to save us and to help us deal with our difficulties. He was sent by God the Father to tell the Good News. God is with you always. No matter what happens to you in life, you are always in God's keeping. Allow yourself to be joyful because of God's love for you as you pray the fourth joyful mystery of the Rosary. *(Pause)*

All pray together (Our Father, ten Hail Marys, Glory be to the Father).

A time to pray the Fifth Joyful Mystery of the Rosary: The Finding of Jesus in the Temple

READER 1

Every year Jesus' parents went to Jerusalem for the Passover festival. When Jesus was twelve years old, they went to the festival as usual. When the festival was over, they started their journey home, but the boy Jesus stayed in Jerusalem. His parents did not know this; they thought that he was with the group, so they travelled a whole day and then started looking for him among their relatives and friends. They did not find him, so they went back to Jerusalem to look for him. On the third day they found him in the Temple, sitting with the Jewish teachers, listening to them and asking them questions. All who heard him were amazed at his intelligent answers. His parents were astonished when they saw him, and his mother said to him, 'My son, why have you done this to us? Your father and I have been terribly worried trying to find you.' He answered them, 'Why did you have to look for me? Didn't you know that I would be in my Father's house?' But they did not understand his answer. So Jesus went back with them to Nazareth, where he was obedient to them. His mother treasured all these things in her heart. Jesus grew both in body and in wisdom, gaining favour with God and people. (Adapted from Luke 2:41-52)

READER 2

Twelve years on from Bethlehem, Jesus has grown. He is becoming more able in mind and in body. Imagine the pride of Mary and Joseph in seeing Jesus growing up. *(Pause)* Jesus is able to express himself clearly, to understand, and to work things out. Imagine how Jesus felt as he grew in knowledge and understanding. *(Pause)*

READER 3

You are growing in mind and in body and in friendship with God and others. God loves to see you grow. God enjoys seeing you growing as a person. Allow yourself to be joyful because of God's satisfaction in your growth for you as you pray the fifth joyful mystery of the Rosary. *(Pause)*

All pray together (Our Father, ten Hail Marys, Glory be to the Father).



YOU KNOW THAT conflict and tension are part of your life. Conflicts and tensions have also been part of the history of Christianity. You'll see more about that in the following lessons. In this lesson, though, the focus is on you. You've had your share of disagreements, disputes, quarrels and clashes at home and elsewhere. In this lesson you'll have some time to explore ways of dealing with conflicts when they arise.

The Queue

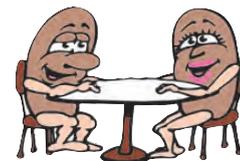
Katie had been standing in line since six o'clock. The thought of a great concert kept her going in the cold morning air. Just then, a car came racing down the street with headlights on full. They blinded Katie for a moment. She sneezed, 'Achoo!', and then she sneezed again, 'ACHOO!' 'Bet you didn't know that sudden bright lights can make you sneeze!' said a voice from behind. Katie turned round to find a young girl offering her a tissue. She was grateful and offered the girl some of the chocolate that had been keeping her hunger at bay. Suddenly, the queue of people behind them began to get restless. In those fifteen seconds of chat, the ticket booth had opened and the line had moved. But another thing had happened too: the driver of the fast car had double-parked, jumped out and slipped into the gap between Katie and those in front of her. He was tall and strong looking – like a fellow who was used to getting his way.

The person behind the young girl gave Katie a dig in the back. 'Hey! You can't let him skip the queue. You let him in, so you sort it out.' Katie squirmed. She hated rows and fighting. She had seen enough of it before her parents had split up. 'Excuse me,' she said, as she tipped the newcomer on the shoulder. He ignored her. She said it again. No response. She was getting cross now. She moved out of the line to face him. 'Excuse me, but you can't just skip the queue like that,' she said in the strongest tone she could manage. 'Queue? What queue?' he replied. 'A queue is a line of people with no breaks in it. The line was broken, so you can't say it was a queue.' Katie was gobsmacked. She couldn't think of what to say. But the girl behind her joined in. 'What do you mean it wasn't a queue?' she said. 'It IS a queue and you're trying to skip it. Take yourself off to the back or there'll be trouble!' Katie was nervous now. What had she started? The big fellow was staring hard at the angry people behind him...

Handling conflict

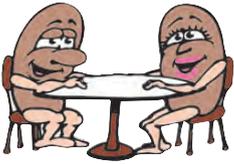
If tensions and conflicts are not handled properly, they can get out of control. Perhaps you've seen examples of people who refuse to talk to each other. Perhaps you've witnessed fights after things got out of hand during a game. Maybe you have seen special days spoiled by arguments because people refused to be on their best behaviour. History, too, is full of examples of how badly handled situations developed into serious disputes. What a difference it would have made if things had been handled in another way!

As followers of Jesus, we aim to prevent conflicts, where possible; we also seek to resolve disputes once they have arisen. Jesus told us to be good to everyone. He said, 'Treat others just as you want to be treated.' How do you do that in practice? How do you handle conflicts effectively?



Let's Talk

- 1 What do you think might have happened next in the story?
- 2 Can you think of a word to describe the situation?
- 3 What causes situations like this one?
- 4 What words would you use to describe how Katie felt in the story?
- 5 How do you feel when you're faced with situations like this?



Let's Talk

- 1 What do you think List A might do to a conflict situation? Why?
- 2 What effect would list B have in a conflict situation? Why?
- 3 Can you think of a label for each list?

Why Don't You?

Make a list of situations in the life of a group of friends where conflict might arise, e.g.

- at the cinema,
- at the disco,
- after a game,
- planning a weekend, etc.

In groups of four or six, choose one of these situations for a role-play.

Do the role-play using List A.

Then do it again using List B.

Report your findings to the whole class.

In your Religion journal (after doing the role-play)

- 1 Did using a different 'list' change the role-play? In what way? What does that tell you?
- 2 Which 'list' did you find easier to follow? What might that tell you?

Let's Get Working

Check your workbook for more to do with this lesson.

Here are two lists of suggestions for dealing with conflict. Read them and then explore them with the help of the suggested talking points and activities.

LIST A

Put yourself first
 Tell them what you think of them
 Let them know where you stand
 Argue when they're wrong
 List their mistakes and bad points
 Suspect anyone who doesn't agree
 There's ONE way of doing things!
 Think of it as a problem
 Look for someone to give in

LIST B

Put yourself in their place
 Tell them what you feel in yourself*
 Let them know what you really need
 Agree when they're right
 List what you agree on
 Allow others their point of view
 It's OK for people to be different
 Think of it as a challenge

Look for how all can get something

*This does not allow you to use sentences like 'I feel you are...'

A time to pray

Sign of the Cross

Teacher

Jesus speaks about how to treat others.

Reader

A reading from the holy Gospel according to Luke (6:27-28, 31, 35-36).

This is what I say to all who will listen to me: Love your enemies, and be good to everyone who hates you. Ask God to bless anyone who curses you, and pray for everyone who is cruel to you. Treat others just as you want to be treated. Then you will get a great reward, and you will be the true children of God in heaven. God is good even to people who are unthankful and cruel. Have pity on others, just as your Father has pity on you.

The Gospel of the Lord.

All

Praise to you, Lord Jesus Christ.

Teacher

We pray together:

All

Prayer in time of conflict

Loving and forgiving God, help me to respect people who are different, people who annoy me, people who make mistakes, people who always do things their own way and people who have hurt and disappointed me.

May I see them as you see us all, with patience at failings, with concern for past hurts, wanting to bring out what is best.

In times of stress and conflict,

help me to talk to someone whom I can trust.

Show me how I may make amends for damage or injury caused.

Help me to reject cruelty in myself and others.

Help me to stand up for myself and others in a way that is right.

Sign of the Cross

CONFLICT AMONG THE FOLLOWERS OF JESUS

Term 2, Lesson 2

IN THE LAST LESSON you saw how quarrels can emerge and how you might deal with them when they do. The friends of Jesus had quarrels too and Jesus dealt with them. In the years after Jesus' death, the followers of Jesus had to deal with other rows and arguments. This led to great changes, as you will see in this lesson and in the ones that follow.

Arguments among the apostles

You remember the twelve apostles, don't you? Can you name any of them? Can you remember any stories about them? Last year you learned that the twelve apostles had different backgrounds, ideas and abilities. They were not all the same age. They had different jobs before Jesus called them. After Jesus called them, they all had one

thing in common: the new role that Jesus gave them. He asked them to be with him, to be his friends, to share in his work, and to tell people the Good News.



Even though they were friends of Jesus, they did not always behave as his friends. Like any group of people, they fell out with one another, they argued, and they did not always work together as a team. There are stories in the Gospels about Jesus stepping in to settle arguments. He reminded the twelve of their calling to serve others and not themselves. Over time, they

learned that focusing on being like Jesus would put them at peace with one another. Here is a story about a disagreement, from the Gospel according to Mark.

Who is the Greatest?

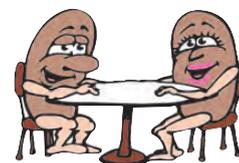
Then they came to Capernaum; and when Jesus was in the house he asked them, 'What were you arguing about on the way?' But they were silent, for on the way they had argued with one another as to who was the greatest. Jesus sat down, called the twelve, and said to them, 'Whoever wants to be first must be last of all and servant of all.'

(Mark 9:33-35; see also Luke 9:46-48)

Conflict continues

Christians did not have an easy time at first. The Roman authorities persecuted them. The Romans did not like the new Christian religion because it was different from the official Roman religion. This meant that Christians could be put in prison, tortured and even killed. Indeed, that was what happened to most of the apostles.

Despite these problems (and sometimes because of them), conflicts continued to occur among Christian communities after the time of the apostles. Here are a few examples, in the style of newspaper reports:



Let's Talk

- 1 What were the apostles arguing about on the way to Capernaum?
- 2 Why do you think they were silent and did not answer the question that Jesus put to them?
- 3 What did Jesus say to them?
- 4 What does Jesus mean by 'servant of all'? Could you name someone who lives like that today?

ROMAN TIMES AD 190

WHEN IS EASTER?

A row broke out yesterday between groups of Christians in Rome over the date of Easter. Pope Victor has said that all Christians should celebrate the feast of Easter on the same day. He has stated that the Sunday after Passover is the correct time.

NORTH AFRICAN REPORTER AD 311

HE IS A TRAITOR!

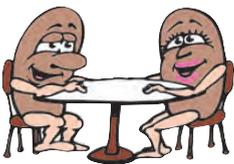
North African Christians are split over a new bishop in North Africa. A group of Christians, known as Donatists, have accused him of being a traitor. They believe that, during the persecution, he burned incense before an image of a Roman god. They refuse to accept him, even as a Christian. Donatists reject anyone who did not remain totally faithful under persecution.

EASTERN HERALD AD 325

COUNCIL CONDEMNS HERETICS

The Council of Nicaea has condemned Christians who have questioned whether Jesus was really the Son of God. Some Christians had been arguing that Jesus only became the Son of God after his resurrection.

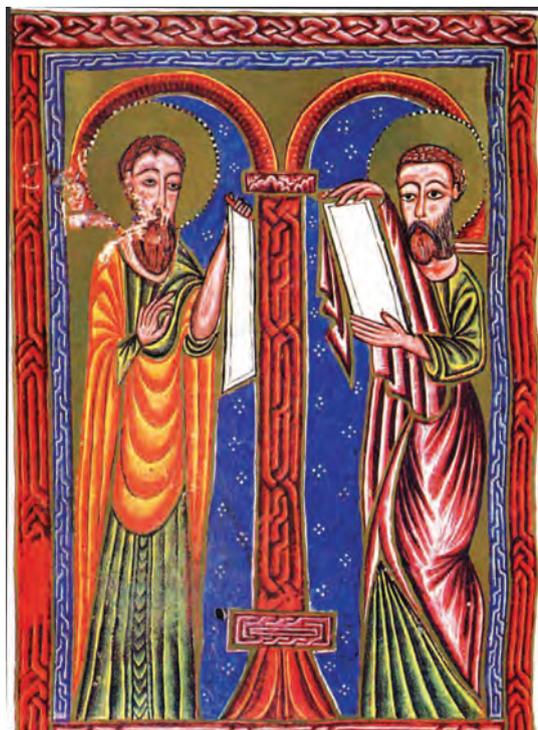
Disputes and leadership in the early years



Let's Talk

- 1 Are arguments sometimes necessary? (e.g. at home, at school.) Why?
- 2 Can you expect Christians to argue about what following Jesus means? Use an example from Church history to support your answer.
- 3 What does this tell you about the Church, the followers of Jesus? What do you think might help the Church to resolve disagreements?

Jesus spoke very clearly to his followers about the way God wants people to live. He promised them that God would send the Holy Spirit to help them to live in this new way. The apostles were very important for the first communities of Christians. They knew the way Jesus thought and reacted because they had been with him so much. From very early on, it was believed that the Christian community in Rome was special. Peter and Paul were among the founder members of this community there.



It was in Rome that they were put to death for their faith and were buried.

When problems arose, it was natural for people to want help in solving them. The apostles shared the work of guiding Christians with others, who became known as bishops. Local bishops sorted out local religious disputes. Sometimes, however, people couldn't agree. When that happened, they naturally turned to Rome and its bishop. Thus, the task of the Bishop of Rome became central and he became known everywhere as 'Pope' (a name that comes from the Greek word for 'father'). The Pope was seen as the successor of Peter.

A time to pray

Sign of the Cross

Teacher

Many people have handed on Jesus' message of God's love and mercy.

All *(This response may be repeated after each of the following prayers.)*

Jesus, keep us true to your message of God's love and mercy.

Reader

- We give thanks for the apostles Peter and Paul, who gave their lives in Rome as faithful teachers of God's ways.
- We give thanks for other early Christians, who also faced fear and suffering and death rather than deny Jesus.
- We give thanks for the many holy people whose example led others to Jesus, especially St Francis, St Vincent de Paul, Mother Teresa of Calcutta.
- We give thanks for our national patron saints: for St Patrick, St Brigid, St Columcille. They made known to us the message of God's love and mercy.
- We give thanks for the people whose care and love makes it easier to believe in God's love for us.

Teacher

Together we ask God's Holy Spirit to help us to remain true to Jesus.

All

Holy Spirit, I want to do what is right. Help me.

Holy Spirit, I want to live like Jesus. Guide me.

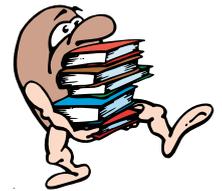
Holy Spirit, I want to pray like Jesus. Teach me.

Sign of the Cross



Let's Get Working

Check your workbook for more to do with this lesson.



In your Religion journal

Copy the following text from the Gospel according to Mark: Jesus sat down, called the Twelve, and said to them: 'Whoever wants to be first must be last of all and servant of all.'



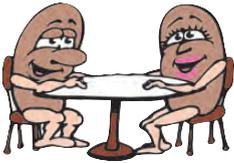
Why Don't You?

Find out more about the difficulties that Pope Victor I faced by looking up the following website: www.cfpeople.org/Books/Pope/POPEp14.htm (It is because of Victor's decision that Easter is always celebrated on a Sunday.)

THE SPLIT BETWEEN EAST AND WEST

Why Don't You?

Do a timeline for display in your classroom, on which you can mark the main events in the history of conflict among the followers of Jesus. Begin with the conflict among the apostles and include other important events as you go through these lessons.



Let's Talk

- 1 Why do you think Constantine made Christianity the new official religion? Do you think this was a good idea? Why? Why not?
- 2 Why do you think the Pope stayed in Rome when the Emperor went to Constantinople?
- 3 List some ways in which people in different countries differ from one another. Which of these differences might you have found between the countries where the Pope and the Emperor lived?

Map showing location of the Christian communities at Constantinople (now Istanbul), at Antioch in Syria, at Jerusalem in Israel and at Alexandria in Egypt

IN THE PREVIOUS LESSON you recalled how there had been conflict among the apostles. You saw how the Bishop of Rome became known as the Pope and emerged as an authority for settling conflict among the later followers of Jesus. In this lesson you will see that further conflict arose, as new problems emerged in the Roman Empire.

The Pope and the Emperor: A recipe for division

Christianity was often blamed for the increasing problems of Rome and the Roman Empire, and so Christians were singled out and tortured. People all over the Roman Empire admired the courage of Christians. When Constantine became Roman Emperor in AD 311, he could see the strength of Christianity. So he decided that Christians should no longer be persecuted. In the Edict of Milan, in AD 313, he made Christianity the official religion of the Empire.

Years later, in AD 330, Constantine left Rome. He went to Byzantium in the East and ruled the Empire from there. The city was renamed Constantinople. (Today it is called Istanbul.) Constantinople became a more powerful and more beautiful city than Rome. Now there were two leaders: the Emperor in the East and the Pope in the West. At first the two agreed and things went well. The Pope was still regarded as the person with religious authority. However, Christians in Rome spoke Latin and were practical, while Christians in Constantinople spoke Greek and loved new ways of thinking. When bishops in the East began to speak about Christ in new ways, the Emperor agreed with them. The Pope and Christians in Rome, however, did not.



Tensions grow between Eastern and Western Christians

The emperors after Constantine were also powerful rulers and had large armies. Although they, too, respected the Pope's authority, there was still tension between them. There were differences between the Eastern and Western Christian communities, too; for example, they each had their own way of celebrating sacraments. But, even though they did things differently, there was never any doubt that all Christians shared exactly the same Creed (set of beliefs).

Over the years, there were many arguments about beliefs. Many times, the Bishop of Rome settled the argument. Still, there were those who wanted to be free of Rome and to be their own masters.

The Great Schism

The strain on unity eventually became too great. Around the ninth century, the Pope added the phrase '...and the Son' to the last part of the Creed. This changed the Creed to mean that the Holy Spirit was sent by God the Son (as well as God the Father). In 1014 Christians in the East objected to this because it was done without asking them. The row that followed provided an excuse for a 'Great Schism' (split) between Eastern and Western Christianity. It's hard to date it exactly, but 1054 is generally accepted as the date of the split. That was when the Pope and the Patriarch of Constantinople excommunicated (expelled) each other from the Church.

For many ordinary people at the time, it did not make a great deal of difference. Leaders had always argued. Most people then did not think of



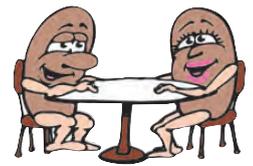
the Church as split. But in 1204 some Western armies sent by the Pope to the Holy Land, diverted from their journey and instead travelled to the beautiful city of Constantinople, which they attacked and destroyed. Even though the Pope at that time was horrified at what had happened, those in the East could no longer believe that they belonged to the same Church. So, the divisions in the Church became fixed, with Catholics in the West and Orthodox in the East.



Why Don't You?

Look up the following website for the story of what happened to Pope Martin I when he stood up to the Emperor of his day. Pope Martin I was the last pope to become a martyr.

www.catholic.org/saints/saint.php?saint_id=80



Let's Talk

- 1 'The Great Schism of 1054 was no great surprise.' Would you agree? Explain your answer.
- 2 The divisions between Christians in the East and West were not all connected to religion. Would you agree? Why?/Why not?

Western armies gathering to attack Constantinople in 1204



Why Don't You?

Check the Creed in the prayertime on this page to find the phrase '...and the Son'.

A time to pray

Sign of the Cross

Teacher The Creed reminds us of what we believe in relation to God. Christians have used it for many hundreds of years. As we recite it now, we remember what unites us with many Christians all over the world. We pray for unity with those Christians from whom we have become divided.

All **We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen. We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, of one Being with the Father. Through him all things were made. For us and for our salvation he came down from heaven: by the power of the Holy Spirit he became incarnate from the Virgin Mary, and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again, in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end. We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshipped and glorified. He has spoken through the Prophets. We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come. Amen.**

Teacher May God bless all those who work to bring all Christians together.

All Amen.

Sign of the Cross



Let's Get Working

Check your workbook for more to do with this lesson.

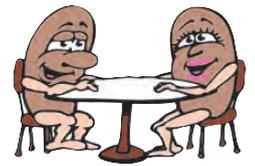
THE ORTHODOX CHURCH TODAY

Term 2, Lesson 4

IN THE LAST LESSON you learned about the great division that came about in Christianity. Christianity split into Orthodox and Catholic. In this lesson you will find out more about Orthodox Christianity today.

Some Key Facts about the Orthodox tradition

- After the Great Schism, the Christian Church split into two parts: Catholic and Orthodox.
- This division persists to this day. The hurts caused by the conflicts of past history – especially the events of 1204 – cannot be underestimated or disregarded in these divisions today.
- Today, there are many Orthodox Christians throughout the world – approximately 300 million.
- The main places in which the Orthodox Church exists today are: Constantinople, Alexandria, Antioch, Jerusalem, Russia, Georgia, Serbia, Romania, Bulgaria, Cyprus, Greece, Albania, Poland, America, the Czech Lands and Slovakia, in Sinai, Finland, Japan, Ukraine and Australia. The Orthodox Churches of these places are independent national Churches. (Find out more at www.oca.org/pages/orth_chri/Orthodox-Churches.)
- Orthodox Christians are most numerous in Eastern Europe, although some families from Eastern Europe have emigrated to other countries in recent years.
- In Northern Ireland, there are small communities of Orthodox Christians who belong to the Russian Orthodox, the Greek Orthodox and the Romanian Orthodox Churches.



Let's Talk

- 1 Do you know any Orthodox Christians? If so, what do you know about them? If not, why do you think you don't know any?
- 2 Have you seen the film *My Big Fat Greek Wedding*? If so, share what you can recall of the religious traditions shown in it.



Russian Orthodox Church

Greek Orthodox Church

Eastern Orthodox Church



Why Don't You?

Refer to the map on page 92 to find the locations of Constantinople, Alexandria, Antioch and Jerusalem.

In your Religion journal

Go to wap.google.com/imghp and enter the words 'Orthodox Church'. Look at the images that you find. Print out a picture that shows something different from what you find in your own religious tradition. Write a few remarks on the differences you see.

Let's Talk

1 Can you suggest any reasons why Pope John Paul II worked to bring about closer unity between Catholic and Orthodox Christians?
2 Suggest ways in which Catholic and Orthodox Christians might help to improve relationships between each other. Which of these ways apply to you in your relationships?

Why Don't You?

1 Visit the Orthodox Church Irish portal www.orthodoxireland.com Find out (a) what Orthodox Communities there are in Northern Ireland and (b) where they are based.
2 If possible, arrange a visit to an Orthodox place of worship.
3 Arrange for an Orthodox Christian to come to visit your class. It might be helpful if you prepared your questions beforehand.

Improving relationships with Orthodox Christians



Pope John Paul II (1978-2005) worked to bring about closer unity between Catholic and Orthodox Christians. He met Patriarch Bartholomew I of Constantinople on 27 November 2004 to return the relics of two saints to the care of the Orthodox Church.

The relics of Gregory Nazianzen were taken from Constantinople to Rome in the eighth century for safekeeping. However, the bones of John Chrysostom were looted from Constantinople in the attack of 1204. Pope John Paul II returned them as a way of undoing past wrong and as a means of restoring better relations between Catholic and Orthodox Christians. You will find more information and pictures at the following websites:

- www.vatican.va/news_services/liturgy/photogallery/2004/index_20041127.html
- www.washingtonpost.com/wp-dyn/articles/A16875-2004Nov27.html
- www.vatican.va/holy_father/john_paul_ii/letters/2004/documents/hf_jp-ii_let_20041127_consegna-reliquie_en.html

A time to pray

Sign of the Cross

Teacher

Together we give thanks and praise to God.

All

Glory to you for calling me into being.

Glory to you, showing me the beauty of the universe.

Glory to you for the new life each day brings.

Glory to you, O God, from age to age.

Glory to you, giving us an endless variety of colours, tastes and scents.

Glory to you for the numberless creatures around us.

Glory to you for your wisdom; the whole world is a living sign of it.

Glory to you, O God, from age to age.

Glory to you at the hushed hour of nightfall.

Glory to you for the last ray of the sun as it sets.

Glory to you for the sleep that restores us.

Glory to you, O God, from age to age.

Glory to you for your goodness even in the time of darkness.

Glory to you, giving eternal life in a day which will have no evening.

Glory to you, promising to reunite us with our loved ones who have died.

Glory to you, O God, from age to age.

Glory to you, ceaselessly watching over me.

Glory to you for the love of parents, for the faithfulness of friends.

Glory to you for the unforgettable moments of life.

Glory to you, O God, from age to age.

Glory to you for the human mind.

Glory to you, changing our lives with deeds of love.

Glory to you even in the trouble that helps us know the pain of others.

Glory to you, O God, from age to age.

Glory to you, blessing us with light, and with the host of angels and saints.

Glory to you, Father all-holy, promising us a share in Your Kingdom.

Glory to you, Holy Spirit, life-giving Sun of the world to come.

Glory to you, O God, from age to age.

Sign of the Cross

Catholic and Orthodox: Many similarities

Orthodox and Catholic Christians share many beliefs and practices. For example:

- The practice of prayer, particularly the Our Father.
- The Apostles' Creed.
- The Nicene Creed: apart from the added phrase '... and the Son'.
- The seven sacraments and what they stand for. Orthodox and Catholic Christians share the same beliefs about the presence of the Risen Jesus at Mass and especially in the Eucharist.
- The Bible.
- Celebrations of Christmas, Lent and Easter and some other important days in the Liturgical Year.
- The importance of Mary as 'Bearer of God' (or 'Theotokos' in Greek).
- Leadership role of bishops, priests and deacons in the Church. Jesus gave leadership to the Church through the apostles, who handed it on to their successors.
- The decisions of the first seven Ecumenical Councils of the Church. These were special gatherings of bishops, together with the Pope (or his representative).

Catholic and Orthodox: Major differences

Orthodox Christians respect the Pope and call him the 'first among equals'; but for them, he is just one bishop among others and not the leader of the whole Church. For Catholics, the Pope is the leader of the whole Church. For Orthodox Christians, there is no single overall leader; only all bishops meeting together can offer leadership to the whole Church.

For Orthodox Christians, no single bishop or patriarch is above the others. All bishops and patriarchs share the same power of leadership, although traditionally the Patriarch of Constantinople is given a position of special honour. He can call conferences and has the right of appeal in connection with decisions about internal matters of another diocese apart from his own.

Leadership Roles in the Orthodox tradition

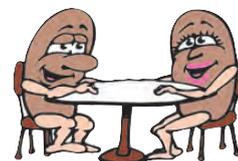
Here is a list of the main leadership roles for the Orthodox Churches:

- **Patriarch:** Bishop chosen as overall leader of a large area known as a patriarchate or a national Church; the title means 'Ruler of the family'.
- **Archbishop or Metropolitan:** Bishop who leads a group of dioceses (sometimes called a province) within a particular patriarchate.
- **Bishop:** Priest who is a monk and who is ordained (made a bishop) to lead a diocese.
- **Monk:** Orthodox Christian man or woman who joins a community of others who live, pray and work together in a monastery. Monks do not marry and they share all they possess. Many monks become priests.
- **Priest:** Man ordained (made a priest) to assist the bishop by being in charge of a parish. He lives in a parish with the people he serves. He is responsible for leading Church worship. If a priest wishes to marry, he must have done so before becoming a deacon (*see next bullet point below*).
- **Deacon:** Man ordained to assist bishop and priests by helping in a local parish. Some deacons become priests but, if they wish to marry, they must do so before they are ordained.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

Now that you have read about the similarities and the differences between Catholic and Orthodox Christians, would you say that there is more that unites us than divides us? Explain your answer.



Why Don't You?

Design a poster to illustrate the main leadership roles in the Orthodox tradition.

A time to pray

Sign of the Cross

Teacher

Blessed is the kingdom of the Father, and of the Son, and of the Holy Spirit, now and for ever, and to the ages of ages.

All

Amen.

Teacher

In peace, let us pray to the Lord.

For the following litany, all respond: Lord, have mercy

Reader

- For the peace from on high and for the salvation of our souls, let us pray to the Lord. (R)
- For the peace of the whole world, for the stability of the holy Churches of God, and for the union of all, let us pray to the Lord. (R)
- For his holiness the Pope, for bishops, for all the clergy and the people, let us pray to the Lord. (R)
- For our country and for its leaders, let us pray to the Lord. (R)
- For our school, for every city, town and village, and for the faithful who dwell in them, let us pray to the Lord. (R)
- For seasonable weather, an abundance of the fruits of the earth, and for peaceful times, let us pray to the Lord. (R)
- For those who travel by land, air or water, for the sick, the suffering, for those in captivity, and for their safety and salvation, let us pray to the Lord. (R)
- For our deliverance from all suffering, fury and danger, let us pray to the Lord. (R)
- Help us, save us, have mercy on us and keep us, O God, by your grace. (R)
- Calling to mind our most Holy, most Pure, most Blessed and Glorious Lady, Mother of God and ever-Virgin Mary, with all the saints, let us give ourselves and one another and our whole life to Christ our God. (R)

Teacher

To God be all glory, honour and worship: to the Father, and to the Son, and to the Holy Spirit, now and for ever, and to the ages of ages.

All

Amen.

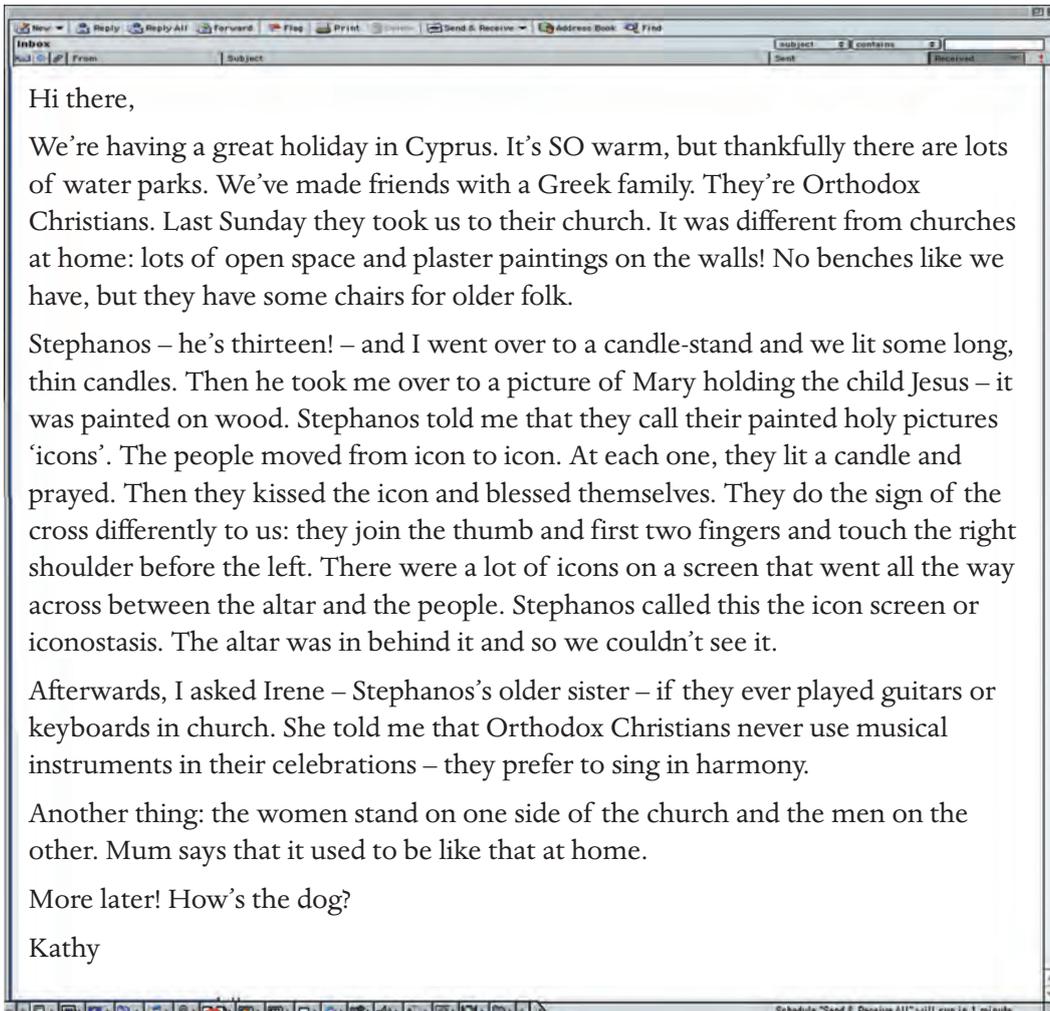
Sign of the Cross

WORSHIP IN THE ORTHODOX CHURCH

Term 2, Lesson 5

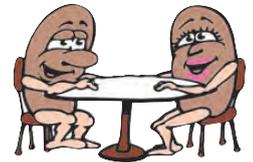
IN THIS LESSON you will have an opportunity to get to know something about how and where Orthodox Christians worship today. You will also learn a little about the sacraments of the Orthodox Church.

AN E-MAIL FROM CYPRUS



Why Don't You?

Describe some of the visual images that are to be seen in your own local place of worship.



Let's Talk

- 1 Would you say that Kathy was familiar with her own Christian tradition of worship? Explain your answer.
- 2 Briefly name some of the things that Catholic Christians might do during a visit to their own place of worship.
- 3 What things of Orthodox Christian belief and worship does Kathy mention in what she wrote?
- 4 From what you read, choose two of these things that are similar to the Catholic tradition and two that are different.



Why Don't You?

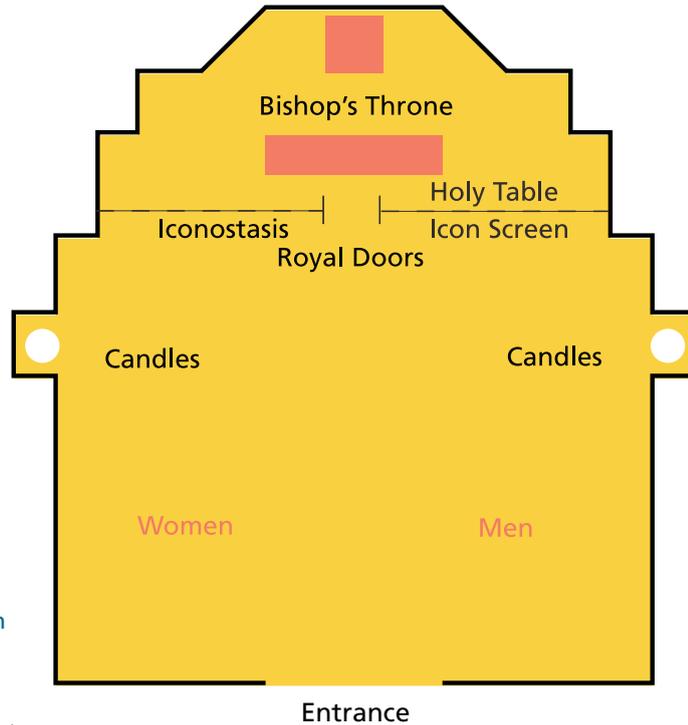
Try doing the sign of the cross as it is done in the Orthodox tradition.



Why Don't You?

- 1 Do an Internet search for Orthodox icons. For example, you might like to view some icons at www.christusrex.org/
- 2 Make a ground plan of your own place of worship to match that of the Orthodox place of worship (shown here). List the similarities and the differences.

Ground plan of an Orthodox church



Inside an Orthodox church

Most Orthodox churches have domed roofs that are centred over a cross-shaped interior. There are no pews (long benches). However, there may be some chairs around the side walls for those who need them. The most striking feature of an Orthodox church is the large icon screen, called an Iconostasis, which completely separates the people from the sanctuary area. The iconostasis is richly decorated with icons (images) of Christ, of the Virgin Mary and of the saints, all painted in beautiful bright colours. In the centre of the screen are the Royal Doors. Beyond these doors is the Holy Table, where the priest stands during the communion service. Beyond the holy table is the bishop's seat or Throne. Only members of the clergy may go behind the screen. In the people's area of the church, there are stands to hold the many candles that people may light during the service.

Note: For a famous example of an Orthodox icon, see illustration and explanation on page 48.

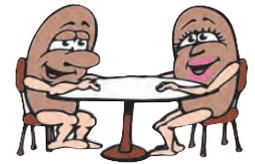
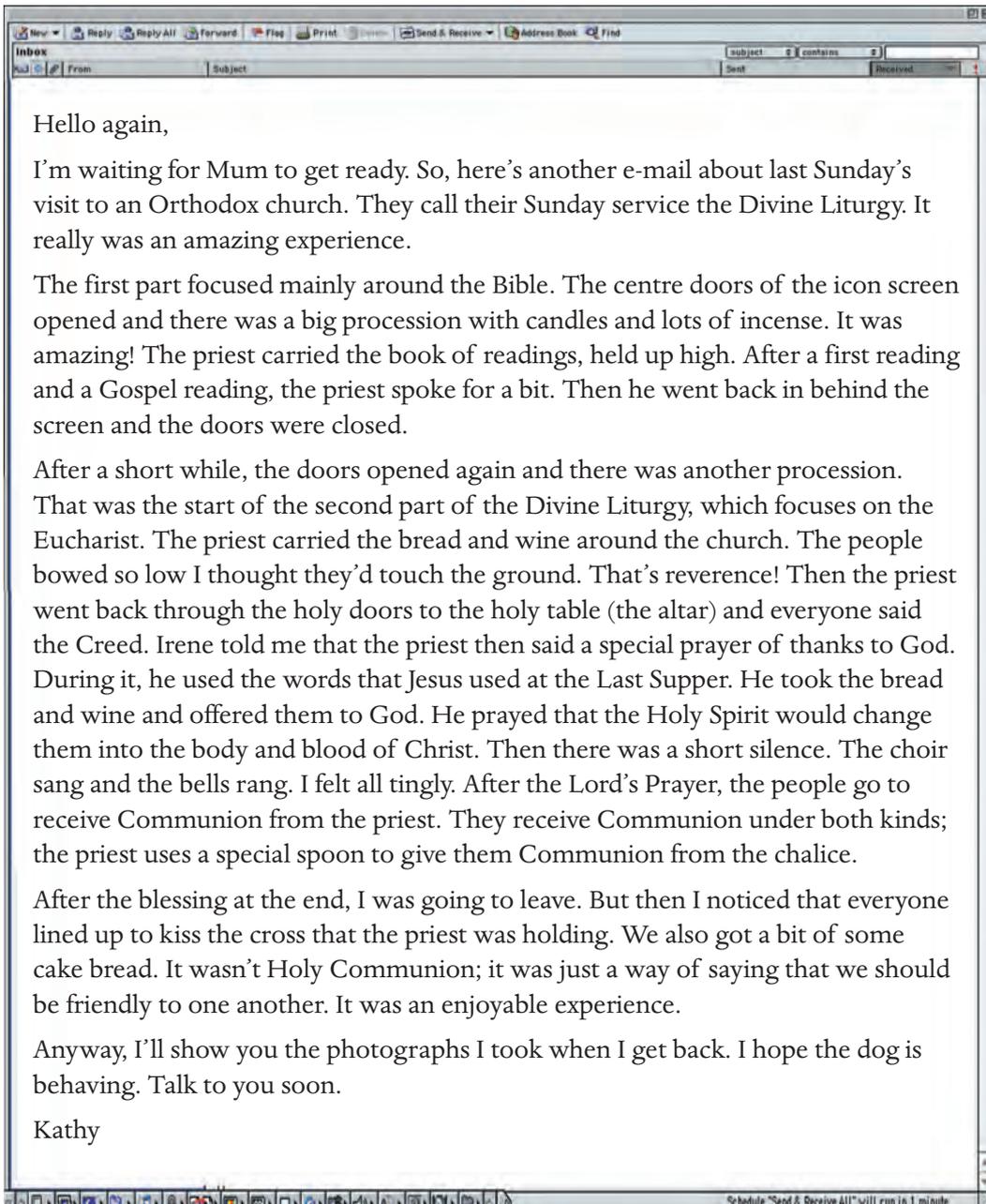


Let's Get Working

Check your workbook for more to do with this lesson.

An iconostasis or icon screen in an Orthodox Church





Let's Talk

- 1 The Divine Liturgy is divided into two main parts, focusing first on the Bible and second on the Eucharist. Does this remind you of any Catholic form of worship? Explain your answer.
- 2 From what you learned in this lesson, what words might you use to describe the approach of Orthodox Christians to their worship?
- 3 Suggest some ways in which your approach might be similar. List some ways in which your approach might be different.



Why Don't You?

Visit an Internet website about the Orthodox Church, for example:
www.bbc.co.uk/religion/religions/christianity/subdivisions/orthodox/index.shtml

Sacraments in the Orthodox tradition

Like the Catholic Church, the Orthodox Church joins with its followers from birth until death through the sacraments. The Orthodox Church gives some of the seven sacraments different names. The sacraments of the Orthodox Church are called: **Baptism, Chrismation (Confirmation), Holy Communion, Confession, Marriage, Ordination and Holy Unction (Anointing of the Sick)**. These sacraments have much in common with the sacraments of the Catholic Church.



A time to pray

Sign of the Cross

Teacher

Let us give thanks to the Lord our God.

All

It is right to give our thanks and praise.

Reader

It is proper and right

to bless you, to praise you, to thank you and to worship you
always and everywhere,
for you are God.

You are beyond our words, beyond our ideas,
beyond our sight, beyond our understanding,
existing forever and always the same;

you, together with your only begotten Son and your Holy Spirit.

You brought us into being out of nothing,
and when we sinned, you raised us up again.

You never cease to show us the way to you and to your kingdom.

For all these things we thank you and your only begotten Son
and your Holy Spirit.

We thank you for all things that we know and do not know.

We thank you for your blessings, seen and unseen.

We also thank you for you are pleased to accept our worship
even though you are surrounded by the angels
and we praise you as we say:

All

Holy, holy, holy Lord, God of power and might.

Heaven and earth are full of your glory.

Hosanna in the highest.

Blessed is he who comes in the name of the Lord.

Hosanna in the highest.

Sign of the Cross

(Based on part of the Divine Liturgy of St John Chrysostom)

See www.ocf.org/OrthodoxPage/liturgy/liturgy.html

PROBLEMS IN WESTERN CHRISTIANITY

Term 2, Lesson 6

IN EARLIER LESSONS you saw how Christianity split into East and West. However, more divisions were to come in the West (more or less the area that is Europe today). Many religious leaders (bishops, priests and even popes) in the West gave bad example. Some Christians protested against this and eventually separated from other Christians; they began the Reformed tradition and became known as Protestants. The division of the Christian Church in the West began over Church teaching on indulgences.

Indulgences

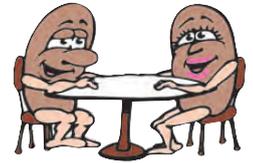
Very few people are perfect when they die. As a result, Christians believe that after death God's love helps people to make any final changes so as to enter heaven. God's help can come to us through other people here on earth; so Christians believe that God's help might also continue even after death. People came to believe they could make that help even more effective by doing certain things or saying certain prayers. These certain things or prayers were decided by Church leaders and the benefits that came from them were called 'indulgences'.

Sometimes people didn't have time to do these things or these prayers, so they would give an offering of money to the poor or to the Church instead. Soon it began to look like people were buying something for others or for themselves rather than giving something to God. Indeed, some Church leaders actually began to sell indulgences. If you paid money, they claimed, you or the person you prayed for would go to heaven immediately after death. Some people wrongly believed that buying an indulgence guaranteed them a place in heaven. They stopped trying to live a good Christian life. They continued to sin and live unchristian lives.

Martin Luther protests

Martin Luther, an Augustinian monk, wanted a debate about the indulgences that were being sold all over Europe to raise money to build St Peter's Basilica in Rome. On 31 October 1517 Luther pinned his '95 Theses' (Arguments against indulgences) on the door of the main church in Wittenberg, Germany. Luther said that the sale of indulgences was wrong and that by selling them the Church was misleading the people.

Unfortunately, the Pope at that time, Leo X, did not listen to the sincerity in Luther's arguments. Luther refused to obey the Pope's demand to back down and – as often happens when people argue – his position became more extreme. He had begun by saying that heaven is something we can't buy, but he ended up by saying that God only gave help to certain people and left others in sin and damnation. Luther was right to say that God is the one who brings us to heaven. However, when he denied that God's love was for all, Luther left behind the faith he grew up with. In 1521 he was officially excommunicated (expelled) from the Church of the West.



Let's Talk

- 1 What time of the Church year is associated with praying for those who have died? What traditions are associated with this time? Find out if any of these traditions have indulgences associated with them today.
- 2 In the past, people sometimes replaced giving themselves and their time with giving money. What would you say about this? Can you think of any other examples of times when people spend money in place of giving themselves? What is your reaction to those examples?



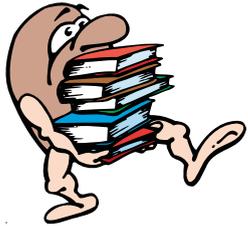
Let's Get Working

Check your workbook for more to do with this lesson.



Why Don't You?

Use the Internet to find some images of Martin Luther, Pope Leo X and Henry VIII. You might like to include a few 'key facts' with each picture to make a display under the title 'Division in Western Christianity: The Key Characters'.



In your Religion journal

Imagine that you are Martin Luther and write a brief letter of complaint to the Pope.

Or

Imagine that you are Pope Leo X and write a letter of complaint to Martin Luther.



Why Don't You?

Check for DVDs or videos on the life story of Martin Luther.

Others in Germany supported Luther's protests about Rome, but for different reasons. They wanted an excuse to be free of the Pope, who was very powerful in Europe at that time. In England, Henry VIII started out as a strong defender of the Pope, but eventually he followed the example of some German rulers. He split with Rome so that he could divorce Catherine of Aragon and marry Anne Boleyn.



A time to pray

Sign of the Cross

Teacher

Today we recall the ways in which we may have caused splits and rows and arguments. We ask God's help and we pray:

All

Lord, have mercy.

(The response 'Lord, have mercy' may be repeated by all after each of the following statements.)

Teacher

- On our unwillingness to listen to what others have to say.
- On our pride which assumes we are always right.
- On our anger which flares up and prevents us from seeing reason.
- On our greed which puts money before the good of others.
- Increase our willingness to see things from the point of view of others.
- Increase our understanding of what bothers other people.
- Increase our ability to admit our mistakes and faults.
- Increase our efforts to befriend those who are different from us.

Sign of the Cross

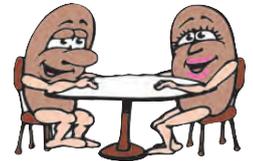
MARTIN LUTHER

Term 2, Lesson 7

IN THE PREVIOUS LESSON you became more aware of how the split in Western Christianity came about. Martin Luther was a key person in those events. In this lesson you will have a chance to get to know more about him and to compare his teaching with that of the Catholic Church.

Martin Luther: Key dates in his life

- 1483 Born 10 November in Eisleben, Germany.
- 1501 Began studies at University of Erfurt.
- 1505 Said to have been struck by lightning during a thunderstorm. Prayed to St Anne and promised that he would become a monk if he survived.
- 1506 Angered his father by becoming an Augustinian monk.
- 1507-08 Ordained a priest. Appointed lecturer in theology at Wittenberg University.
- 1510 Visited Rome. Shocked by the bad behaviour of some clergy there.
- 1512 Became Professor of Scripture at Wittenberg University.
- 1517 Luther published his '95 Theses' against the sale of indulgences.
- 1518-19 Pope Leo X sent various people to convince Luther that he was wrong and that he should be silent. Luther refused. By 1519 he was denying the authority of both the Pope and the General Councils of the Church.
- 1520 (June) The Pope condemned Luther and issued a statement. Luther replied by publicly burning a copy of the Pope's words.
- 1521 Argued his case at meeting known as the Diet of Worms. Luther was officially excommunicated (expelled) from the Church. He went into hiding at Wartburg castle. While there, Luther translated the New Testament from Greek to German.
- 1524-26 Fighting and unrest in Wittenberg turned into the Peasants' War. Luther spoke out against the peasants and lost some support.
- 1525 Luther married Katherine von Bora, an ex-nun.
- 1528 Luther published his 'Small Catechism'.
- 1532 Finished translating the Old Testament into German.
- 1546 Died on 18 February at Eisleben, aged sixty-two years.



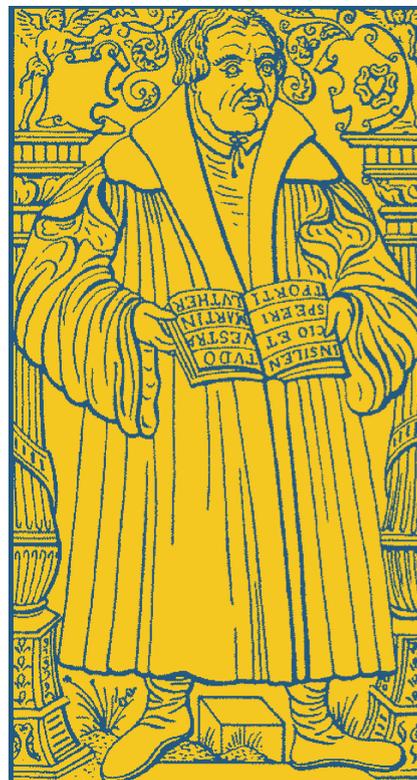
Let's Talk

- 1 What kind of person do you think Luther might have been? Use the information given on this page to support your answer.
- 2 If you were to pick out the most difficult moment in Luther's life, what would you pick and why?



Why Don't You?

Explore more about Luther's life at www.luther.de/en





Let's Get Working

Check your workbook for more to do with this lesson.

Comparing Catholic Church Teaching with the teaching of Martin Luther

Catholic Church Teaching

God offers us the gift of life and love. We are free to respond to God through our faith, hope and love. When we do, God's love overcomes our sins and brings us to heaven.

Responding to God is not only about what we think and feel. Our response to God is completed in the way we behave and in our prayer. Faith is also about actions and attitudes.

Luther went too far when he said that our choices make no difference in our journey to life with God. The way we behave has an effect on our relationship with God. When we give ourselves freely to living in God's way, it brings us closer to God.

The Holy Spirit guides the Church. Therefore, the Holy Spirit also guides Church leaders – the Pope and the bishops. Their authority is God-given and guaranteed by God because they are successors of the apostles. They properly interpret the Bible and make decisions on matters of faith.

There are seven sacraments, which are connected to the ministry of Jesus.

Martin Luther's Teaching

According to Luther (though not all his followers), our future depends only on God's decision, and not on our response to God. God alone decides what the future will be for every person. If God does not choose to bring a person to heaven, then that person can do nothing to avoid going to hell.

Luther agreed with doing good works and living a good life, but he denied that these things brought people closer to God. He taught that faith alone, not actions, counted.

Luther stressed that our closeness to God is God's choice. Our efforts have nothing to do with it. We have no effect on God. Our choices and our freedom have no influence on our future after death.

Luther asserted that the Bible itself is the only source of Christian authority and teaching. Neither Pope nor bishops have any special teaching authority.

Luther accepted only three of the seven sacraments: Baptism, Eucharist and Reconciliation. He accepted that Jesus is really present in the Eucharist, but he denied that the bread and wine are changed to become the body and blood of Christ.

A time to pray

Sign of the Cross

Teacher

Mary showed great faith and trust in God. She said 'yes' to God when she was asked to become the mother of Jesus. She visited her cousin Elizabeth. Together they talked about what God was doing in their lives. Mary praised God. We use her words to praise God now as we say:

All

**With all my heart I praise the Lord,
and I am glad because of God my Saviour.
God cares for me, his humble servant.
From now on, all people will say God has blessed me.
God All-Powerful has done great things for me,
and his name is holy.
He always shows mercy to everyone who worships him.
The Lord has used his powerful arm
to scatter those who are proud.
God drags strong rulers from their thrones
and puts humble people in places of power.
God gives the hungry good things to eat,
and sends the rich away with nothing.
God helps his servant Israel
and is always merciful to his people.
The Lord made this promise to our ancestors,
to Abraham and his family for ever!**

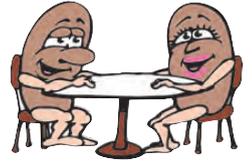
Teacher

Glory be to the Father, and to the Son, and to the Holy Spirit.

All

As it was in the beginning, is now, and ever shall be, world without end.
Amen.

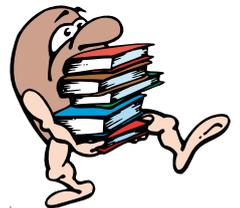
Sign of the Cross



Let's Talk

- 1 List some words that you think Luther might have used to describe God.
- 2 List some words to describe Luther's attitude to God.
- 3 List some words to describe your own attitude to God.
- 4 Luther's beliefs can be summed up in four statements:
 - By God's grace alone
 - By faith alone
 - By scripture alone
 - Only three sacraments

Find some text in the right-hand column (*opposite*) to go with each statement.



In your Religion journal

You might like to copy Mary's prayer into your Religion journal. Read it quietly on your own at home.

HOW MUCH DO YOU remember about Lent? What time in the life of Jesus does Lent recall? What activities do Christians take on during Lent? When does Lent begin and what happens on that day? The word 'Lent' comes from the Anglo-Saxon word for spring. What happens during spring, and can you see any connection between this and Lent? When does Lent end?



Why Don't You?

If you're not sure of the answers to any of the questions in the introduction, check Term 2, Lesson 11 of *Fully Alive 1*.

A Health Check for Lent

The season of Lent is an opportunity for an annual 'check-up'. It's time to check whether you're paying attention to God and to others. Have you turned away from sin? Help yourself to be a better Christian by doing the following check-up.

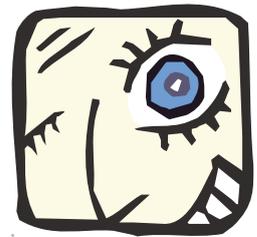
First, let's get the EARS checked.

- How well do you listen?
- Do you give other people a chance to talk?
- Do you make time so that your family can talk to you?
- Do you make an effort to listen to the feelings of others?
- Do you pay attention to the words of Jesus in the Gospel at Mass?
- Do you hear only what you want to hear?



Next, what about those EYES?

- Do you look at others when you are talking together?
- Do you see when somebody does something for you?
- Do you notice when someone needs help?
- Have you ever helped without having to be asked?
- Do you see the collection box for good causes or for charity?
- Do you take time to look with wonder at the world around you?



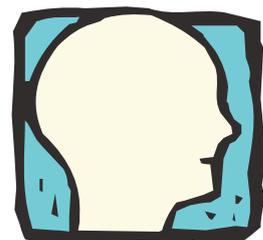
It's time to have a look at that MOUTH.

- Have you told lies?
- Do you like to talk about yourself so as to impress others?
- Do you say unkind things about others?
- Do you speak when you know it would be better to say nothing?
- Do you always try to have the last word?
- Do you make time to talk to God?
- Do you pray for others?
- Do you say 'Thank you' as often as you should during the day?

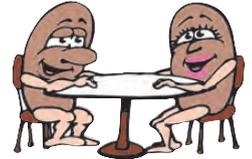


OK, let's get that HEAD examined while we're at it!

- Do you take quiet time to think and reflect and pray?
- Do you take time to notice and appreciate the good things in your life?
- Do you spend a lot of time daydreaming?
- Do you indulge yourself with foolish or crazy thoughts?



- Do you spend too much time thinking about what you don't have?
- Do you study to the best of your ability?
- Do you watch too much TV or play too much at computer games?
- Do you rest your head with soft music or just by being silent?
- Do you ever read or write anything that isn't schoolwork?



Let's Talk

- 1 Why do you think Christians would ask themselves these kinds of questions?
- 2 Would you consider some of these questions more important than others? Which ones?
- 3 Pick one of the questions and suggest how you might undo the wrong involved in it.
- 4 Do you ever take time to ask yourself such questions? Why?/Why not?
- 5 Would taking time to ask and answer such questions make any difference in a person's life? What difference(s)?
- 6 Once you have spent some time asking and answering such questions for yourself, what sacrament might you celebrate and why?

And what about your HANDS?

- When did you last use your hands to help someone?
- When did you last use your hands to hurt someone?
- When did you last use your hands to do a domestic chore at home?
- Could you say that you use your hands to do the work of Jesus?



Now, how's that HEART? Let's have a look!

- When did you last forgive someone who hurt you?
- When did you last put yourself out for someone else?
- When did you last notice someone else's worry or suffering?
- Have you ever been sorry for hurting someone?
- When was the last time you thought about God's love for you?



So, how did you get on? Do you think the 'doctor' would be happy with you? Would you get a clean bill of health? If not, what kind of things would the 'doctor' prescribe for you? Were you happy with what you discovered about yourself? What things could you do this Lent to help you to become a better Christian?

A time to pray

Sign of the Cross

Teacher

We take a quiet moment to remember some ways in which we have sinned.
(Pause) Together we pray, using some of the words from Psalm 51 in the Bible.

Be merciful to me, O God, because of your constant love.
Because of your great mercy, wipe away my sins.

Sincerity and truth are what you require; fill my mind with your wisdom.
Remove my sin, and I will be clean; wash me, and I will be whiter than snow.

Create a pure heart in me, O God, and put a new and loyal spirit in me.

Glory be to the Father, and to the Son, and to the Holy Spirit;
As it was in the beginning, is now, and ever shall be, world without end. Amen.

Sign of the Cross

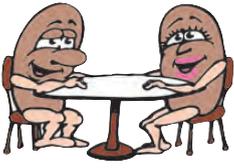
In your Religion journal

Write out the *Act of Sorrow* and decorate it.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 What different denominations did the politician think the letters RC, P, M, B and O represented?
- 2 Make a list of people you know from a different faith to your own. Include their own initials and the name of the denomination to which they belong.
- 3 List the places of worship of different denominations visited by members of the class. Include the name of the place of worship and the denomination that worships there.
- 4 Name any projects that members of the class have worked on with people from other faith communities. In each case, say what the project was about and name the other denomination(s) involved.
- 5 How familiar would you say your class is with Christians of other denominations? What do you think your answer says about you as a class?

Why Don't You?

Design a poster celebrating Christianity as a world religion.

OVER THE LAST FEW LESSONS you have become more familiar with the early history of Christianity. You have seen some of the splits and divisions. There were further splits and divisions, which eventually led to the way things are in Western Christianity now. Christianity is one of the major religions in the world today. There are Christians in every continent in the world. The total number of Christians in the world is approaching two billion (American billions, i.e. two thousand millions). In Northern Ireland, some 1.3 million people describe themselves as belonging to a Christian faith community or group. However, these groups are not all the same. There are different 'communities of faith' or 'denominations'.

Only in Northern Ireland

A certain well-known politician was visiting some patients in a Belfast hospital ward. It was coming up to election time and he was looking for votes. As he went around the ward, he noticed that there was a sticker on the end of each bed. Each sticker had one or two letters on it: some had 'RC'; others had 'P' or 'M' or 'AC' or 'B' or 'O'. The politician thought for a moment. 'Ah!' he said to the ward sister, 'This is very helpful! From the stickers I knew the denomination of each patient.' 'Oh no!' laughed the ward sister, 'the letters on the stickers tell us what breakfast cereal to give the patients. P stands for Porridge, RC for Rice Crispies, M for Muesli, B for Bran and O for Oatmeal.'

Christianity: The main branches

Christianity is made up of a number of different faith communities or denominations. The three main branches of Christianity are **Catholic**, **Orthodox** and the **Reformed Tradition**. The Orthodox group contains the Russian Orthodox, the Greek Orthodox, etc. The Reformed Tradition contains the Anglican Communion, Methodists, Presbyterians and other smaller Protestant denominations. Some members of the Anglican Communion (e.g. some members of the Church of England) also consider themselves to be Catholic, though not Roman Catholic. Like the Roman Catholic Church, they have bishops, dioceses, and in some cases give special honour to Mary, to name but a few of the similarities.

Christians: what we share and where we differ

Catholics, Protestants and Orthodox have one major thing in common: they are all Christians. They share many beliefs, for example:

- Belief in God
- Belief in Jesus as central: his life, teachings, passion, death and resurrection
- The Bible as the Word of God
- The Apostles' Creed and Nicene Creed
- Belief in the Trinity (three persons in one God)
- The sacraments of Baptism and Eucharist as begun by Christ
- The Lord's Prayer
- Sunday as a special day of worship and rest
- The Ten Commandments

However, Catholic, Protestant and Orthodox Christians have different beliefs about some things, for example:

- The leadership of the Church
- The number of sacraments
- The meaning of the Eucharist
- The place of Mary and beliefs about her



Let's Get Working

Check your workbook for more to do with this lesson.

A time to pray

Sign of the Cross

Teacher

In the Gospel according to John, we hear of how Jesus prayed for his followers and for us. We listen to that prayer of Jesus now.

Reader

Holy Father,

I am not praying just for these followers.

I am also praying for everyone else who will have faith because of what my followers will say about me.

I want all of them to be one with each other, just as I am one with you and you are one with me.

I also want them to be one with us.

Then the people of this world will believe that you sent me. (John 17:20-21)

Teacher

We pause now and pray that all Christians will be one in respect for each other. (Pause)

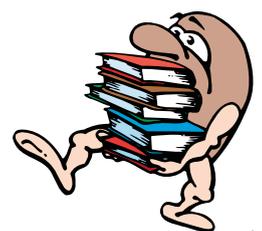
We pause and pray, too, for those who work to bring all Christians together in unity. (Pause)

Now, we pray the prayer of all the followers of Jesus, which Jesus himself gave us:

All

Our Father...

Sign of the Cross



In your Religion journal

From the prayertime, copy out the words of the prayer of Jesus and then write a short prayer for unity between Catholic, Protestant and Orthodox Christians.

INTRODUCING THE ANGLICAN COMMUNION



THROUGH THE PREVIOUS lesson you became more aware of some of the branches or denominations of Christianity. Now it's time to focus on one of those particular faith communities: the Anglican Communion. In this lesson you will have an opportunity to learn a little about its history, its beliefs and its practices.

Why Don't You?

- 1 Visit the Church of Ireland website at ireland.anglican.org Click on 'Structures' and then on 'Dioceses of the Church of Ireland'. Find your own diocesan area and the Church of Ireland parish of your home place. See what information you can find about the Church of Ireland parish personnel of your home parish.
- 2 Find out more about the Anglican Communion at
 - cofe.anglican.org/commonworship/index.html
 - www.bbc.co.uk/northernireland/religion/faithandbelief/christian_denominations.shtml
 - www.anglican.org/official/NationalChurches.html; there are many different websites to explore.

Brief history of the Anglican Communion

Before Henry VIII and the **English Reformation**, English Christians were one group. Afterwards, there were those who stayed connected with Rome (as part of the Catholic Church) and there were those who did not. The group that separated from Rome was the start of what is now known as the **Church of England**. They were also part of a movement of reformation across the Christian Church in Europe. To this day, Christians of this tradition see themselves as both Catholic and Reformed. Later, as the British Empire spread, Church of England missionaries set up similar communities of faith in other parts of the world, which they named after their country, for example, the Church of Canada, the Church of India, the Church of Ireland, and so on. Together, these communities are now known as the **Anglican Communion**. They are all in communion with the Church of England and with the **Archbishop of Canterbury**. Even though the Reformation did bring serious changes, it did not bring a completely new religion to Ireland. The Church of Ireland today feels itself to be strongly connected with St Patrick and to stand as a witness to that early missionary activity, because Christianity in Ireland dates back to Patrick's time.



Differences within the Anglican Communion

Christians who belong to the Anglican Communion believe in God's word and also celebrate sacraments. However, they can differ from one another in the way they express their beliefs and in the way they worship. There are two main groups among them:

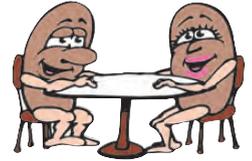
- **EVANGELICAL OR 'LOW CHURCH':** They keep the original Reformation emphasis on scripture and preaching, with less emphasis on sacraments; they keep their style of worship simple and avoid such things as vestments and candles.
- **ANGLO-CATHOLICS OR 'HIGH CHURCH':** These Christians reject the authority of the Pope but call themselves Catholic because many of their beliefs and practices predate their split with the Roman Catholic Church. For example, they put great emphasis on the celebration of the Eucharist, have vestments for use at worship, and on occasion may use incense during worship; they may also have statues in their churches.

Key aspects of the life of the Anglican Communion today

Word of God: Members of the Anglican Communion have great respect for the Bible. They believe it is the Word of God and that when it is applied to daily life it teaches all that is needed to help a person to grow in a proper relationship with God.

Sacraments: Christians in the Anglican Communion celebrate two sacraments instituted by Jesus – **Baptism** and **Holy Communion**. They also recognise Confirmation, Ordination, Holy Matrimony, Ministry of Absolution and Ministry of Healing as celebrations of God's grace. (Grace is the word for God's loving presence and action in people's lives.) These celebrations are known as *Sacramental Ministries of Grace*.

Leadership and Authority: Since 1990 the Anglican Communion allows for men and women to become leaders within their communities and to be ordained as bishops, priests and deacons. However, the main authority in each part of the Anglican Communion, for example in the Church of Ireland, is the **General Synod**. This group meets every year and includes representatives from bishops, clergy and lay people. The senior Anglican bishop of the country leads the Synod. Before making any Church rules, he must consult with the other members of the Synod.



Let's Talk

Describe briefly

- a) the history of the Anglican Communion;
- b) the differences within Anglicanism;
- c) the key aspects of life in the Anglican Communion today.

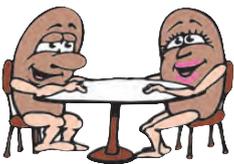


Why Don't You?

Contact your local Church of Ireland parish and ask if a representative of the parish might meet with your class. The meeting might take place in your school or in the local Church of Ireland building. You might find it helpful to prepare some questions in advance of your visit based on your work on this lesson. You might enquire about: the important times in the calendar of the Anglican Communion; any significant events in the life of the Church of Ireland.

In your Religion journal

Write down five new things about the Anglican Communion in general (or the Church of Ireland in particular) that you have become aware of while doing this lesson.



Let's Talk

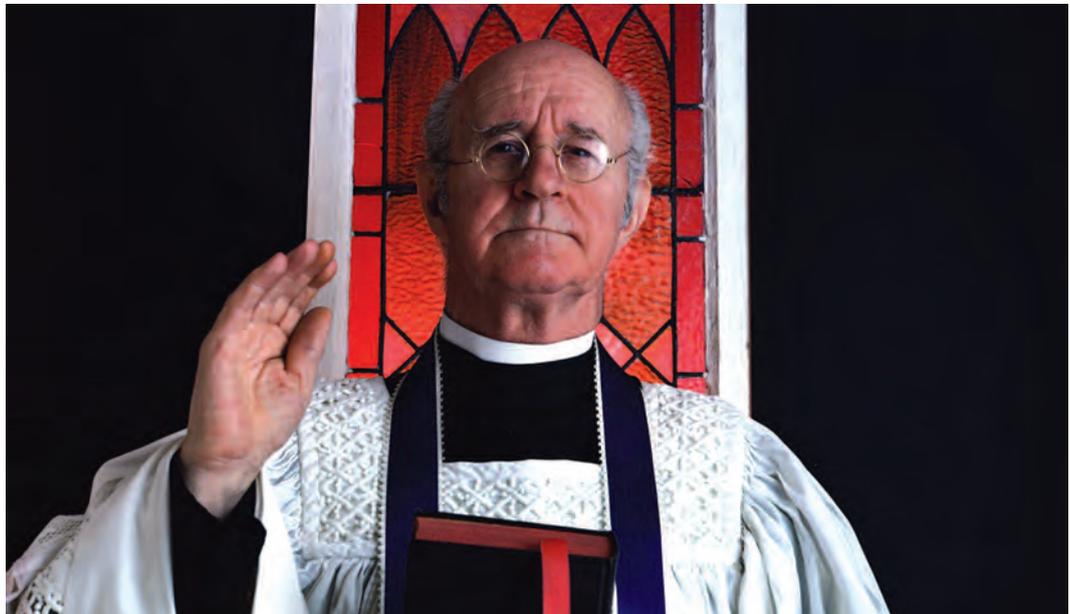
From what you have learned so far, list the main similarities between the life and structures of the Anglican Communion and those of your own tradition. List also the main differences.

SUNDAY WORSHIP IN THE ANGLICAN COMMUNION

There are two kinds of Sunday worship: Sunday Service and Holy Communion. Both are led by the minister (rector) and everyone joins in the singing and in the responses. The people participate in other ways, too, for example, reading the lesson (scripture reading) or reading some other prayers.

SUNDAY SERVICE: This is a form of morning prayer or evening prayer, during which the people listen to scripture and reflect on their lives. Hymns and sacred songs are sung. All say the Apostles' Creed together. The minister gives a sermon, talking about the Bible readings, the teachings of the Church, and how these apply to everyday life.

HOLY COMMUNION SERVICE: This has two main parts: the **Ministry of the Word** and the **Ministry of the Sacrament**. (In ways, it is like Catholic Mass, as they both come from the same Western tradition of Christianity.) During the Ministry of the Word, there are scripture readings, a sermon and prayers. All say the Creed together. During the Ministry of the Sacrament, the bread and wine are presented and the words that Jesus spoke at the Last Supper are repeated. People receive the bread and wine. In Ireland, Holy Communion is celebrated on the first and third Sunday of every month. In England, some places celebrate Holy Communion as often as every Sunday.



Did You Know?

- Members of the Church of Ireland are usually confirmed around the age of fourteen.
- There are about 280,000 members of the Church of Ireland in Northern Ireland, making it the second largest Protestant denomination here.
- Parish clergy are called ministers or rectors in Ireland and they are usually called vicars in England.
- In Ireland, the head of the General Synod is the Anglican Archbishop of Armagh. The Archbishop of Canterbury leads the General Synod of the Church of England.

A time to pray

Sign of the Cross

Teacher

John Newton wrote the hymn 'Amazing Grace' in 1779. It expresses God's goodness to us in the simple and straightforward style of the evangelical tradition that is part of Anglicanism. We take a moment to read it quietly first (*pause*) and now we will pray it aloud together.

All

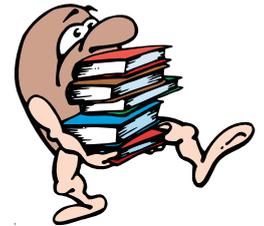
Amazing grace! How sweet the sound
That saved a wretch like me!
I once was lost, but now am found;
Was blind, but now I see.

'Twas grace that taught my heart to fear,
And grace my fears relieved;
How precious did that grace appear
The hour I first believed.

Through many dangers, toils and snares,
I have already come;
'Tis grace hath brought me safe thus far,
And grace will lead me home.

The Lord has promised good to me,
His Word my hope secures;
He will my Shield and Portion be,
As long as life endures.

Sign of the Cross



In your Religion journal

Copy John Newton's hymn into your Religion journal and use it when praying on your own.



Why Don't You?

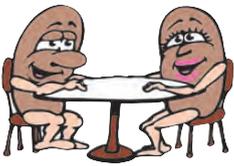
- 1 Explore the relevant section of the CD-ROM 'The Christian Church', produced (2004) by the Inter-Board and Diocesan Advisers for Religious Education in Northern Ireland.
- 2 Refer to the Teacher's CD-ROM that accompanies this book to find more detailed information on Anglican Sunday worship.



Let's Get Working

Check your workbook for more to do with this lesson.

BY NOW YOU ARE aware that Christianity today has several branches or denominations. Over history, there have been a series of splits and divisions within Christianity, first between East and West and then within Christianity of the West. Jesus prayed that his followers would be united. So Christians today are making renewed efforts to overcome the divisions that still exist. This is why Christians of different traditions try to respect and get to know about one another. In this lesson you will focus on another denomination of Christianity: Methodism. You will have an opportunity to learn a little about its history, its beliefs and its practices.

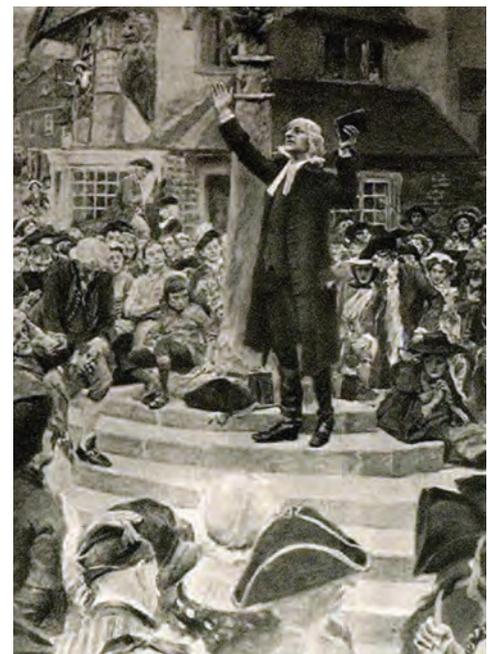


Let's Talk

Describe briefly the history of Methodism.

Brief history of Methodism

Methodism began in the early eighteenth century. **John Wesley** was one of its leaders. At that time some people within the Church of England thought that it had lost its energy and needed to be renewed. Early in 1730 John became part of a group of students at Oxford who regularly gathered for scripture study, prayer and Communion. This was their 'method' of living Christianity, and so they became known as **Methodists**. In 1738, after an unsuccessful period as a missionary in America, John had an experience of being close to God, in which he said his heart was 'strangely warmed'. Shortly after this he began a preaching campaign which took him across Britain and Ireland many times, often preaching to thousands at outdoor meetings. There had been other such preachers before him; however, John was a great organiser and he encouraged those who followed him to meet together in groups like the one he had been part of in Oxford. The nickname 'Methodists' that had been applied to the Oxford group then became the name by which the whole movement was known. John never wanted to cause a split in the Church, and it was only after his death in 1791 that Methodism separated from the Church of England. John's brother Charles was also a Church of England minister. He wrote some of the many fine hymns associated with Methodism. Both brothers were also very involved in caring for the poor, for widows, orphans and prisoners. They helped to educate poor people and they protested against the mistreatment of coloured people. This concern for others became a feature of the Methodist movement.



John Wesley 1703-91



Why Don't You?

- 1 Visit www.irishmethodist.org/where/index.htm to discover your nearest local Methodist congregation.
- 2 Find out more about the extent of Methodism worldwide at en.wikipedia.org/wiki/Methodist

A time to pray

Sign of the Cross

Teacher

Vaira Vike-Freiberga was seven when her family fled Latvia from Soviet-invading forces in 1944. Later in life, she said:

Reader

Three weeks and three days after my family left the shores of Latvia, my little sister died. We buried her by the roadside, but we were never able to return or put a flower on her grave. It is always a painful condition not to know where you are going to lay your head, to look at the lights shining in distant windows, to think of people living their normal lives, sleeping in their own beds, eating at their own table, living under their own roofs. And later when you come to refugee camps... you have no roots, you have no past, you don't know whether you have a future. You have no rights, you have no voice, you have nothing to participate in, you are not a citizen, you have no papers, sometimes you haven't even got your name. You have to pinch yourself to reassure yourself that, yes, I am alive, I am me, I am a human being, I am a person.

Teacher

We take a moment now to imagine what that experience must have been like. We will allow God to speak to us about that experience. *(Pause)*

Today, there are over twenty million refugees in the world. Through the Bible, God asks us to give practical help to people who are in such need.

Reader

A reading from the prophet Isaiah (1:16-17).

The Lord has said: Stop doing wrong and learn to live right. See that justice is done. Defend widows and orphans and help those in need.

The word of the Lord.

All

Thanks be to God.

Teacher

Together, we pray the prayer of all God's children:

All

Our Father...

Sign of the Cross

Note: Vaira Vike-Freiberga became the President of Latvia in 1999. She was the first woman in Eastern and Central Europe to be elected as Head of State.



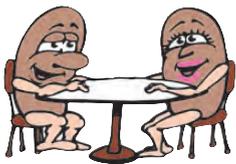
Let's Get Working

Check your workbook for more to do with this lesson.



Why Don't You?

Contact a representative of your local Methodist congregation. (For Ireland, there is a list at www.irishmethodist.org/where/index.htm). You might like to ask a representative of the local circuit or district to meet your class. The meeting might take place in your school or in a local Methodist centre. You might find it helpful to prepare some questions in advance of your visit based on your work on this lesson. You might also enquire about, for example, the important times in the calendar of the Methodist Congregation, and any significant events in local Methodist life.



Let's Talk

Describe the key aspects of Methodism today.

Did You Know?

There are about 60,000 Methodists in Northern Ireland.

Key aspects of the life of Methodism today

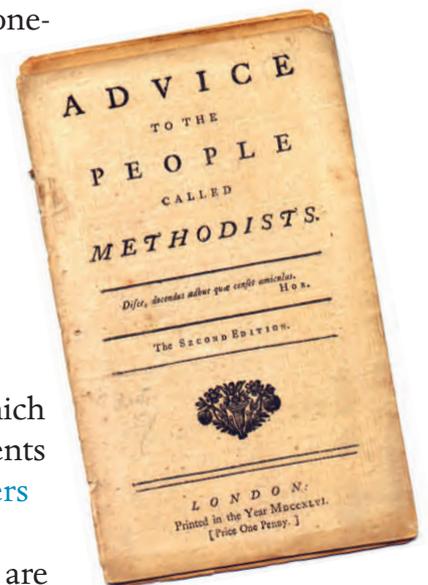
The Word of God: Reading the Bible is very important for Methodists and they are encouraged to study it on their own and in groups. They believe that it is the supreme guide to faith, but that it can only be understood by the guidance of the Holy Spirit, in the light of tradition, experience and reason.

Sacraments: Methodists celebrate two sacraments – **Baptism** and **Holy Communion** (or the Lord's Supper). The children of members are usually baptised if the parents are prepared to ensure that they are brought up in a Christian home and shown how to live like Jesus. Methodists usually celebrate the Lord's Supper at the morning service of the first Sunday of every month. There is no fixed age for Methodists to be confirmed – it is a matter of choice. Those who have chosen to have their baptismal vows confirmed are called *full members*. They make a serious commitment to live like Jesus, and are called to renew that commitment each year at the Covenant Service on the first Sunday in January. Some people look to the Methodist Church for spiritual care, but they do not choose to become full members; they are recorded as being part of the Community Roll. Anyone who attends a Methodist church is welcome to take part in their service of worship.

Leadership and Structure: The governing body of Methodism in Ireland is the **Conference**. The Conference consists of ministers and lay members. It is led by the **president**, who is elected each year for a one-year term only. The local Methodist church is known as a *society*, and this is usually linked with other local societies to form a *circuit*. Methodists meet at circuit level to share resources and planning. In turn, circuits are part of a larger grouping called a *district*. These districts send representatives to the Conference, which is held every June in a different district around Ireland.

Ministry: There are two types of minister, both of which are responsible for preaching, celebrating the sacraments and guiding the people in their faith. **Itinerant ministers** are full time and can be sent to minister anywhere in Ireland by the Methodist Conference. **Local ministers** are part time and will only be asked to work in a defined local area. In addition, Methodism has always used voluntary **local lay preachers**, who are trained to conduct worship and preach, but who do not celebrate the sacraments. All of these ministries are open to both men and women.

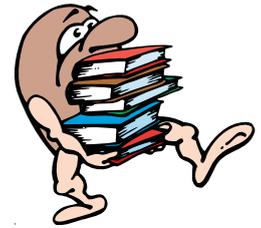
Methodism is evangelical in character, i.e. it openly proclaims the good news of 'salvation by faith in Christ'. Methodist belief may be summed up by what are called the 'Four Alls': it holds that (1) All Need to be Saved; (2) All Can be Saved; (3) All Can Know that they are Saved; and (4) All Can be Saved to the Uttermost (i.e. completely).



SUNDAY WORSHIP IN THE METHODIST TRADITION

On Sunday morning, Methodists go to Morning Worship. They sing hymns and songs; they listen as parts of the Old and New Testaments are read; they pray for the needs of the Church and the world. The minister leads the service and gives a sermon.

About once a month they have Holy Communion (or the Lord's Supper). They say the Apostles' Creed together. Bread and wine are prepared and the great prayer of thanksgiving is said. After the bread is broken, there is a time of silence. Then the bread and wine are shared. The service ends with a hymn and a blessing.



In your Religion Journal

Write down five new things about Methodism that you have become aware of while doing this lesson.

A time to pray

Note: Before the prayertime, make sure that you have a Bible and that you know where to find the text of Psalm 8.

Sign of the Cross

Teacher

Before we read from the Bible, we pray together:

All

Prayer on Opening the Bible

Bless me, O God, so that in opening this Bible
I may open my mind and my heart to your Word.
May it nourish me as it nourished Jesus.

Teacher

The Bible teaches us of the wonder of God and of God's love for us.
We will give God some time now.
We will allow God's word to speak to us
as we read and reflect on Psalm 8.

All open the Bible at Psalm 8 and read it together.

Teacher

Take one line in the psalm that you like and spend a while repeating it very quietly to yourself now. (Pause)

All

Prayer on Closing the Bible

Bless me, O God, so that in closing this Bible
I may enclose your Word in my heart and in my mind
as Jesus enclosed it in his.

Sign of the Cross



Why Don't You?

- 1 Find out more about Methodism by visiting the following websites:
www.methodist.org.uk
www.bbc.co.uk/northernireland/religion/faithandbelief/christian_denominations.shtml
www.irishmethodist.org/index.htm
- 2 Explore the relevant section of the CD-ROM 'The Christian Church', produced (2004) by the Inter-Board and Diocesan Advisers for Religious Education in Northern Ireland
- 3 Refer to the Teacher's CD-ROM that accompanies this book to find more detailed information on Methodist Sunday worship.

INTRODUCING PRESBYTERIANISM

YOU ARE PROBABLY AWARE of some of the harm that divisions in Christianity have brought about. As a result, after centuries of divisions and misunderstanding, a new desire is growing for reconciliation. The Catholic Church today believes that better relationships are possible with the various other denominations of Christianity. Bringing about better relationships means getting to know more about other Christian denominations. This lesson offers you a chance to begin to get to know more about Presbyterianism, another branch of Christianity. You will have an opportunity to learn something of its history, membership, leadership, ministry, worship and sacraments, and its attitude to the Bible.

A brief history of Presbyterianism



Presbyterianism is based on the teaching of **John Calvin**, who lived in **Geneva**, Switzerland. Calvin continued with Luther's thinking and took it to a new level. Luther condemned the system that allowed the sale of indulgences. He believed that no one could buy anything from God because everything we receive is the gift of God; our efforts play no significant part in God's plan for our salvation. John Calvin organised Luther's teachings and presented them in a set of books known as 'The

Institutes'. For Calvin, God is first. Human beings cannot understand God but they can worship God in response to God's greatness and power. For reasons that we are unable to understand, only certain people will be able to accept God's salvation. Human beings have no influence on God; our actions show God's power at work in us, but they do not 'earn' us anything from God. **John Knox** brought this teaching to Scotland from Geneva. In the seventeenth century, Scottish settlers brought it to Ulster, where it was formally established after the 1641 rebellion.

Did You Know?

There are approximately 337,000 Presbyterians in Northern Ireland, making it the largest Protestant denomination here.

A time to pray

Sign of the Cross

Teacher

The book of Job tells of Job's sufferings. Eventually, Job loses patience with God and says:

Reader (Job 23:1-3)

Today I complain bitterly because God has been cruel and made me suffer. If I knew where to find God, I would go there and argue my case.

Teacher

Eventually, at the end of the story, God speaks to Job from out of a storm and says:

Reader (Job: 38:2-4, 16-17, 31, 33)

Why do you talk so much when you know so little? Now get ready to face me! Can you answer the questions I ask? How did I lay the foundation for the earth? Were you there? Job, have you ever walked on the ocean floor? Have you seen the gate to the world of the dead? Can you arrange stars in groups such as Orion and Pleiades? Do you know the laws that govern the heavens?

Teacher

God teaches Job not to assume that he knows better than God. Job learns the greatness of God. He learns to respect God.

We pause for a moment to think of the great things of creation:

- the wonders of nature (*pause*)
- the vastness of space (*pause*)
- the complexity of the human body (*pause*)
- the depths of love (*pause*)
- the sacrifices people make (*pause*)

God, who caused all these things, is beyond our understanding. Yet God loves us. We pray now as children of God in the way that Jesus taught us:

All

Our Father...

Sign of the Cross



Why Don't You?

- 1 Find out more about Presbyterianism by visiting the following websites:

www.bbc.co.uk/northernireland/religion/faithandbelief/christian_denominations.shtml

www.presbyterianireland.org/about/index.html

- 2 Contact a representative of your local Presbyterian congregation. (Go to www.presbyterianireland.org and click on 'Presbyterian Congregations'.) You might like to ask a representative of your nearest local congregation to meet your class. The meeting might take place in your school or in a local Presbyterian 'meeting house' or place of worship. You might find it helpful to prepare some questions in advance of your visit based on your work on this lesson. You might also enquire about, for example, important times in the calendar of the Presbyterian Congregation, or any significant events in local Presbyterian life.

Key aspects of the life of Presbyterianism today

The Bible: The Bible is central to Presbyterian faith and worship. Presbyterians believe that the Bible is the Word of God and the sole authority for guiding faith and conduct. Usually, the pulpit is most prominent item in the 'meeting house'. Presbyterian worship is based on listening to the Word of God in scripture. Presbyterians pray each day and spend time reading the Bible. They also aim to love and care for others and to forgive those who hurt them.

Leadership: Presbyterians believe that everyone is equal and that no one individual is given authority over another. The name Presbyterian comes from a Greek word meaning leader, elder or bishop. There are two types of elder: **ruling elders**, who guide the people in the faith; and **teaching elders** or ministers, who celebrate the sacraments and teach the Word of God.

The Presbyterian Church has different levels of leadership, called Church courts. At the local level, the people elect a group of elders to form a **Kirk Session**, which governs the local congregation. Local congregations are in turn grouped to form a **Presbytery**. As there are no bishops in the Presbyterian tradition, the Presbytery functions like a bishop. The third and final level of Church court is the **General Assembly** – a national body at which matters of Church policy are agreed. Each court is chaired by a **moderator**, who normally serves for one year.

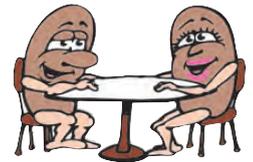
Ministry: Presbyterianism teaches that every member should use the gifts they have, as detailed in the New Testament (for example, see 1 Corinthians 12:28). Ordination is reserved for the teaching and ruling elders, who may be men or women. Others in full-time church work may be lay pastoral assistants (also called deacons or deaconesses), youth and family workers.

Sacraments: Presbyterians celebrate two sacraments – **Baptism** and **Communion** (also known as the Lord's Supper). Baptism is for those who publicly profess faith in Jesus as adults, or for the children of believers. The Lord's Supper may be celebrated as often as three or four times a year, although some congregations celebrate it monthly.

SUNDAY WORSHIP IN THE PRESBYTERIAN TRADITION

On Sunday Morning, Presbyterians go to Morning Worship. Their worship is straightforward and direct. They meet in their kirk (their name for their church building). At the start, the Bible is carried in and opened. Songs and hymns are sung. They listen reverently to readings from the Bible. They say the Lord's Prayer together. There is a Prayer of Thanksgiving, and then the minister gives the sermon, which is a very important part of the service.

Three or four times a year, they have a Communion Service. After the usual Sunday Morning Worship, the minister comes down from the pulpit and stands behind the communion table, where the bread and wine are placed. The elders take the bread and wine to the congregation. The wine is in little individual glasses. The people remain in their seats to receive the Communion. About a week before this service, there is a pre-Communion service to help them to prepare properly. A few days beforehand, Communion Tokens (nowadays on card) are given to the people in their homes and the ruling elders collect these tokens during the Communion Service.



Let's Talk

Describe briefly the history of Presbyterianism.



Why Don't You?

Refer to the Teacher's CD-ROM that accompanies this book to find more detailed information on Presbyterian Sunday worship.

A time to pray

Sign of the Cross

Teacher

When the Bible is read, the Word of God is spoken. God is always with us and God's Word will guide us for the rest of our lives. The writer of the New Testament letter to the Hebrews reminds us of this:

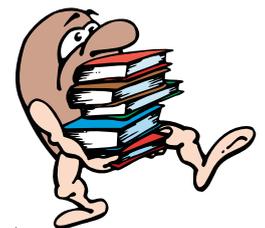
Reader

What God has said isn't only alive and active! It is sharper than any double-edged sword. God's Word can cut through our spirits and souls and through our joints and marrow, until it discovers the desires and thoughts of our hearts. Nothing is hidden from God! God sees through everything, and we will have to tell God the truth.

All

The Word of God to guide me.
The Word of God to direct me.
The Word of God to give me life.
The Word of God to protect me.

Sign of the Cross



In your Religion Journal

Write down five new things about Presbyterianism that you have become aware of while doing this lesson.



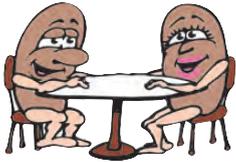
Let's Get Working

Check your workbook for more to do with this lesson.

AN OVERVIEW OF CATHOLICISM

Did You Know?

There are over 600,000 Catholics in Northern Ireland.



Let's Talk

Give examples of how students and others in the community might live as members of the Church.



Why Don't You?

Check Term 3, Lessons 13 to 16 of *Fully Alive 1* to revise what you learned last year about the leadership and organisation of the Catholic Church.



OVER THE LAST NUMBER of lessons you have been exploring the traditions of other denominations of Christianity. This lesson gives you an opportunity to refresh your awareness of the Catholic tradition. For example, what would you say if someone asked you to tell them what the Catholic Church was about? Briefly, the Catholic Church is a community of believers in Jesus Christ; it celebrates the seven sacraments and is led and guided by the Pope, together with the bishops of the Church. Because the Pope is the Bishop of Rome, it is often called the Roman Catholic Church. God speaks to us through scripture. God is also with us in another way, which we call Tradition. This lesson will help you to explore these points in more detail.

Being a member of the Catholic Church

There are different ways of describing the Church, for example:

- the Body of Christ (with Christ as our head and we as the many members united to him);
- the people of God (like the people of Israel guided by God on the journey of life);
- the Temple of the Holy Spirit (each of us has received the Holy Spirit to help us to live like Jesus and to work together);

Notice how each of these descriptions of the Church includes people. So, when you talk about the Church, you're talking about the people who belong to it. People become part of the Church by being baptised, either as babies or, later, as adults. Full members of the Church have also celebrated the sacraments of Confirmation and Eucharist.

Last year you learned that the Church is organised at various levels: at parish level, at the level of your diocese, and at international level.

Parish: The Church at local level

God has given every person individual gifts and a special, unique identity. As members of the Church, people are called by God to follow Jesus and to use their gifts in the service of God and of others. So, being a member of the Church is about being the best that you can be for God and for others in the various parts of your life: as a student, as a family member, as a factory- or shop-worker, as a person with a profession, as an artist, as a writer, as a parent, as a husband or wife, or as whatever you are in life. When baptised people live all these roles for God and for others, this is the Church in action at local level.

You might remember from last year how you can also see the Church active at local level in the parish bulletin: in the new births and baptisms, in the marriages, in various local activities, and in the way people remember those who have died.

A time to pray

Sign of the Cross

Teacher

Back in the time of Jesus it was the custom for visitors to a house to have their feet washed when they arrived. Normally servants did this. It was a courtesy and it made their feet comfortable and clean again after a day on the hot, dusty roads. In the Gospel according to John we hear of how Jesus took the place of the servant and washed the feet of his friends at the Last Supper.

Reader

A reading from the Gospel according to John (13:4-5, 12-15).
During the meal Jesus got up, removed his outer garment, and wrapped a towel around his waist. He put some water into a large bowl. Then he began washing his disciples' feet and drying them with the towel he was wearing. After Jesus had washed his disciples' feet and had put his outer garment back on, he sat down again. Then he said: 'Do you understand what I have done? You call me your teacher and Lord, and you should, because that is who I am. And if your Lord and teacher has washed your feet, you should do the same for each other. I have set the example, and you should do for each other exactly what I have done for you.'

The Gospel of the Lord.

All

Praise to you, Lord Jesus Christ.

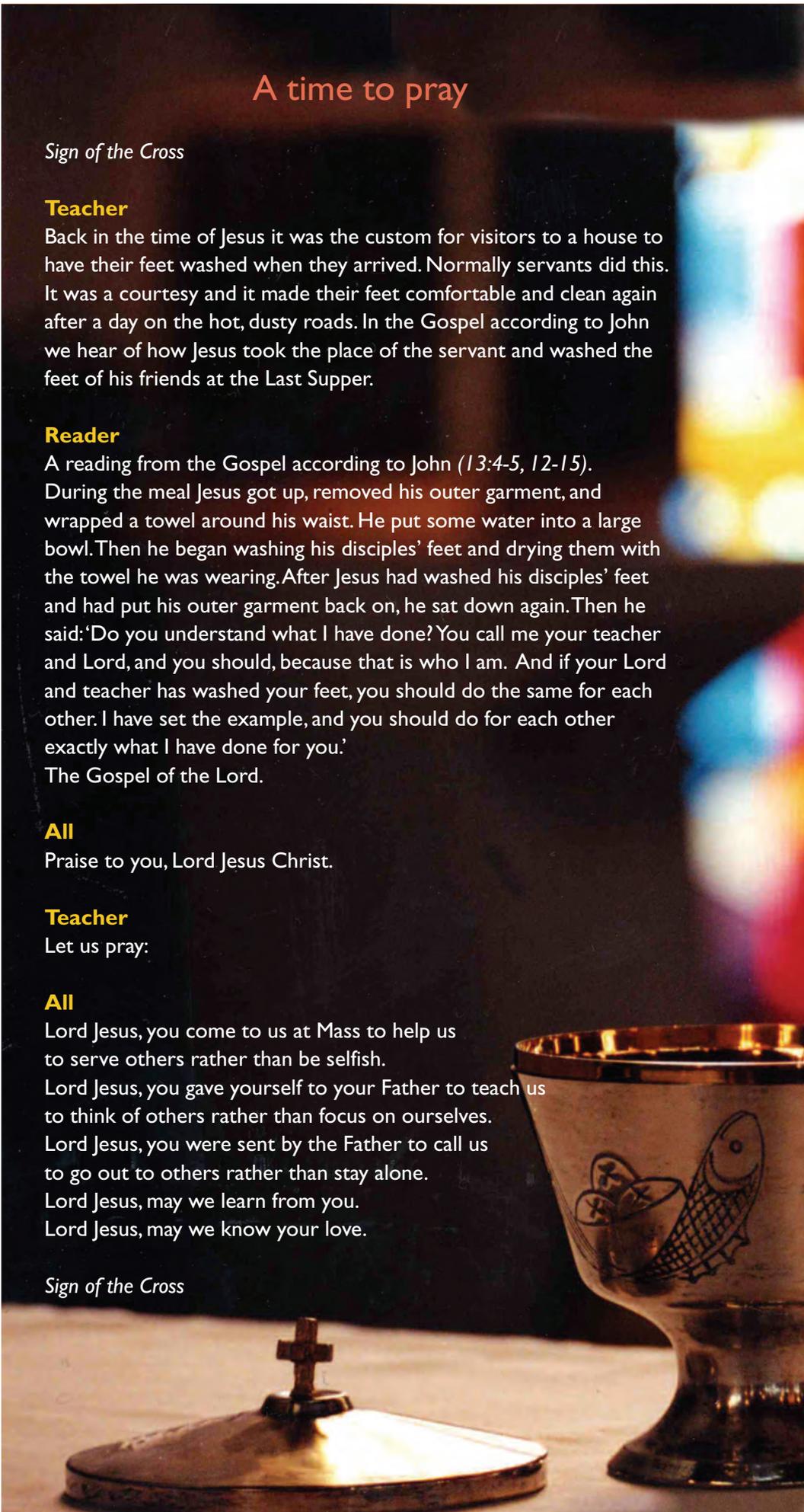
Teacher

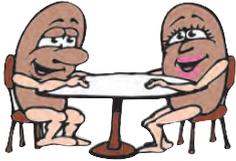
Let us pray:

All

Lord Jesus, you come to us at Mass to help us to serve others rather than be selfish.
Lord Jesus, you gave yourself to your Father to teach us to think of others rather than focus on ourselves.
Lord Jesus, you were sent by the Father to call us to go out to others rather than stay alone.
Lord Jesus, may we learn from you.
Lord Jesus, may we know your love.

Sign of the Cross





Let's Talk

Sum up the key aspects of Catholicism today. Refer to

- leadership and organisation;
- sacraments;
- scripture and tradition.

The Church at the level of the diocese and at international level

The key unit of the Catholic Church is the diocese. The bishop is the leader of the Catholic Church in each diocese. The Pope, together with all the bishops, gives leadership to the whole Church throughout the world. Since 1153



Mass before
conclave of cardinals in
St Peter's Basilica, Rome

Ireland has been divided into twenty-six dioceses. These are grouped into four ecclesiastical provinces: Armagh, Dublin, Cashel and Tuam. At local level, each diocese is divided into parishes. The bishop of the diocese appoints a parish priest, and sometimes one or more curates, to lead each parish in faith.

A cardinal is someone who is chosen by the Pope to help him in leading the whole Church. There are about 130 cardinals. When a pope dies, the next pope is chosen by the group of cardinals who meet in conclave in the Sistine Chapel in Rome.

In Ireland, as in other countries, Catholic bishops meet to discuss things several times a year. This group is called the Irish Bishops' Conference. It is usually chaired by the Archbishop of Armagh, who has the title 'Primate of All Ireland'.

Leadership and Ministry in the Catholic Church

Jesus called people to be his disciples and to imitate him in his love for God and for others. He continues to help us through the power of the Holy Spirit in us. He also guides us through the leadership he gave to the Church. Jesus gave leadership in the Church to the apostles and to their successors – the Pope and the bishops. They are helped in their work of serving the Church by priests and deacons. This means that there are three orders (or levels) of ordained ministry in the Church: bishop, priest and deacon. A man becomes a deacon, a priest or a bishop in the Catholic Church through the sacrament of Holy Orders, and he must remain celibate (unmarried).

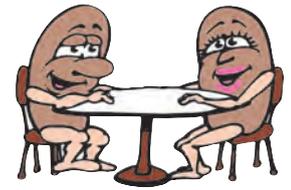


Let's Get Working

Check your
workbook for more
to do with this lesson.

Lay people (those who are not ordained deacons, priests or bishops) can also have special roles of service in the Church. There are special ministers of the

Word (readers at Mass) and special ministers of the Eucharist (Eucharistic ministers give Holy Communion to people at Mass and to people who are sick at home or in hospital). Lay people help those preparing for marriage at pre-marriage courses. Lay people also perform the special ministry of catechesis (teaching) when they help others to learn about and to live their faith.



Sacraments

The Catholic Church celebrates the seven sacraments: **Baptism, Eucharist, Confirmation, Reconciliation, Anointing of the Sick, Holy Orders and Marriage**. The two most important sacraments are Baptism (through which a person becomes a member of the Catholic Church) and Eucharist (which celebrates God's presence among us and renews our call to serve others). Eucharist is very important for Catholics. When we celebrate Eucharist we gather as a community, we listen to the Word of God, we give thanks to God, we offer ourselves to God as Jesus did, and the Risen Jesus comes to us in Holy Communion. For Catholics, the Eucharist is the best example of what 'being the Church' means.

Sacred Scripture: The Word of God

The Bible (or Sacred Scripture) is very important in the Catholic Church. It plays a major role in each Eucharist (Mass) and in the celebration of each sacrament.



Many Catholics read from the Gospels or from some other part of the Bible every day as part of their prayer. Through the scriptures, the Good News has been handed on to us in written form.

Tradition

Catholics believe that the Good News has been handed on in another way too, which they call 'Tradition' (from the Latin word 'to hand on'). Scripture is the Good News handed on in written form; Tradition is the Good News handed on through teaching and example. Tradition (or 'handing on') was first seen in the words and example of the apostles, which were guided by the Holy Spirit. Nowadays, this same 'handing on' is to be seen in the teaching and good example of the bishops, who are the chosen successors of the apostles. They have taken the place of the apostles in their role as links with the teaching of Jesus. (See also No. 2 on page 63.)

Let's Talk

- 1 In regard to the forms of worship used by the different Christian denominations, what similarities and differences do you notice in:
 - the time of the week chosen for community worship;
 - the forms of worship used;
 - the type of participation by those involved.
- 2 In regard to the structures of the different Christian denominations, what similarities and differences do you notice?
- 3 Suggest some of the main ways in which you can show respect for
 - your own Christian tradition;
 - other Christian traditions.
- 4 Why would you say it is important to respect other Christian traditions?



SUNDAY WORSHIP IN THE CATHOLIC CHURCH

Why Don't You?

- 1 Refer to the Teacher's CD-ROM that accompanies this book to find more detailed information on Catholic Sunday worship.
- 2 Visit www.catholiccommunications.ie and click on 'Archdioceses and Dioceses'. Through the details given there, you may be able to find out more about your own parish.
- 3 Visit the Catholic Ireland website at www.catholicireland.net and click on 'Mass Times', and then select the county to find out if the details of your parish Mass times, etc. are on-line. (If not, you might consider supplying them to the website.)
- 4 Find out more about the Catholic Church in Northern Ireland at www.bbc.co.uk/northernireland/religion/faithandbelief/christian_denominations.shtml

Sunday is the day when Catholics remember the resurrection of Jesus. They go to Mass on Sunday morning or on the previous Saturday evening. The priest leads the Mass, but other people also have special roles. Usually, Mass begins with people saying that they are sorry for their sins. The first main part of the Mass is called the **Liturgy of the Word**: those present listen to the readings from the Bible and to the priest's homily; they respond to the prayers for the needs of the Church and the world. The next main part is called the **Liturgy of the Eucharist**: bread and wine are brought forward; the priest prays the Eucharistic Prayer; he gives thanks to God; he asks that God's Holy Spirit may come upon the bread and wine and on all those gathered together (Catholics believe that the bread and wine are changed to become the body and blood of Christ); the people all say 'Amen' together at the end of this prayer; after the Our Father, they receive Holy Communion; usually they receive only the host, but on special occasions, like Mass on Holy Thursday or on their wedding day, they may receive Holy Communion from the chalice also. At the end of Mass, the priest sends the people out to live like Jesus. This reminds them to love God and to love others.



A brief history of Catholicism in Ireland

Catholics connect St Patrick with the start of Christianity on the island of Ireland. Patrick was made a bishop by Pope Celestine I and sent to Ireland in AD 432 to those '...already believing in Christ'. During the centuries that followed, many monasteries were founded. Irish monks travelled throughout Europe setting up monasteries and they did much to strengthen the Church. Before the Reformation, all Christians thought of themselves as Catholics. Afterwards, more often than not, Catholics were those who still accepted the leadership of the Bishop of Rome, and they became known as Roman Catholics. In the years that followed, the English authorities (because of their own fears about security) did much to stamp out Catholic religious life and worship. However, this changed in 1829, after which it was no longer illegal to live as a Catholic in Ireland.

SO, YOU KNOW a little about the different denominations of Christianity. You know, too, that trouble can arise when Christians do not respect one another. When Christians do not show such respect, they make a mockery of the message of Jesus: ‘Love one another.’ In recent years many of the different Christian denominations have begun working together towards a better understanding and better relationships. In this lesson you will have a chance to become more aware of these developments and to reflect on how you might show more respect for people whose religious background is different to your own.



Why Don't You?

Find out if there were any local ecumenical initiatives in your area.

Ecumenism: working to end division among Christians

At his first Sunday Mass, Pope Benedict XVI described the divided Church of Christ as a torn net no longer holding together all that it should contain. He prayed: *‘Alas, beloved Lord, with sorrow we must now acknowledge that [the net] has been torn! But... let us do all we can to pursue the path towards the unity you have promised... Grant that we may be one flock and one shepherd! Do not allow your net to be torn; help us to be servants of unity!’*

For centuries, Catholic, Orthodox and Protestant Christians had been completely divided. Often, they did not even talk to one another. This changed during the twentieth century.

The change began in 1910 at a World Missionary Conference held in Edinburgh. It was attended by representatives of many Protestant denominations. They started to work together for worldwide unity of Christians. This became known as the Ecumenical movement.

The word ‘ecumenical’ comes from the Greek word *oikoumene* (pronounced ‘oy-ku-men-ay’), which means ‘the whole household’ or ‘everybody’ or ‘visitor’.

In 1948 a new group emerged as a result of this movement: it was called the World Council of Churches (WCC). Today it is an international organisation of over 340 Christian Churches and denominations. It promotes friendship between its members and study of the issues that continue to divide Christians.

During the twentieth century the Catholic Church made greater efforts towards healing the divisions that exist between Christians. In particular, Pope John XXIII (1958-63), Pope Paul VI (1963-78) and Pope John Paul II (1978-2005) all worked to help end such divisions. Pope Benedict XVI is continuing this trend. Today, representatives of the Catholic Church and the World Council of Churches work together for ecumenism.

Each year Christians all over the world have a Week of Prayer for Christian Unity, from 18 to 25 January. They seek to respect their differences, to listen and talk to one another, and to pray together.

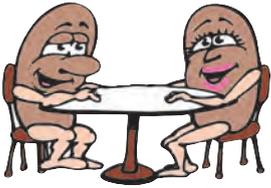


Pope Benedict XVI



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Today many Christians of different denominations are more interested in showing respect for one another, in learning about one another, and in being more united. Suggest some reasons as to why this might be.
- 2 Discuss the following statement: 'The Ecumenical Movement does not seek to make Christians exactly the same.'
- 3 Why do you think it might be particularly important for Catholics and Protestants to learn about one another?



Why Don't You?

- 1 Find out more about the World Council of Churches at www.wcc-coe.org
- 2 Refer to the Teacher's CD-Rom that accompanies this book for a special service for Christian Unity.

How might you show respect and promote Christian unity?

- Be informed about other Christian denominations; learn about their beliefs and practices.
- Be truthful when talking about denominations of Christianity other than your own; do not make untrue statements about them.
- Get on the 'inside track': make friends with those of other Christian denominations.
- Co-operate together on an inter-school project; do a concert to raise money for a local charity or for the poor of the developing world.
- Be aware of what we share in common, rather than focusing only on our differences.
- Pray for unity among Christians and take part in public services at Christmas/Easter or during the Week of Prayer for Christian Unity.

A time to pray

Note: This prayer may be read aloud by one person or by the whole class. Afterwards, you might also take some quiet time to reflect on it.

Sign of the Cross

A Prayer for Christian Unity

Ever-present and faithful God,
Unite your people who believe in Jesus.
Make us one.
Heal our divisions.
Forgive our sins against one another.
Teach us to forgive one another.
Help us to learn from one another.
Gather us together around the Risen Jesus.
Increase our understanding.
Make us grow in respect.
For what unites us is greater than what divides us,
and our witness is greater in unity than in division,
and your call is greater than all our differences.

Glory be to the Father, and to the Son, and to the Holy Spirit;
as it was in the beginning, is now and ever shall be, world without end.
Amen.

Sign of the Cross

LUKE THE EVANGELIST

Term 2, Lesson 15

IN THE LESSONS THAT FOLLOW you will find many stories from the Gospel according to Luke. What do you know about Luke's Gospel? It's time for you to explore a few facts and to learn a bit more about it.

FACT FILE: THE GOSPEL ACCORDING TO LUKE

Author: Not known for sure. Probably Luke, a friend and co-worker of St Paul. Luke went with St Paul on some of his journeys and Luke wrote about these in his second book – the Acts of the Apostles. Luke was not an apostle of Jesus and is the only New Testament writer who was not a Jew. He was well-educated, possibly a doctor by profession.

Date: Around AD 80-90. The Gospel of Luke was the third Gospel to be written.

Main point: The Good News that Jesus brought is for all people – Jews and Gentiles (non-Jews) alike. Luke was a Gentile writing for Gentiles. He wanted them to know that Jesus had come to save them too. Luke showed us a Jesus who was compassionate and forgiving and who had a special concern for all those who were weak and downtrodden in society: the poor, the outcasts, sinners and women.



Target audience: Gentiles who had become Christians.

Sources of information for this Gospel: Luke used Mark's Gospel to help him put his own Gospel together. He also used a collection of Jesus' sayings, known as 'Q' ('Q' = *Quelle*, a German word meaning 'source'), as well as other stories (both written and oral) that he came across about Jesus.

What is special about the Gospel according to Luke?

- The Holy Spirit is mentioned more often in the Gospel according to Luke than in Matthew or Mark.
- Nineteen meals are mentioned in the course of this Gospel: that's thirteen more than in the Gospels according to Matthew or Mark.
- Women have an important role in the Gospel according to Luke. Luke pairs men and women together much more than the other Gospel writers: Zechariah and Elizabeth; Simeon and Anna. Luke names the men who follow Jesus: the apostles (Luke 6); Luke also names the women who follow him and who provide financial support for Jesus and the Twelve (Luke 8).
- This Gospel has more prayers in it than the other Gospels.
- It emphasises God with us today. The word 'today' is used at significant times: at Jesus' birth (Luke 2:11), after a cure (Luke 5:26), to Zacchaeus (Luke 19:9), and on the cross (Luke 23:43).



Let's Get Working

Check your workbook for more to do with this lesson.

A time to pray

Note: You will need a Bible for this prayertime. Do a search for Luke 1:46-55. You might like to read this prayer quietly before you begin.

Sign of the Cross

Teacher

Luke, the Gospel writer, tells us one of the prayers of Mary, the mother of Jesus. We read it quietly now together and praise God.

All read together Luke 1:46-55, ending with the 'Glory be to the Father...'

Sign of the Cross

Why Don't You?

Do one or more of the following activities:

- 1 Look up the introduction of Luke's Gospel (1:1-4). What do you learn about the author from reading this?
- 2 Design a cover/book marker for the Gospel according to Luke. Design an introductory page for each of the sections of Luke's Gospel.
- 3 In many of the stories that Luke includes in his Gospel, women are the main characters. List some examples of stories where Luke features a woman as the main character.
- 4 Look through Chapters 4-19 of Luke's Gospel and list all the parables you find. Choose one and illustrate it.
- 5 Look through Chapters 4-19 of Luke's Gospel and list all the miracle stories you find. Imagine you are a reporter for a local TV station or newspaper. Choose one of the miracle stories and write up/act out an interview with the person who was healed by Jesus.
- 6 Luke shows Jesus constantly in prayer. Find some examples of Jesus praying.

Let's Talk

- 1 'Jesus had a lot of time for the poor and oppressed.' Support this statement with examples from Luke's Gospel.
- 2 In your opinion, who are the poor or outcast in our world today?
- 3 Does Jesus' attitude to the poor and outcast challenge you today? Explain.

STRUCTURE OF LUKE'S GOSPEL

1. Prologue or introduction: 1:1-4	Unlike Mark, Luke does not use the term 'Gospel'. He is instead writing an 'orderly account'. He is not an eyewitness to the events, but has gathered material from a variety of sources, including eyewitness testimony. Luke dedicates his Gospel to someone named Theophilus. This name may have belonged to a particular individual. Alternatively, it may be Luke's way of addressing believers in general, because 'Theophilus' means 'lover of God'. It is possible that Luke was trying to convince Rome that the Christian movement was not in any way a threat to the State.
2. Infancy narrative: 1:5-2:52	This part of the Gospel tells the story of the events that led to the birth of Jesus, the presentation in the Temple and the story of the boy Jesus with the Jewish teachers in the Temple.
3. Jesus prepares for his work: 3:1-4:13	In this section we find the story of John the Baptist and read about the preparation that Jesus made before he began his work.
4. Jesus in Galilee: 4:14-9:50	This section deals with the time Jesus spent in Galilee. It was while he was in Galilee that he called his disciples, taught a number of parables and performed several miraculous deeds.
5. The journey to Jerusalem: 9:51-19:27	In this section Jesus leaves Galilee and begins the journey towards Jerusalem. Again we find many parables and miracle stories. We also get the definite feel that opposition to Jesus is growing.
6. The Passion and Death of Jesus: 19:28-23:56	This section tells us the story of the passion and death of Jesus.
7. The Resurrection and	Here we find the story of the resurrection of Jesus, his appearance to the disciples and his ascension into heaven.

Luke's portrait of Jesus

Here is a list of things that Luke highlights about Jesus, along with Gospel references to particular examples:

- Jesus heals through touch (5:12-16 The man with leprosy)
- Jesus reaches out to sinners (5:27-32 The calling of Levi)
- Jesus reaches out to a non-Jew (7:1-10 The centurion's servant)
- Jesus feels compassion (7:11-17 The widow at Nain)
- Jesus praises a sinner (7:36-50 The sinful woman)
- Jesus praises a woman's faith (8:43-48 The woman with the bleeding; 21:1-4 The widow at the treasury)
- Jesus feels annoyance (13:10-17 The woman crippled for eighteen years)
- Jesus hears the cry of the poor (18:35-43 Healing of the blind man at Jericho)
- Jesus prays (6:12; 9:18; 11:1; 22:41-44; 23:34)
- Jesus is afraid (22:42-44)
- Jesus forgives (7:47-48; 23:34)
- Jesus is a man of peace (1:79; 22:51)

In your Religion journal

Look up the above references and make a list of the qualities of Jesus.

BARTIMAEUS

IN THE FIRST LESSON OF THIS BOOK you learned about the day Jesus made a new start in Nazareth synagogue. The Gospel according to Luke tells of how Jesus read the words of the prophet Isaiah: ‘The Lord’s Spirit has come to me, because he has chosen me to tell the good news to the poor. The Lord has sent me to announce freedom for prisoners, to give sight to the blind, to free everyone who suffers, and to say, “This is the year the Lord has chosen”’ (Luke 4:16-19). The next few lessons focus on Jesus telling the good news through particular special actions that we call ‘miracles’, beginning with how he cured Bartimaeus. But before that, here is an example of the power and loving care of Jesus in action. Such love and power continue to inspire others today.

Mercy Ships

Since 1978 an organisation called Mercy Ships has turned a number of ships into floating hospitals. Volunteer workers (including nurses, doctors and surgeons) travel on these ships to the world’s poorest people. In this way, the volunteers bring free health care and healing to people who would never get them otherwise. The organisation aims to follow the example of Jesus in bringing love, hope and healing to those who desperately need it.



Volunteer medical teams do many kinds of operations. They make an amazing difference to the lives of the people whom they help.

Some examples of work done by Mercy Ships:

- Over 300,000 people treated in village medical clinics.
- 110,000 dental treatments given.
- More than 18,000 operations, such as cleft lip and palate, cataract removal and other corrective eye surgery, and repair of physical injuries and facial disfigurements.

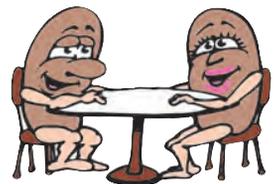
Why Don't You?

- 1 Visit the website www.mercyships.org/Stories/StoriesMain.cfm to read stories of help given to people with disabilities. What sort of attitude do you find in the people in these stories?
- 2 Visit the website www.owsp.org/printanoverview.htm and find out about blindness in the world today.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Have you or anyone you know ever done any voluntary work? Describe that work and the reasons for doing it.
- 2 What opportunities exist for you to help others through voluntary work? Why might you do this?



Why Don't You?

Act out the interview with Bartimaeus in the *Jericho Times*.

OR

Do your own version of the interview as if you were a roving reporter for J2FM Radio, who just happened to be in the area when you heard of another mysterious incident involving Jesus of Nazareth. You rush to the scene. Jesus has gone, but the crowd is still gathered around the man. Your job is to interview them and to find out what happened. It might begin as follows:

News Reader: This is J2FM Radio. We're just getting news of another incident involving Jesus of Nazareth. Our reporter is on the scene, just outside Jericho city. We're not fully clear what has happened and we apologise in advance for any problems with sound quality.

Reporter: Thank you, (name of news reader). Yes, this is (name of reporter) for J2FM Radio. I am just outside the walls of the beautiful city of Jericho in Judea. Less than thirty minutes ago it was the scene of...

THE JERICHO TIMES

'JESUS GAVE ME BACK MY SIGHT'

The sensational story of Bartimaeus!

Reporter: Bartimaeus, what was life like before Jesus healed you?

Bartimaeus: Life was pretty bleak. I had been blind since I was young. My family did their best for me but I was still not able to go to school or enjoy the things other children of my age enjoyed. When my parents died, I went on to the street and spent my days begging. I once tried to find work, but everyone just laughed. They told me to get back on the streets because I was more trouble than I was worth. Pilgrims on their way to Jerusalem would always share their bread and water with me – sometimes they even talked to me. You couldn't say it was a great life!

Reporter: When you heard that Jesus of Nazareth was going by, you shouted out his name and caused a commotion. Why did you do that?

Bartimaeus: Pilgrims told me about Jesus and how he talked about God's love and how he showed it when he healed people. Well, I wasn't going to miss my chance. I knew he had the power to change my life. I had everything to lose by keeping quiet, so I made sure he would hear me.

Reporter: How did you feel when Jesus stopped and called you over?

Bartimaeus: It was amazing. It was as if everything had just stopped suddenly. A strong arm helped me up and guided me towards the voice that had called me. When I reached the place where Jesus was, I could sense his presence. Then I heard his voice. He asked me, 'What do you want me to

do for you?' It was a long time since anyone had asked me that. I didn't waste his time. Immediately I said, 'Lord, let me receive my sight.' I had never admitted before how much I wanted to see again. I was very emotional.

Reporter: Describe how Jesus healed you.

Bartimaeus: Jesus simply said to me, 'Receive your sight; your faith has made you well.' And I opened my eyes and I could see. He didn't touch my eyes or say any prayers. I didn't feel anything happen; just suddenly I could see. His words have amazing power.

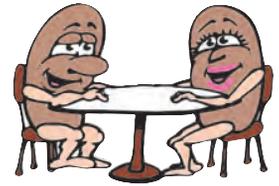
Reporter: Bartimaeus, supposing Jesus hadn't healed you, what would that have meant for you?

Bartimaeus: Well, my mother always told me what it says in the Torah: 'I am made in the image and likeness of God.' I'll never forget that, no matter how others treat me.

Reporter: You have an amazing story, Bartimaeus. Tell us, now that you can see, what are your plans for the future?

Bartimaeus: I have decided that I'm going to do something to help other people who are begging and disabled. It's time people made the connection between loving God and loving others. Isn't that what Jesus was showing us when he made me better? I will also tell people about Jesus and how we can follow him.

Reporter: That's wonderful, Bartimaeus. Good luck and thanks for telling your story.



Let's Talk

- 1 How would you describe the attitude of Bartimaeus to his blindness in the *Jericho Times* interview?
- 2 If you had been Bartimaeus, do you think your attitude would have been the same or different? In what ways?
- 3 Do you know anyone who is blind? If not, why might that be?
- 4 Imagine that you were Bartimaeus trying to tell your family why Jesus cured you. What would you say to them?
- 5 Do a Bible search for Luke 18:35-43 and read the story. Would you say that the *Jericho Times* report is faithful to the Bible account? Why?/Why not?

A time to pray

Sign of the Cross

Teacher

Even though he was physically blind, the man in the story was aware of who Jesus was and of what Jesus could do. Like the man in the story, we call on Jesus today.

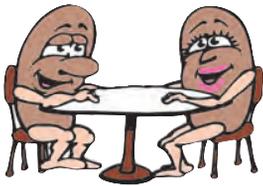
Reader

After each of the following petitions, all may reply: 'Lord, graciously hear us.'

- Jesus, rid the world of the blindness of hatred. May war and violence end. Lord, hear us.
- Jesus, Son of God, help us to see the needs of others around us and to help others in times of loneliness, worry and anger. Lord, hear us.
- Jesus, Son of David, have mercy on us and help us to change from being selfish to being generous. Lord, hear us.
- Jesus, teller of God's love, help our society to show God's love today and to put an end to homelessness. Lord, hear us.

Sign of the Cross

JESUS HEALS A BOY



Let's Talk

- 1 What strikes you about the father in the story?
- 2 What sort of attitude does Jesus have to the sick boy?
- 3 List some of your impressions of Jesus after reading this story.
- 4 The disciples could not cure the boy, but Jesus could. What does this tell us about Jesus?
- 5 How does the crowd react to the boy's cure? Why do they react in this way?
- 6 The man blames an evil spirit for making his son sick. Do you think he would describe it that way today? Explain your answer.



Why Don't You?

Find out more about epilepsy by visiting www.epilepsyfoundation.org/answerplace/About-Epilepsy.cfm and www.epilepsy.org.uk

WHEN JESUS HEALED BARTIMAEUS, he showed how God loves and values people, in spite of what might be happening in their lives. Jesus showed the power of God when he healed Bartimaeus. Jesus showed this power again when he healed the boy whose story is at the heart of this lesson. Once again, Jesus shows how God sees beyond the conditions of our lives. Once again, we see the love and compassion of God in action in the wonderful actions of Jesus.

Jesus Cures a Boy

Just then someone in the crowd shouted, 'Teacher, please do something for my son! He is my only child! A demon often attacks him and makes him scream. It shakes him until he foams at the mouth, and it won't leave him until it has completely worn the boy out. I begged your disciples to force out the demon, but they couldn't do it.' Jesus said to them, 'You people are stubborn and don't have any faith! How much longer must I be with you? Why do I have to put up with you?' Then Jesus said to the man, 'Bring your son to me.' While the boy was being brought, the demon attacked him and made him shake all over. Jesus ordered the demon to stop. Then he healed the boy and gave him back to his father. Everyone was amazed at God's great power. (Luke 9:38-43)

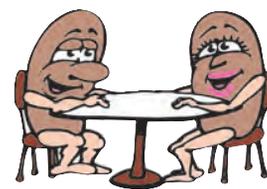
A note on epilepsy

Nowadays, the condition affecting the boy would probably be called epilepsy. This is a brain condition that makes a person have attacks. There are different kinds of attacks: some only last for a moment, others can make a person unconscious, and some can make a person's body shake and shudder. Epilepsy is not a mental illness, and it doesn't usually get worse with time. Most people who suffer from it live a normal length of life. Doctors can't cure epilepsy, but they can use medicine to control the condition. An attack happens because of a brief electrical disturbance in the brain that brings about a change in a person's feeling, awareness or behaviour. Long ago, people did not know what caused such attacks. Their best guess was that it was demons (or evil spirits). We no longer need to talk about brain conditions in this way today. One in every 131 people in the UK has epilepsy.



The power of Jesus: the power of God

Jesus told people the Good News of God's love. People heard this news not only through the words of Jesus but also through his actions and his attitude, especially in the way he included people who were sick or disabled. When Jesus cured people, he was showing them what God's love is like. The people praised God because the power of Jesus was the power of God. As far as they were concerned, God's power was at work in Jesus.



A time to pray

Sign of the Cross

Teacher

Let us pray for those who carry on the healing work of Jesus today.

All

God, bless all who give care in their own homes:
those who look after family members who are ill
and those who look after older relatives;
through them, you give your gifts of healing.

God, guide all hospital workers, nurses, doctors and surgeons;
through them, we feel your care among us.

God, bless all local nurses, doctors and home-helpers;
through them, your healing work goes on among us.

God, encourage all who work with those in long-term care;
through them, your love is seen among us.

Glory to you, God!

You call us to follow Jesus and to show your love. Amen.

Sign of the Cross

Let's Talk

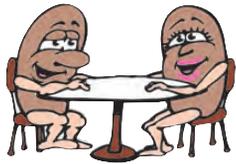
- 1 Looking back at the story, whom do the people praise when the boy is cured? What might that suggest about the identity of Jesus?
- 2 If someone asked you to identify the power of God at work in your life as an individual, as part of a community or as part of your class group today, what answers might you give?



Let's Get Working

Check your workbook for more to do with this lesson.





Let's Talk

- 1 What happened in Conor's home that Friday night?
- 2 Would you say that Conor's story represents an extreme situation? Why?/Why not?
- 3 Describe Conor's state of mind as he sits on the bus.
- 4 What other sorts of situations could make a person feel like that?
- 5 If you were in his situation, what might you do? If you were Conor's friend, what might you do?

Why Don't You?

- 1 Find out what services are in your school for students who are experiencing difficulties in their lives. Is there a school counsellor? A school chaplain? Do you know their names and how to contact them? Who is your form teacher? Would he or she be able to help?
- 2 Find out the names and contact details of any other organisations in your area, besides Samaritans, that could help Conor or people who feel like him.

WHAT WOULD YOU SAY to someone who said, 'Young people today have it easy'? Would you agree? Probably not! The truth is that no one has an easy life. Jesus wanted us to know that God is always with us despite life's troubles. As someone once said, 'God hasn't promised us a quiet journey, only a safe arrival.' Here's a story of a boy whose life isn't going that well for him.

After the Storm

Conor sat staring out of the window. The bus trundled along, pausing here and there to pick up Saturday afternoon shoppers or to let others off at their stop. Conor was only vaguely aware of this, or indeed of the other passengers sitting around him. He was numb. He was cold. He was down. Why go back to the dingy flat that was supposed to be home? It was cold and in darkness because his drunken parents had not paid the last electricity bill. Besides, the bus was warm and dry. He'd face the cold and damp soon enough, when the buses stopped at midnight and he'd have to walk the streets until it was safe to go home. Last night, his parents had had a huge row, shouting and screaming at one another. Cups and plates were thrown across the room, smashing against the wall. The windows got broken. It only stopped when both his parents fell asleep from drink and exhaustion. That was three o'clock in the morning. Only then did Conor dare to let himself in. He had learned how to avoid the hassle. As usual, the place was as if a storm had hit it.



Conor's eyes followed the old man beside him as he got off the bus. He noticed two women in their sixties, deep in discussion. He saw the young fellow with ripped jeans, reading a magazine. A smartly dressed young woman was preoccupied with a text-message on her mobile phone. He wondered if anyone on this bus felt as snowed under and weighed down as he did. Did anyone realise what his life was really like? Just then, Conor spotted a notice on the back of the seat where the old man had been sitting: 'Lonely? Frightened? Anxious? Do you need someone to talk to? Call – Samaritans.' There was a website address: www.samaritans.org. 'Fine if you had a computer,' Conor thought. But then he saw the number – 0345 909090 – and said to himself, 'What have I got to lose? Maybe there is someone out there who can help. Maybe there is someone who understands what it's like to be thirteen and afraid to go home.' Conor scribbled down the number and rose to his feet. He would get off at the next stop and find a phone box.



Life is difficult and stormy for the friends of Jesus

Life can be very difficult for any of us at times. Bullying, violence, drugs, drink and other problems can take their toll and make us feel that we are alone in whatever 'storms' come our way. There was a night when the friends of Jesus felt fearful and alone, too. But by calming the storm, Jesus showed his power over nature and God's presence with us in the difficulties of life. Luke, the Gospel writer, tells us about it:

A STORM ON LAKE GALILEE

One day, Jesus and his disciples got into a boat, and he said, 'Let's cross the lake.' They started out, and while they were sailing across, he went to sleep. Suddenly a storm struck the lake, and the boat started sinking. They were in danger. So they went to Jesus and woke him up, 'Master, Master! We are about to drown!' Jesus got up and ordered the wind and waves to stop. They obeyed, and everything was calm. Then Jesus asked the disciples, 'Don't you have any faith?' But they were frightened and amazed. They said to each other, 'Who is this? He can give orders to the wind and the waves, and they obey him!' (Luke 8:22-25)

A time to pray

Sign of the Cross

Teacher

Even when there is trouble and we feel alone, God is with us. So, today in our prayer, we use the phrase: 'In all of my troubles, you are with me, God.' We repeat this prayer together to help us to remember it.

All

In all of my troubles, you are with me, God.

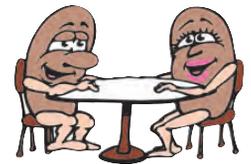
Teacher

So, 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)* We allow our eyes to close. Together, we breathe in *(Pause)*, and we breathe out. *(Pause)* On the in-breath, we think of the words: 'In all of my troubles...' On the out-breath, we recall the words: 'you are with me, God.'

Silent prayer continues for a short while. Teacher may repeat the phrases a few times to enable the students to remember them.

Sign of the Cross



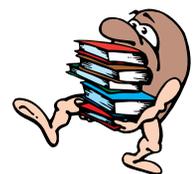
Let's Talk

- 1 As the storm grew stronger, how did the disciples react?
- 2 What does this story tell us about Jesus?
- 3 Can you describe a time in your life when you felt scared? Were you able to turn to someone for help?
- 4 Jesus was able to calm the storm and restore peace and harmony on Lake Galilee. How could you help someone who is anxious or scared?



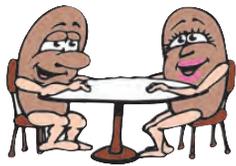
Let's Get Working

Check your workbook for more to do with this lesson.



In your Religion journal

- 1 Draw or paint a picture to represent the story 'A Storm on Lake Galilee'.
- 2 Imagine that you overhear a conversation between two disciples about Jesus on the day after the storm. Write it down.



Let's Talk

- 1 Would you trust any of the characters described here? Why?/Why not?
- 2 What would make you trust someone?
- 3 Make up a story about a character whose behaviour shows that you could trust them.

In your Religion journal

Complete the following sentences:

- I trust (name of person you know) because...
- I trust God because...

Why Don't You?

Get into groups and act out the story of Jairus' daughter. You will need the following characters: Jairus; his wife and daughter; Jesus; Peter; James; John; a number of people to act as professional mourners and members of the crowd.



Let's Get Working

Check your workbook for more to do with this lesson.

IT'S IMPORTANT TO KNOW you can trust someone, because you need to be able to identify the people on whom you can depend. The friends of Jesus were able to identify him as someone they could trust in every situation, and this lesson will help you to understand why.

Would you trust them?

JACKIE saw the page fall out of Billy's schoolbag – it was his Chemistry test. He'd failed. Jackie couldn't wait until break time to tell her friends. Billy was very popular; he was good at football and seemed to get along with everyone. Jackie thought that it was no harm that people would see another side of him.

JIM was called in to the principal's office. He'd been caught messing with matches after causing a fire in one of the bins at school. 'Why do people always give out to me?' he said to Mrs Grimes, the principal. 'Nobody ever says anything to Marie Smith in 4B, and she smokes here even though it's against the rules.'

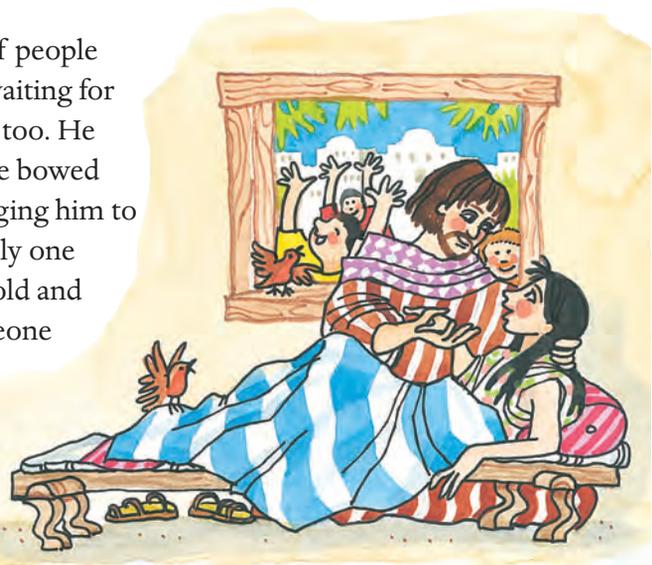
STUART had an idea for a Hallowe'en joke. He wanted to sneak up on Francis and put some lit bangers into his bag, before running off. David, Stuart's friend, didn't agree, but he didn't say anything because he wanted to stay friends with Stuart.

The friends of Jesus learned to trust him

Trust is very important. The friends of Jesus learned to trust him completely. This was not just because they were friends. They also learned to trust him because of who he was and what he did. Time and again, Jesus showed his goodness: he was kind and helpful. This helped his friends and disciples to know that they could trust him. Jesus also had great power. He showed this power in the way he healed others and in the way he calmed the storm. Eventually, the friends of Jesus came to trust him completely. Here is a story that shows the ultimate goodness and power of Jesus:

JAIRUS' DAUGHTER

When Jesus returned, a crowd of people welcomed him. Everyone was waiting for him. A man named Jairus came, too. He was a ruler of the synagogue. He bowed down at Jesus' feet and kept begging him to come to his house. Jairus had only one daughter. She was twelve years old and she was dying. As he went, someone came from the synagogue ruler's house and said, 'Your daughter has just died! Don't bother the Teacher anymore.' When Jesus heard this, he said to



Jairus, 'Don't be afraid! Just believe and your daughter will be well again.' Jesus came to the house. He allowed only Peter, John, James and the girl's father and mother to

go with him. He did not allow anyone else inside. Everyone was crying and showing great sadness because of the girl. But Jesus said, 'Stop crying, because she is not dead; she is only sleeping!' They laughed at Jesus, because they knew that the girl was dead. But Jesus held her hand and called to her, 'Little girl, get up!' Her spirit came back into her and she stood up immediately. Jesus said, 'Give her something to eat.' The girl's parents were amazed. (Adapted from Luke 8:40-42; 49-55)

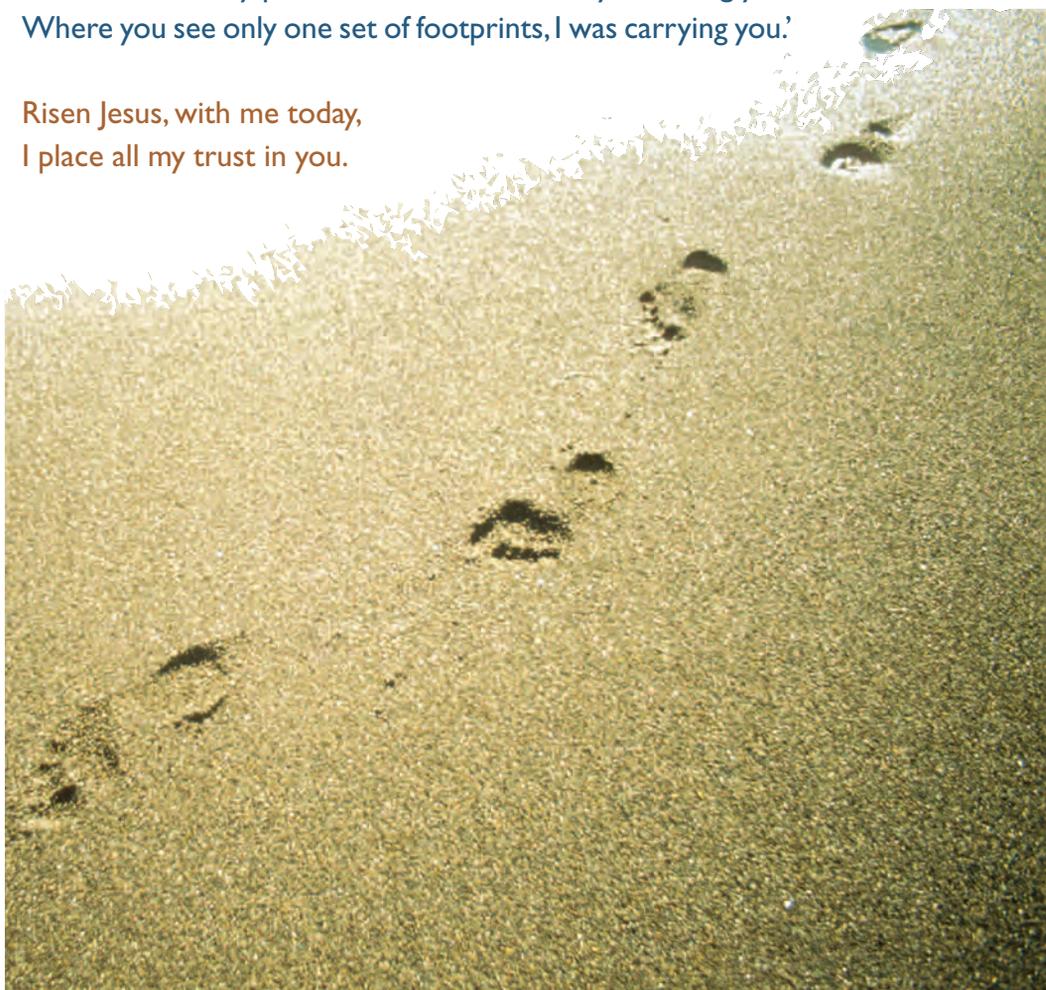
A time to pray

You might like to take a quiet moment to read the following reflection:

FOOTPRINTS

One night I had a dream. I was walking along the beach with the Lord, and across the skies flashed scenes from my life. In each scene I noticed two sets of footprints in the sand. One was mine, and one was the Lord's. When the last scene of my life appeared before me, I looked back at the footprints in the sand, and, to my surprise, I noticed that many times along the path of my life there was only one set of footprints. And I noticed that it was at the lowest and saddest times in my life. I asked the Lord about it: 'Lord, you said that once I decided to follow you, you would walk with me all the way. But I notice that during the most troublesome times in my life there is only one set of footprints. I don't understand why you left my side when I needed you most.' The Lord said: 'My precious child, I never left you during your time of trial. Where you see only one set of footprints, I was carrying you.'

Risen Jesus, with me today,
I place all my trust in you.



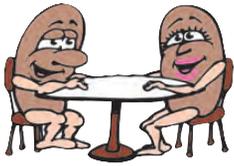
In your Religion journal

- 1 Do a cartoon-strip of the story of Jesus and Jairus' daughter.
- 2 Draw or paint a scene to illustrate the situation before the action of Jesus and after the action of Jesus.
- 3 Imagine you are Jairus in the story. Write an account of what happened the day Jesus brought your little daughter back from the dead.
- 4 Write a prayer to Jesus based on your reaction to the story of Jesus and Jairus' daughter.

Let's Talk

- 1 Read the story of Jairus' Daughter again and pick out the phrase that means most to you. If you can, say why you chose those words.
- 2 If you had been there that day, how do you imagine that you would have reacted?
- 3 List some words to describe Jesus as you see him in this Gospel story.
- 4 Does hearing this story have any effect on you? If so, what effect does it have? If not, why do you think that might be?
- 5 What single word might you use to name the action of Jesus in this story? Why do you pick that word? Could you use that word to describe the action of Jesus, say, in calming the Sea of Galilee?

MIRACLES – THE SPECIAL ACTIONS OF JESUS



Let's Talk

- 1 Which do you think is more important: your words or your actions? Give a reason for your answer.
- 2 What impression do you think you give as a group/as a class? What actions of your group do you think might contribute to that opinion?

ACTIONS SPEAK LOUDER than words.' What do you think this saying means? Do you agree with it? Can we learn from looking at what a person does? If so, what can we learn? What would people learn about you from watching what you do? If your actions can point to who you are, the actions of Jesus certainly pointed to who he was. Over recent lessons you have looked at some of those actions:

- Jesus giving sight to a man who was blind
- Jesus curing a boy
- Jesus calming the storm on Lake Galilee
- Jesus bringing Jairus' daughter back to life

In this lesson you will have an opportunity to reflect on what you can learn from these actions of Jesus.

Actions, not words!

As a class, pick six jobs that people do, e.g. surgeon, DJ, carpenter, hairdresser, teacher, etc. Get different volunteers to mime each job. See if the rest of the class can guess what job each person is miming.

Note: If you want to complicate things, pick six feelings (e.g. anger, fear, boredom, happiness) and get each volunteer to do their 'job' with that feeling. See if the rest of the class can guess the feeling as well as the job.

Three things you can learn from the special actions of Jesus:

THE ACTIONS OF JESUS TEACH US ABOUT GOD.

Jesus told people the Good News: we are ALL God's children, no matter what abilities or disabilities we may have. The special actions of Jesus supported his words.

THE ACTIONS OF JESUS TEACH US ABOUT JESUS HIMSELF.

People turned to Jesus for help in their difficulties and fears. His actions showed that he wasn't afraid to get involved and to be present, even in the most difficult parts of people's lives. His special actions showed people that they could trust him.

THE ACTIONS OF JESUS TEACH US ABOUT OURSELVES.

Jesus showed us how to respect other people and include them in our lives.

Special actions with a special name

These special actions of Jesus have a name – miracles. Jesus did miracles to show the Good News from God in action. He also wanted to strengthen people's faith in him. The miracles of Jesus are signs of the presence of the Kingdom of God.

We have looked at an example of each of the four major types of miracle:

- miracles of healing (the man who was blind)
- miracles expelling demons (the boy who was having attacks)
- nature miracles (calming the storm on Lake Galilee)
- miracles of raising from the dead (Jairus' daughter)

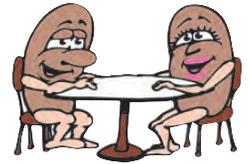


Let's Get Working

Check your workbook for more to do with this lesson.

MIRACLES TEACH US ABOUT

- GOD'S CARE
- HAVING TRUST IN JESUS
- CARING FOR OTHERS



Let's Talk

Divide into groups. Each group takes one of the following miracles of Jesus:

- Jesus heals a man who is blind;
- Jesus cures a boy;
- Jesus calms a storm on Lake Galilee;
- Jesus raises Jairus' daughter.

Answer the following questions:

- 1 What do you think this incident could teach us about God's care?
- 2 How might this incident affect our trust in Jesus?
- 3 What do the actions of Jesus tell us about how we should treat others?

Different groups might share their answers orally. Alternatively, the answers could be presented on a display board.



In your Religion journal

Pick one of the four miracle stories mentioned above. Write the story title on the page. Under it, draw and label a sign or symbol to represent what you learned about:

- a) God's care;
- b) having trust in Jesus;
- c) caring for others.

A time to pray

Sign of the Cross

Teacher

Today we have looked back at some of Jesus' miracles.

Take a quiet moment now to choose your favourite from the four miracle stories:

- The miracle where Jesus gave sight to the man who was blind.
- The miracle where Jesus cured the boy who was sick.
- The miracle where Jesus calmed the storm on Lake Galilee.
- The miracle in which Jesus brought Jairus' daughter back to life.

Take a moment to choose your favourite. *(Pause)*

Now, in your mind, imagine the story beginning. Imagine you are there.

(Pause)

Let yourself watch Jesus in action. See the details of what he does. *(Pause)*

Now, Jesus looks at you from within the story.

Take some time, in your mind, to talk to him and to let him talk to you.

(Pause)

Together, we pray:

All

Christ be with me.

Christ be beside me.

Christ be before me.

Christ be behind me.

Christ at my right hand.

Christ at my left hand.

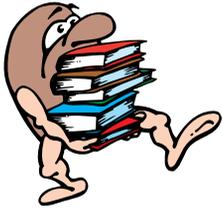
Christ be with me everywhere I go.

Christ be my friend, for ever and ever. Amen.

Sign of the Cross

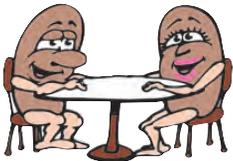
JESUS IN THE GARDEN OF GETHSEMANE

Note: You might like to refer to the Teacher's CD-Rom for additional Holy Week resources.



In your Religion journal

Have you ever had to face something that you felt to be really difficult? Did you ever worry about something you had to do? Remember a worry that you faced in the past and write a short note about it.



Let's Talk

- 1 Jesus and his friends knew Jerusalem very well. How does Peter's reflection story suggest this?
- 2 What was the mood of the journey to the garden? Suggest why this might have been so.
- 3 Pick out three features that strike you about the time Jesus spends in the garden.
- 4 'The worst night of my life had begun'. What did Peter mean by this?

IT'S GETTING ON TO the time of the Church year that Christians call Holy Week. The next few lessons will help you to focus on the events of the passion and death of Jesus. On the night before he died, Jesus shared a meal with his friends: the Last Supper. During the meal, he had talked about being betrayed. Jesus seemed to become more worried as the evening went on, particularly after he and his friends went over to the Garden of Gethsemane.

A time to pray

Note: You might like to light a candle and become quiet and still as you listen to this passage being read in a slow, reflective way. Some quiet background sound might help to create a good atmosphere for this reading.

PETER REMEMBERS GETHSEMANE

Reader: It was getting dark that night in Jerusalem when we followed Jesus over to the Mount of Olives. I remember being tired, but I had a feeling that something bad was about to happen. At the meal, Jesus had talked about being betrayed. He had never said anything like that before. *(Pause)*

We all walked as far as the Garden of Gethsemane. James and John followed on behind. As we approached, I could smell the familiar scent of the olive trees and feel the cool night air against my face. I stood up straight and took in the view – the stars spread out above the Holy City and the Temple. Wonderful! *(Pause)*

Jesus asked us to pray that we would not fall into temptation. I was about to ask him what he meant, but he turned away and walked a bit further into the garden. He literally fell on his knees. He seemed weighed down and worried. *(Pause)*

Jesus began to pray. I watched him closely. Was he in pain? It seemed so. I tried to pray too, but I could not concentrate. My eyes were heavy with sleep and I kept looking over to see how Jesus was. I heard him say, 'Father, if you are willing, take this cup of suffering away from me. Not my will but your will be done.' What did he mean by 'this cup of suffering'? *(Pause)*

I glanced over at Jesus again. He was sweating, even in the cool of the night. It ran like drops of blood down his face. I wondered should I go over to him... The next thing I knew was that someone was shaking me. It was Jesus. He asked me why I was sleeping. Again, he asked me to pray that I would not fall into temptation. I had just stood up to stretch when I heard voices nearby. I could see lots of burning torches. The group came into the garden. The worst night of my life had begun. *(Pause)*

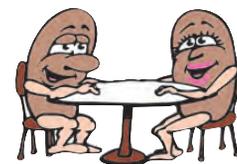
Teacher: Take a moment to share a particular worry that you have with Jesus. *(Pause)* Take another moment to allow Jesus space to communicate with you or to enjoy your company. *(Pause)*

The Arrest of Jesus

While Jesus was speaking, a crowd came. Judas, one of the twelve, was leading them. He came near Jesus, so that he could kiss him. But Jesus said to him, 'Judas, are you using the kiss to betray me?' The followers of Jesus were standing there, too.

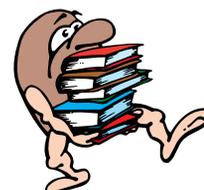
They saw what was going to happen. They asked him, 'Lord, shall we use our swords?' And one of the followers did use his sword. He cut off the right ear of the high

priest's servant. Jesus answered, 'Stop!' Then Jesus touched the servant's ear and healed him. A group came to arrest Jesus. They were the important Jewish priests, the Jewish elders, and the soldiers of the Temple. Jesus asked them, 'Why did you come out here with swords and sticks? Do you think I am a criminal? I was with you every day in the Temple courtyard. Why didn't you try to arrest me there? But this is your time – the time when darkness rules.' They arrested Jesus and took him away. They brought him into the high priest's house. (Adapted from Luke 22:47-54)



Let's Talk

- 1 In groups or in pairs, find out the main things that happen as Jesus is arrested.
- 2 What is Peter's role in the story?



In your Religion journal

Complete Peter's reflection by writing about the arrest of Jesus.



Why Don't You?

Make a display naming the main days of Holy Week. Make an image or picture for each day or give some information about each day. You might find it helpful to refer back to pages 78 to 80 of this book.

Holy Week: Palm Sunday and the Easter Triduum

PALM SUNDAY

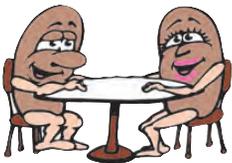
Holy Week begins with Palm Sunday. The story of the Passion of Jesus is read at Mass. It is very different from other Gospel readings. There are several readers: one reader acts as narrator; the priest reads the words of Jesus; the people at Mass take the part of the crowd; another reader reads other single parts. The version of the story of the Passion changes from year to year. In that way, over the space of three years, we hear the story of the Passion according to Matthew, according to Mark, and according to Luke. The reading of the Passion story sets the scene for the celebrations during the rest of that week.

THE EASTER TRIDUUM (THREE DAYS)

This is the name given to the span of seventy-two hours (three days) during which the death and resurrection of Jesus are celebrated. This is the highlight of the Church's year, more important even than Christmas. It begins on Holy Thursday by remembering the Last Supper, when Jesus washed the feet of his friends, gave them the Eucharist and called them to continue to celebrate it in his memory. On Good Friday we remember the death of Jesus on the cross. On Holy Saturday we remember the time Jesus spent in the tomb. That night we have the Easter Vigil, which marks the start of our celebration of the resurrection of Jesus from the dead.

Why Don't You?

Read the four short drama scenes in this lesson as a way of learning more about the trials of Jesus. You might like to act them out. The characters are developed from the story as it's told in the Gospel according to Luke.

**Let's Talk**

After reading the four drama scenes...

- 1 Why does Caiaphas and the Sanhedrin want to get rid of Jesus?
- 2 What accusation does Caiaphas put to Jesus?
- 3 How seriously does Herod take the charge against Jesus?
- 4 What is Pilate's opinion of Jesus? Why does Pilate decide to execute him?
- 5 How does Luke's story of the trial suggest to us that Jesus is innocent?
- 6 Which two people are reconciled with each other during the story?
- 7 What evidence is there that Jesus was badly and unfairly treated during the various trials?

THIS LESSON OFFERS you an opportunity to prepare for and to join in the Church celebrations for Holy Week. In the previous lesson you heard what happened in the Garden of Gethsemane. The story continues with Jesus on trial. In the Gospel according to Luke, Jesus is brought to Caiaphas and the Sanhedrin, to Pilate and to Herod. Notice how Luke emphasises the innocence of Jesus and how Jesus brings reconciliation.

Scene 1**JESUS BEFORE THE SANHEDRIN**

Characters: *Narrator, Caiaphas, Jesus, Members of the Council (Scribes, Pharisees and Sadducees).*

Narrator: After his arrest in the Garden of Gethsemane, Jesus was brought to the high priest's house. Next morning Caiaphas, the high priest, called together all the members of the Jewish Council, the Sanhedrin. How would they get rid of Jesus?

Caiaphas: Apologies for the early start but we have business to do. We have arrested Jesus, the troublemaker from Nazareth. Now is our chance to sort this out once and for all. (*Lots of mumbles from Council members.*)

Pharisee 1: You'll never get away with it. The people love him. They listen to his every word! I heard that a fight broke out in the Garden of Gethsemane when you arrested him. That's only the start! Are you mad?

Caiaphas: Don't you worry. We have him now and no one knows yet. As for the people, they'll believe what we tell them, if we make it sound bad enough. But we have to act NOW!

Scribe 1: It's about time someone put a stop to his little revolution. Too many of the

people are really starting to be taken in by him.

Caiaphas: Perhaps we should bring the prisoner in. (*Signals to guard to bring in prisoner.*)

Sadducee 1: Yes, bring him in so we can put an end to his nonsense. (*Jesus is brought in amid lots of mumbling and whispering – he has been beaten and looks very tired. He looks at the ground and not at the people.*)

Caiaphas: Now, Jesus of Nazareth, perhaps you would like to explain what you've been up to and what you mean by some of the things you have been saying. (*Jesus continues to stare at the ground and does not answer, which causes more mumbling in the courtroom.*)

Caiaphas: Perhaps you don't understand. I am Caiaphas, the high priest, leader of this Sanhedrin, the highest court in the land. Are you looking for trouble or are you going to co-operate? (*Jesus still makes no answer.*)

Pharisee 2: Come on! Speak up, man! (*To the others*) Such cheek! I ought to have him taken out and flogged. That would loosen his tongue. (*Laughter from Council members.*)

Caiaphas: (*moves from his seat to stand in front of Jesus*) Tell me this, Jesus: are you the Messiah?

Jesus: (*Jesus raises his head slowly and looks sadly around at the gathered Council members. He speaks slowly, in a quiet but steady voice.*) If I tell you, you will not believe; and if I question you, you will not answer. But from now on the Son of Man will be seated at the right hand of the power of God. (*Loud mumbling from Council members.*)

Sadducee 2: What kind of an answer is that? You really are trying our patience, Jesus of Nazareth.

Scribe 2: Is he saying that he is the Messiah? What does he mean by the Son of Man? (*Mumbles from others*)

Pharisee 3: Is he drunk? Can he not answer a simple question?

(Caiaphas holds up his hand to silence them. He moves even closer to Jesus.)

Caiaphas: Are you, then, the Son of God?

Jesus: You say that I am. *(Gasps and shouts from Council members – ‘Blasphemy!’, ‘How dare he!’ ‘Did you hear what he said?’)*

Caiaphas: What further testimony do we need? We have heard it ourselves from his own lips! What is your decision?

Scribe 3: He must die!

Sadducee 3: Bring him to Pilate – he has the power to execute him.

The Whole Council: Bring him to Pilate!

Narrator: And so they bound Jesus in chains and led him away.



Scene 2

JESUS BEFORE PILATE

Characters: Narrator, Pontius Pilate, Caiaphas, Jesus, a Scribe, a Pharisee, a Sadducee, Barabbas, Soldiers.

Narrator: The Sanhedrin had decided that Jesus must die, but it did not have the power to execute him – only the Romans could do that. So they took Jesus, in chains, to Pontius Pilate, the Roman Governor.

Caiaphas: Good morning, Governor. I trust you had a restful night?

Pilate: Restful, Hah! In this city? Listen to them out there! Thousands of pilgrims celebrating one or other of your many festivals! What could there possibly be to disturb a man's sleep!

Caiaphas: Yes, the city is busy. But more trade means more taxes, doesn't it, or has Rome lost interest in tax as well as in you?

Pilate: *(mumbles)* Oh, get on with it, Caiaphas. You haven't come here this

early to discuss trade and tourism in Jerusalem.

Caiaphas: No Governor, I have not. It's a rather delicate matter actually.

Pilate: Ah, so the great Caiaphas needs Pilate after all! What dirty work do you want me to do for you this time?

Caiaphas: Now, two of us can play that game! Remember, you need me too! The point is this: we have arrested a troublemaker called Jesus of Nazareth. We have found him guilty of a whole list of crimes and we want you to execute him.

Pilate: Really? I've heard of this Jesus of Nazareth. Does he not go about doing good and helping people?

Scribe: Oh no, Governor. This Jesus is a real troublemaker. He has been telling the people not to pay their taxes to the Emperor.

Pharisee: Yes, and he has been misleading the people into thinking he's some kind of Messiah who is going to lead the people in battle against Rome.

Sadducee: And he's been saying that he is a king. We have no king but Caesar!

Pilate: Mmmmmh! Well, gentlemen, you're very quick with your complaints. Your sudden devotion to Rome is touching. However, I've heard only good reports about Jesus. I'll speak to him myself and make up my own mind. I presume you've brought him with you. *(Caiaphas nods.)* Well, bring him in!

Caiaphas: *(with a rather worried look on his face)* Bring in the prisoner. *(Two soldiers enter with Jesus. Jesus walks slowly, obviously in pain. His hands are tied behind his back. The soldiers bring him to the centre of the room and then bow before Pilate before making their exit.)*

Pilate: Well, I must say he doesn't look like too much of a troublemaker to me. Jesus of Nazareth, these men have accused you of many things. Have you anything you would like to say in your defence?

(Jesus remains silent and stares at the ground.)

Do you realise what these men are saying about you? They've had their say. It's time for you to have yours.

(Jesus remains silent and stares at the ground.)



Why Don't You?

Discuss the following statement from Amnesty International: 'How people are treated when accused of a crime is a test of the state's commitment to respect for human rights.'
web.amnesty.org/library/index/ENGPOL300012002

Pilate: (*standing*) Well, for instance, are you the King of the Jews?

Jesus: (*looks up at Pilate and speaks slowly, but clearly*) You say so.

Caiaphas: (*jumping out of his seat*) There, you heard it from his own lips. He says he is a king. He must die!

Pilate: No, that's not what I heard, Caiaphas. I find no basis for accusing this man.

Scribe: (*protesting*) But he stirs up the people.

Sadducee: Yes, he's saying all kinds of wicked things. He has even pretended to raise someone from the dead!

Pharisee: And he caused a terrible row in the Temple the other day, when he and his band of followers arrived from Galilee.

Pilate: Ah! So he is from Galilee then?

Caiaphas: (*frustrated*) Yes Governor, but what has that got to do with it? Are you going to execute him or not?

Pilate: As a Galilean, he falls under Herod's control. Herod should decide what will happen to him. (*Pilate gets up.*) Now, I'm finished here, gentlemen – my breakfast is waiting! (*Pilate exits.*)

(*Caiaphas and the others are left standing, looking a bit confused. Jesus is led away by the two soldiers.*)

Narrator: Once again, Jesus is led away. This time he is taken to Herod's palace, which is on the other side of Jerusalem.



Scene 3

HEROD'S PALACE

Characters: Narrator, Jesus, Herod, Caiaphas, a Scribe, a Pharisee, a Sadducee and two soldiers.

Narrator: And so Jesus was brought to Herod's palace. Herod was sitting back on a

great big throne, eating grapes and figs, when news reached him that Pilate had sent Jesus over. At first he was puzzled.

Herod: Pilate! What's he up to now? Always plotting to put himself in Rome's good books! Always making me out to be the bad boy! I don't trust him. Oh well, let's see what the cat dragged in.

(*Caiaphas and his team enter. Jesus is brought in by two soldiers.*)

Caiaphas: Your majesty! You built the Temple! You understand us! You've got to help us sort out this matter once and for all.

Herod: (*ignoring Caiaphas*) Jesus of Nazareth! At last we meet. I've heard a few stories about you. You've made quite a name for yourself throughout Galilee and indeed in Judea. (*Jesus is silent.*) Ah, the silent type! Come now. Aren't you going to dazzle me with some of this great power I have been hearing about? I love a good show. (*Jesus remains silent.*) Well, this isn't much fun now, is it? I was really hoping you would perform some sort of sign – I've heard you calmed a storm once. Could you not make it rain down slugs or something? (*Jesus does not show any reaction.*) Don't you have anything to say for yourself, Jesus? Your high priest here has been telling me all the things you have been up to: stirring up the people by claiming to be some kind of Messiah; forbidding the people to pay taxes; even saying that you are a king! You have been a very naughty boy.

Caiaphas: He would not answer Pilate's questions either, other than to say he was the King of the Jews. (*Others laugh.*)

Herod: Well, he doesn't look much of a king now, does he? I know, let's make a fashion statement. Guards, fetch my purple robe – last year's one from 'Marcus & Spartacus'! (*Two guards bow and go out.*)

Caiaphas: Herod, I'm not sure this is really appropriate. I mean, we don't want this Jesus fellow to think that he really is a king.

Herod: Ah, Caiaphas. No style! So serious! Such a drag! Lighten up! Where's your sense of fun?

(*Two guards come back with the purple robe and put it around Jesus.*)

Herod: Now that's more like it. (*Laughing*) Much more like a king now! (*Soldiers begin*

to laugh also.) Too bad it's last year's look, though! I do believe that the regal look might do something for you, Jesus. Purple is definitely your colour. *(Everyone laughs.)* I think you should all bow to your new king. *(Loud laughter)*

Soldier 1: *(bowing down low)* Hail, great king! *(Everyone falls about laughing.)*

Soldier 2: *(bowing down low)* Hail, your Majesty! *(More roars of laughter.)*

Caiaphas: *(awkwardly, just to please Herod)* Hail, King of the Jews!

Herod: Now, away with the lot of you! Off you go before I get bored again! Don't forget to thank Pilate, my friend. Do you know, I think I've changed my mind about him! He's given us wonderful entertainment. I don't think I have had such a laugh since the day the royal magician fell into the snake pit during one of his acts. Ah, what a wonderful start to the day! *(Herod exits.)*

Narrator: And so, dressed in a purple robe, Jesus, 'King of the Jews', is sent back to Pilate. *(Soldiers lead Jesus away. They are closely followed by Caiaphas and the others.)*



Scene 4 BACK WITH PILATE

Characters: *Narrator, Pilate, Jesus, Caiaphas and members of the Sanhedrin/the crowd.*

Narrator: Pilate is concerned: a popular man under arrest; thousands of pilgrims in Jerusalem; a limited number of soldiers; the Jewish leaders stirring up the crowds – it's a recipe for disaster. He hopes he can end this whole matter quickly and get on

to other more important business. But Pilate's day is about to get much worse...

(Caiaphas and the other members of the Sanhedrin look angry and determined.)

Pilate: You brought this man before me and I have questioned him in your presence. I do not find this man guilty of anything.

Caiaphas: But he has broken the law. He believes that he is a king. He deserves to die.

Pilate: Herod couldn't find any harm in him either. By all accounts he found the whole thing very amusing. Neither Herod nor I believe that he has done anything that deserves death. Therefore, I've decided to have him flogged and then released.

Caiaphas and crowd: No. We don't want him released. If you are releasing anyone, release Barabbas.

Pilate: Barabbas? But he's in jail for murder! Jesus has done nothing wrong. What am I to do with him?

Caiaphas and crowd: *(angrily)* Crucify him! Crucify him! Crucify him!

Pilate: But why? He has done no wrong. I have not found him guilty of anything. I will have him flogged and released.

Caiaphas and crowd: *(louder)* Crucify him! Crucify him! Crucify him! Crucify him! Crucify him!

Pilate: All right! That's enough! If that is what it will take to shut you lot up. Soldiers, release Barabbas and take Jesus away to be crucified.

(Caiaphas and the members of the Sanhedrin join the crowd in cheering Pilate's decision.)

Narrator: Pilate was afraid of the crowd, and so he gave in. He condemned Jesus and granted their demand. Even though he knew Jesus was innocent, he still allowed him to be killed. He released Barabbas, whom he knew to be a killer, and he handed Jesus over to be crucified.

THE DEATH OF JESUS



HOLY WEEK COULD be described as the major week of the Church's year. The Church invites you to join with Christians all over the world in remembering the events that led to the death and resurrection of Jesus. This lesson gives you a further opportunity to participate in Holy Week and to grow in understanding of the events it recalls.

Why Don't You?

Go to www.bbc.co.uk/religion/religions/christianity/holydays and check out the different days of Holy Week.

A time to pray

If possible, have a cross on display. A candle is lit and may be extinguished when the moment of Jesus' death is remembered. If time is limited, you might skip Reader 3 and Reader 6.

Teacher

Today we remember, prayerfully, the crucifixion and death of Jesus. We know the facts of the death of Jesus. The Gospel according to Luke simply states: 'When they came to the place that is called The Skull, they crucified Jesus there with the criminals, one on his right and one on his left.'

Today we take some time to imagine what it was like through the eyes of a Jewish student of the time.

Reader 1

I was up in Jerusalem for the Passover festival. My parents and I went every year. Where I'm from, it's the major event of the year. But this year was different. I'd had my Bar Mitzvah and was now officially a Son of the Law. So, I had more freedom than I had other years. And that morning I was out on my own. My parents regarded me as a man then. By the end of that day I had seen enough to make me want to stay a child for ever.

Reader 2

A shout went up. The people around got noisy and excited. A crucifixion was getting underway. Normally, my mother would pull me away. You don't need to see that, she'd say. I didn't know until that day how right she was.

'Crucify him! Crucify him!' they shouted. Roman soldiers beat a path through the crowd. People sprang back to avoid their whips. The man staggered past, very unsteadily. He was carrying a huge wooden beam across his shoulders. His wrists were tied to it, so he couldn't drop it. Instead, he fell right in front of me. He was weak. I remember how his skin was all marked and torn. He must have been whipped.

Reader 3

The soldiers kicked him. No movement. So they untied the ropes and made some unlucky fellow carry the beam. They started dragging the man on the ground. Curiosity made me follow. He seemed to revive. When he saw some weeping women, he paused to say something to them. He didn't pause again – the soldiers saw to that. We went through the city gates. It was less crowded after that. I realised that more soldiers were following with two other men carrying wooden cross beams. Three for crucifixion.

Reader 4

The journey ended at three big upright wooden posts. Being that bit smaller, I had to push my way to the front. By that stage, the Roman soldiers had the men flat on the ground. They made sure they were tied securely to the cross beams. And then, I saw the mallet and the long spikes. I couldn't watch after that, but I heard the pain in their cries. The soldiers lifted the cross beam into place on the upright pole. The deed was done. The three men were crucified.

Reader 5

Then one of the soldiers stepped forward with three notices, one for each man. The first one on the right read 'Thief'; it was the same for the man on the other side. But the one in the middle was different. I couldn't read all that it said, but I got the gist of it: 'Jesus of Nazareth, King of the Jews.' So, this was Jesus. I'd heard about him, about how he'd healed sick people and how he could get rid of the demons inside a person's head. But this was a good man. He was always talking about God's love.

Reader 6

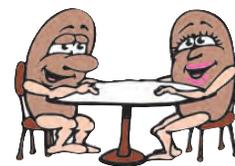
Then the jeering started. 'He saved others, let him save himself, if he is the Messiah,' they shouted. The soldiers also mocked him, saying, 'If you are the King of the Jews, save yourself.' Even one of the criminals hanging beside Jesus began to insult him, but the other one told him to shut up because Jesus didn't deserve to die. Then Jesus spoke. It seemed like a prayer. He was asking God to forgive them. Then he said something to the man who stuck up for him. After that, he began to find it hard to breathe.

Reader 7

Then the crowd began to leave. The afternoon was wearing on and everybody had things to do to get ready for Passover. Some women stayed on. Someone said, 'There's the mother.' And I thought of my own mother. She'd be wondering where I was. Just then, Jesus gave a loud cry and then he moved no more.* It was over, and I had had enough too. The Romans are good to their own; but I learned that day that it's 'God help you' if you're not one of them.

After the readings, there is a pause for quiet reflection. Then the time to pray ends without the sign of the cross. This is to emphasise the different nature of what we remember on Good Friday.

**If there is a lighted candle, it is extinguished at this point.*



Let's Talk

What do you know about Good Friday traditions? Do you know what Catholics do on Good Friday? Are there any traditions particular to your home place?



Why Don't You?

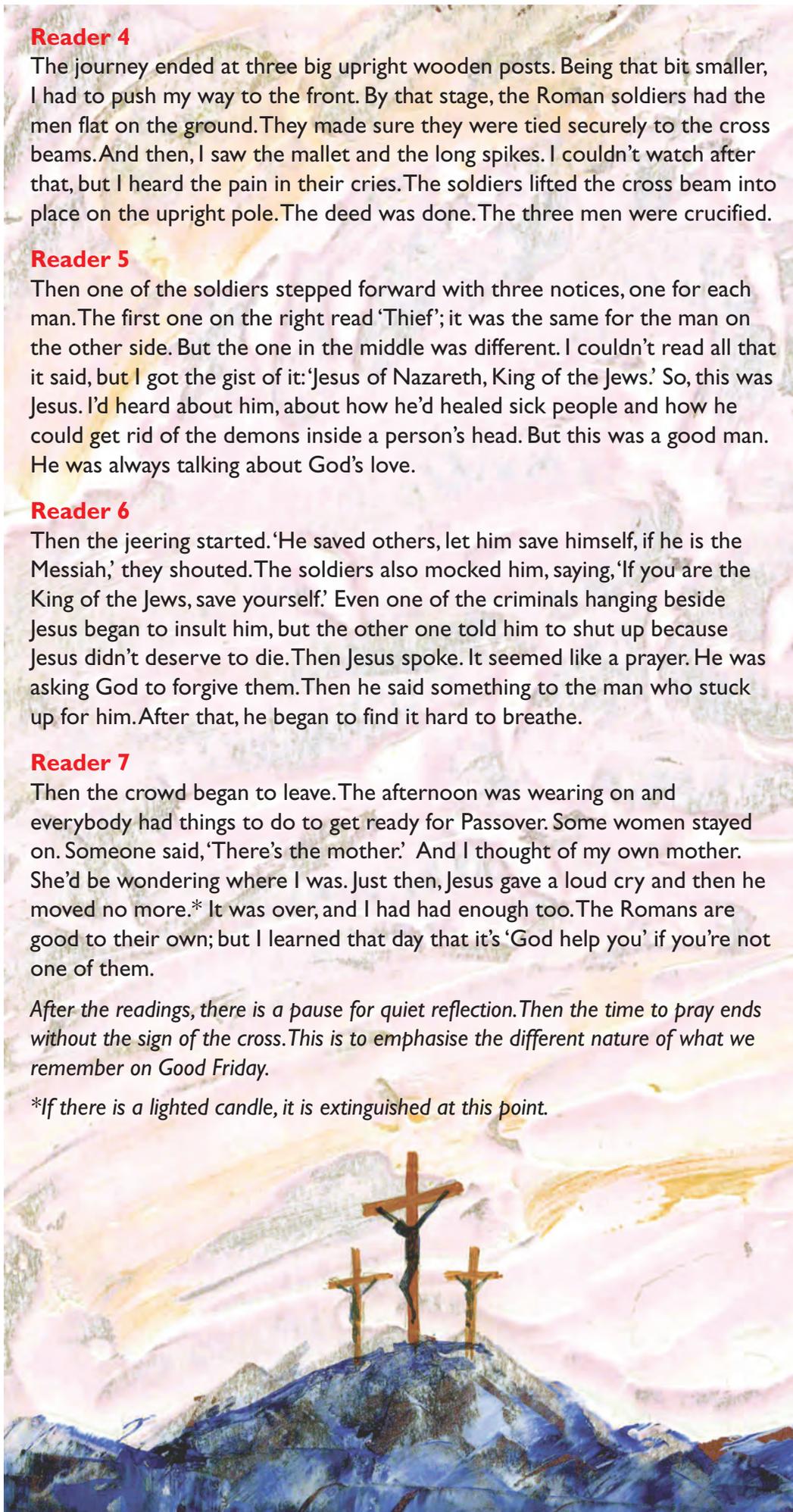
For more information on Holy Week traditions, look at the following websites and their links:

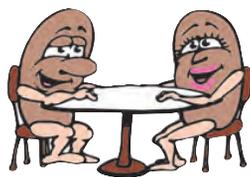
www.semana-santa.de/prozessionen_e.htm

www.ecuador-images.net/tradition.goodfriday.htm

www.flamencoshop.com/semanasanta/home.htm

www.wowwebwork.com/mrdt/crucifixion.html





Let's Talk

- 1 What is your reaction to Danny's story?
- 2 If you were Danny's friend, how might you set about answering his question at the end of the story?
- 3 Do you ever have questions about your life that you cannot answer on your own?

In your Religion journal

Make a list of questions that you have about life that do not seem to have a simple answer for just now.

Let's Talk

- 1 According to Luke, which women discovered the empty tomb?
- 2 Why do you think they brought spices with them?
- 3 What message did the two men give to the women?
- 4 How did the apostles react to what the women had to say?
- 5 Why do you think Peter went to the tomb himself?
- 6 What sort of questions do you imagine the disciples and friends of Jesus had about the empty tomb? Make a list of such questions.

DO YOU EVER FIND YOURSELF asking questions to which there seems to be no simple answers? For instance, why do good people suffer? What do you do if your friend lets you down? And so on. The friends of Jesus faced such difficult questions at the tomb of Jesus on Easter Sunday morning: where was the body of Jesus? It was gone: but where? And why? Had they gone to the wrong tomb? Had someone stolen the body of Jesus? The boy in the following story faces a different question, but it, too, is a question to which there is no simple answer.

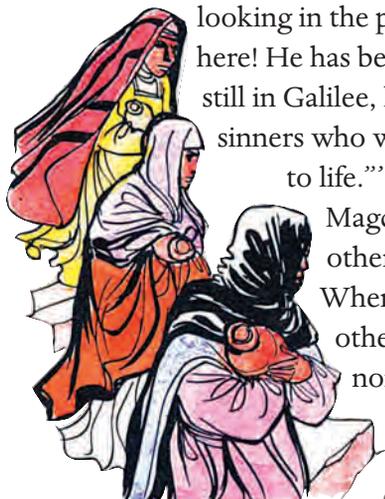
Danny's Question

Danny's foster-mother helped him to take off his wet coat. He told her he had missed the bus and had to walk through the pouring rain. 'You poor thing,' she said, as she spread his coat on the radiator. 'So how was school today?' she asked brightly. 'No problem!' he replied. 'Then you can explain why your form teacher rang to tell us you hadn't turned up for afternoon classes,' she said calmly, holding up the cinema ticket for the afternoon show that she had just found in his coat pocket. Danny gulped. He hadn't bargained on the school noticing his absence and contacting his home. There was no point in lying any further – he was caught fair and square. She gently placed her hands on his shoulders. 'Now Danny, let's have no more lies. Tom and I love you very much and it hurts us when you lie to us. Let's have some dinner and get you warmed up a bit.' As Danny ate, he wondered about what his foster-mother had said. The words kept coming back to him, 'We love you very much...' 'Love me?' he thought. 'I'm not even their real son. How could they love me?'



The Gospel according to Luke tells about the Empty Tomb

Very early on Sunday morning the women went to the tomb, carrying the spices that they had prepared. When they found the stone rolled away from the entrance, they went in. But they did not find the body of the Lord Jesus, and they did not know what to think. Suddenly two men in shining white clothes stood beside them. The women were afraid and bowed to the ground. But the men said, 'Why are you looking in the place of the dead for someone who is alive? Jesus isn't here! He has been raised from death. Remember that while he was still in Galilee, he told you, "The Son of Man will be handed over to sinners who will nail him to a cross. But three days later he will rise to life."' Then they remembered what Jesus had said. Mary Magdalene, Joanna, Mary the mother of James, and some other women were the ones who had gone to the tomb. When they returned, they told the eleven apostles and the others what had happened. The apostles thought it was all nonsense, and they would not believe. But Peter ran to the tomb. And when he stooped down and looked in, he saw only the burial clothes. Then he returned, wondering what had happened. (Luke 24:1-12)



The Mystery of the Empty Tomb

Joshua (Broadcaster): Good morning, Jerusalem! You're listening to 2 JM Radio and this is Joshua Johnson with *Sabbath Sequence*, the religious affairs programme. Later, we'll have a report from the Temple, where eighteen thousand Passover lambs were slaughtered without a hitch. But before that, let's turn to the report we received early this morning, about the disappearance of a body from a new tomb outside Jerusalem. We sent our reporter, Daniel, along. He's on the line now. Hello Daniel! What can you tell us?

Daniel (Outside broadcast reporter): Good morning, Joshua. I am standing in the garden where the tomb of Jesus of Nazareth is located. Jesus was crucified last Friday, and his body was put in a tomb belonging to Joseph of Arimathea. Some time in the last thirty-six hours the tomb was opened and the body of Jesus is no longer there. I have Mary of Magdala with me here. She is one of the women who found the tomb open and empty. Mary and Joanna, what brought you to the tomb this morning?

Mary: We came here at first light to finish the burial properly, with spices. We hadn't enough time on Friday – the sun was about to set and we had to get home for the start of Sabbath. When we got here this morning, the huge stone that covered the entrance to the tomb had been rolled away, the body was gone, the tomb was empty.

Daniel: What was your reaction, Mary?

Mary: We couldn't understand it. I dropped the spices in fright. I took a better look and found the linen cloth lying where Jesus' body had been.

Daniel: Could you have made a mistake and gone to the wrong tomb?

Mary: Absolutely not. You don't forget where someone is buried.

Daniel: Joanna, let me turn to you. You were with Mary when you discovered that the body was missing. What happened next?

Joanna: All of a sudden, the place seemed very bright and there were two people speaking to us. 'Why are you looking for the living among the dead?' they said. 'He is not here. He has risen.' Then they reminded us of what Jesus said when he was in Galilee. 'The Son of Man must be crucified and three days later rise to life.' We were terrified.

Daniel: What did you do then?

Joanna: We ran back to the city to the room where the other friends of Jesus were hiding. Mary got there first.

Mary: I was out of breath when I got there. I told them that the tomb was empty and that we had been told that Jesus had risen from the dead.

Daniel: How did they react?



Why Don't You?

Act out the radio interview on the mystery of the empty tomb.



Let's Get Working

Check your workbook for more to do with this lesson.

Joanna: They told us that we were in shock after Friday and to go home and rest. We couldn't, so we came back here instead. They didn't believe us.

Daniel: Hold on a moment. Someone has just rushed past us into the tomb. I think it is Peter. *(Goes after Peter)* Peter, why are you here?

Peter: I wanted to see for myself. The tomb is empty just as Mary said. I'm really puzzled and a bit frightened.

Daniel: What do you think has happened?

Peter: I don't know. Jesus told us that he would suffer and die and that in three days he would rise – and this is the third day.

Daniel: Peter, what do you say about the rumours that one of your own people stole the body to make it look like Jesus had risen from the dead?

Peter: That's mad! How would we remove that stone and carry a dead body without being seen? Why would we leave the linen cloth behind?

Daniel: What do you and the other disciples intend to do now?

Peter: I'll tell the other disciples what I've seen here. I don't know what conclusions to draw. We need more to go on. We'll have to lie low for a while and see if there are any further developments.

Daniel: Well, that's all from here for the time being. We go back now to the studio to rejoin Joshua Johnson and the *Sabbath Sequence* team.

A time to pray

Sign of the Cross

Teacher

When the friends of Jesus found his tomb empty, they were left with questions they could not answer. Like them, we often have questions that we cannot answer fully, such as: Why are some people so poor and some so rich? Why are there so many wars in the world? Why do bad things happen to good people? Why do some people die before their time? What happens after death? Quietly, ask yourself if you could add any questions to this list. *(Pause)* Together we pray:

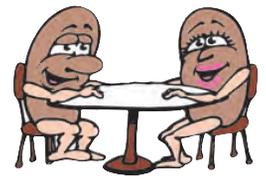
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God be with us when we are fearful and uncertain.
God be with us when we ask questions and get no answers.
God be with us when we feel we are alone.
God be with us when we have no hope.
As you brought Jesus to new life, so bring us new ways of being at peace.
Amen.

Sign of the Cross

EMMAUS

A DAY CAN MAKE a huge difference. After the death of Jesus, his friends were deeply depressed. They had seen the cruel death of a good person and a good friend. But then Easter Sunday changed that. The mood of the disciples changed completely after the Risen Jesus appeared to them. A single day can make a huge difference, as you will see in the following story.



Let's Talk

- 1 If your friend was in a bad mood, what might you suggest to help?
- 2 How was Rachel's mood at the end of the day?
- 3 What sort of things put people in a good mood?
- 4 Pretend you are in a bad mood and then describe a day in your life. Pretend you are in a good mood and then describe the same day. How important would you say mood is?

Goal Shoot!

Rachel flopped into her seat. She was stunned as she recalled the smirk on Fiona's face. Rachel and Fiona had been best friends since primary school. Recently, Fiona began to hang around with some older girls. Rachel didn't like what these girls were at and she advised her friend against hanging out with them. But Fiona wouldn't listen. Instead, she took to making fun of Rachel. On the way to school this morning, Fiona had jeered Rachel about her skin problem. It was a really bad start to the day. The morning and afternoon passed in a blur; Rachel just couldn't concentrate. Next came netball practice. Normally, Rachel was the reserve for 'goal shoot', though she had never actually played the position in a real match. So she could hardly believe it when her teacher handed her the 'goal shoot' vest. This was her chance, and she took it. In the practice match, she scored two of the three goals. 'Well done, Rachel,' her teacher shouted, 'just play like that tomorrow!' And they all cheered. Rachel was delighted. Her confidence soared once more. What a difference a day can make!

The Risen Jesus appears to two friends on the road to Emmaus

Two of Jesus' disciples, Cleopas and a companion, were walking with a heavy step to the small village of Emmaus, outside Jerusalem. The curious events of the day dominated their sad conversation. 'What are you talking about?' a stranger enquired. Taken aback, Cleopas replied, 'Surely you must be aware of what has happened here in Jerusalem in these last few days?' 'What things?' So they explained all about Jesus and about what he had done before being crucified by the Roman authorities. 'But the strangest thing of all is that his body is no longer in the tomb. It has disappeared off the face of the earth.' 'If only you had believed the holy prophets!' the man replied, and he began to explain all that the scriptures had said about these things.

Later that evening they invited the man to share a meal with them. As they were eating, he broke bread and gave thanks. At that moment they realised that the man was Jesus, but he vanished before them. 'That explains our excitement as he was talking to us along the road,' they said.

Without delay, the two friends hurried back to Jerusalem. Bursting in on the apostles, they told them all that had happened on their journey. 'It's true, the Lord is alive again!' they said.
(Adapted from Luke 24:13-32)



Let's Talk

- 1 According to the story of the Risen Jesus at Emmaus, Cleopas and his companion were walking with a heavy step. What does this tell us about how they were feeling?
- 2 Describe the 'curious events of the day' to which the story refers.
- 3 Who was the stranger who spoke to them?
- 4 Why do you think he asked them to tell the story about events that he already knew and had experienced?
- 5 How had the mood of the two friends changed by the end of the story?

Let's Talk

How does the Emmaus story remind you of the various stages of the Mass?

In your Religion journal

Pick the line from the story that you like the most. Write it in your journal. Say why you chose this line and what it means to you.

Why Don't You?

- 1 Go to www.artchive.com/artchive/v/velazquez/velazquez_emmaus.jpg and download the image of the painting by Velázquez called *Kitchen Maid with the Supper at Emmaus*. You might like to print it on to an overhead transparency sheet and use it as a focus for this lesson's prayertime.
- 2 After each day of the week ahead, take a few moments to name three things that you are thankful for that day. It might be as simple as 'I breathed'. But make sure they are things for which you are genuinely thankful.



Let's Get Working

Check your workbook for more to do with this lesson.

The stages of the Emmaus story and the stages of the Eucharist

THE EMMAUS STORY

On the road to Emmaus

The Risen Jesus joins his friends on the road. They talk about what has happened. They recall the message of the scriptures. They start to see what has happened in a new way.

At table in Emmaus

Jesus goes in to share a meal with them. Bread and wine are brought to the table.

Jesus speaks a prayer

Jesus repeats what he did at the Last Supper. He takes the bread and gives thanks to God. The disciples remember how he blessed the bread at the Last Supper, saying 'This is my body.' They remember how he also took the cup of wine and said, 'This is my blood.'

Jesus offers the food to his friends

Jesus breaks the bread and gives it to them. They recognise him fully.

The friends go back to Jerusalem

Immediately afterwards, the friends go back to Jerusalem, bringing the Good News with them.

THE EUCHARIST

Liturgy of the Word

The Risen Jesus is with us at Mass. We listen and reflect. Through the Liturgy of the Word, the Risen Jesus speaks to us today. The scriptures help us to see and live our lives in a new way.

Liturgy of the Eucharist

At Mass gifts of bread and wine are brought to the altar.

Eucharistic Prayer

The Eucharistic Prayer begins by giving God thanks and praise. The priest takes the bread and wine; he uses the words of Jesus. The bread and wine are consecrated and changed into the body and blood of Christ. At Mass we remember the sacrifice of Jesus. We join with Jesus in living for God and others, offering our lives to God.

Rite of Communion

In Holy Communion the Risen Jesus is with us under the appearances of bread and wine.

Blessing and Sending Out

At the end of Mass the priest blesses us and says, 'Go in peace to love and serve the Lord.'

A time to pray

Sign of the Cross

Teacher

Take a moment to become quiet and still. *(Pause)* Now imagine yourself going back in time, back to that Sunday evening in Emmaus. Imagine that you are there when Cleopas and his companion arrive for a meal with the Risen Jesus. Picture them in your mind. *(Pause)* You bring bread and wine to them at the table. Notice their mood. *(Pause)* You go back into the kitchen. Then you hear raised voices. You go back to see what has happened. How are Cleopas and his companion behaving? *(Pause)* How do you react? *(Pause)*

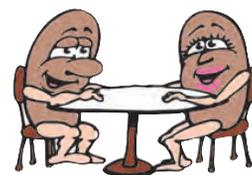
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Jesus, you have risen. You live a new and different life. You have overcome death and sin. You share yourself with us. You are with us always. Lord, by your cross and resurrection you have set us free. You are the Saviour of the world.

Sign of the Cross

THE FINAL APPEARANCES OF THE RISEN JESUS

THINGS CHANGE. Places change. People change. Sometimes the changes are so great that they prevent you recognising what you once knew. That's what happened to the friends of Jesus. In this lesson you will find out more about their reactions and more about the changes in the Risen Jesus. His friends were slow to recognise him after his resurrection. So, too, the boy in the following story was slow to recognise a place he used to know well.



The same, yet different!

Seán was excited. He was going to the local summer school that was taking place at his old primary school. When he got out of the car, he thought his mother had made a mistake. This wasn't his old school, surely. Yes, he knew that the place had been 'done up' – the plans had been drawn up in his final term there – but as he walked through the high green gates and fence, he didn't recognise it. There was new tarmac and new markings; there were new shelters; the place was a different colour. For a moment, he didn't know where he was. He felt disappointed, as if years of his childhood had been torn up and thrown away. The old school yard in which he had so many adventures had disappeared. It took him a few moments to see past his disappointment. Then slowly he began to notice that the old building was still there. He could make out where the office used to be, although it was a cloakroom now. And yes, there was the

doorway into Primary Seven. He peeked inside. The wall that had divided it from the room beside it was gone; it was a much bigger room now. Yes, that was the old corridor, even if the windows were different; it had a row of class photographs in which Seán soon found his own group. He felt much better. It was as if the place still remembered him. Even with all the change, he was still a part of it.

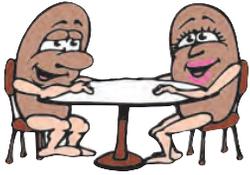
On his way home afterwards, he couldn't find the right word to describe what had been done to the building. The old building was still there to some extent, only now it was part of something altogether new. 'Transformed!' his mother said. 'Yes,' said Seán, 'the whole place has been transformed.'

The friends of Jesus begin to recognise him again

It was like a jolt of electricity. After a gloomy, silent weekend, the discovery of the empty tomb got them talking again. What did it mean? Suddenly Peter burst through the door, saying, 'I've seen him. He is alive!' You could have heard a pin drop. Everyone focused on Peter to hear what he had to say. He was just about to talk when Cleopas and his companion came running up the stairs, calling out 'Jesus is

Let's Talk

- 1 Why did Seán not recognise the place straightaway?
- 2 At first Seán could not see the school he used to know. How did he react?
- 3 How do you think he felt when he began to recognise the school again?
- 4 Seán's mother used a particular word to describe the school. What was it? Is there any way in which that word might describe you?



Let's Talk

- 1 What words would you use to describe the mood of the disciples and friends of Jesus at the beginning of the story?
- 2 Did this mood continue when the Risen Jesus first appeared? Explain.
- 3 What did the Risen Jesus do next? Why do you think he did this?
- 4 List the changes that the disciples saw in their transformed friend.
- 5 List the things that had not changed.
- 6 What did the Risen Jesus teach them about his suffering and death?

alive. He is risen. He appeared to us on the road.' For a moment their joy knew no limit. Punching the air, they shouted, 'Alleluia! He is alive! He is alive!'

Suddenly the room brightened, as if it were midday. Yet it was still only eight in the morning. What was going on? The next thing they all knew, Jesus was standing in the centre of the room. Now all was silent again. No one knew how to react. Jesus was so different, so transformed. He said, 'Peace be with you.' They were frightened and thought that he was a ghost. Jesus reassured them, saying, 'Why are you alarmed? Look at my hands and my feet. Touch me and see that I am real.' Jesus showed them his hands and his feet. He could see that the disciples were still unsure, so he said to them, 'Have you anything to eat?' As he took the first bite, they all drew a breath.



Jesus got them to sit down and he began to talk to them. He reminded them of the things he had told them when he had preached during his ministry. He talked about the Law of Moses, the writings of the prophets and the Psalms. He helped them to understand more clearly the meaning of the scriptures. He reminded them of how the scriptures had said that the Messiah would suffer and die and after three days rise from the dead. As Jesus continued to talk to them, the disciples became clearer about all that had happened. Slowly they grew in courage and confidence. Some of them wanted to head out into the streets to tell everyone the Good News. But Jesus told them to wait in Jerusalem until they had received the Holy Spirit.

(Adapted from Luke 24:33-49)

What did Jesus' friends notice about the Risen Jesus?

- He was alive again in a new way.
- He was changed.
- He was not a revived corpse.
- Death had no power over him any more.
- His feet and his hands had marks made by the nails.
- His side had the mark made by the spear.
- He could appear in a room even though the door was locked.
- He would never suffer again.
- God had overcome suffering and sin through Jesus.
- The Risen Jesus would always be present with people.

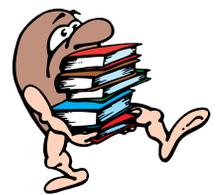


Let's Get Working

Check your workbook for more to do with this lesson.

The ascension of Jesus: the last special appearance

Even though they could no longer see Jesus in a physical way, his friends knew that he was with them. He was with them especially at 'the breaking of bread', or the Eucharist, as the story of the journey to Emmaus shows. The story of the Ascension tells of the last special appearance of Jesus to his friends. This story is in both the Gospel according to Luke and the Acts of the Apostles. In the Gospel according to Luke, the Risen Jesus leads his friends out to Bethany and then: '...he raised his hands and blessed them. As he was doing this, he left and was taken up to heaven. After his disciples had worshipped him, they returned to Jerusalem and were very happy. They spent their time in the Temple, praising God' (Luke 24:50-53).



In your Religion journal

Imagine you are one of the disciples at the ascension of Jesus. Write your diary entry for that day. You might like to complete and include the following sentences in what you write:

- As we walked out the road to Bethany, I felt...
- When we got near Bethany, Jesus...
- It was a moment I will never forget because...
- We were happy going back to Jerusalem because...

A time to pray

Sign of the Cross

Teacher

Today we remember people for whom life is very difficult. Just as the suffering of Jesus was transformed, we ask God that these people will have their lives transformed and changed.

We pray for those who have lost their homes because of war. *(Pause)*

We pray for those who are without food or clean water. *(Pause)*

We pray for those who are sick and without proper medication. *(Pause)*

We pray for those who want to work but can find no job. *(Pause)*

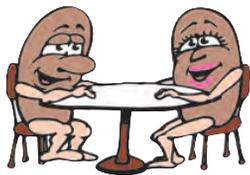
We pray for those who feel alone and are unable to trust anyone. *(Pause)*

We pray for those who grieve the death of someone they love. *(Pause)*

We pray for those who feel they have no reason to live. *(Pause)*

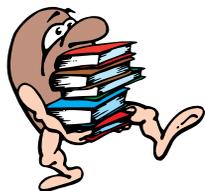
Sign of the Cross

PENTECOST AND THE GIFT OF THE HOLY SPIRIT



Let's Talk

- 1 In what ways did Joseph change over the course of the year?
- 2 What part did Mrs Doris play in bringing about this change?
- 3 What did Joseph himself have to do to bring change into his life?



In your Religion journal

Make a list of those people who want to bring the best out in you.

Look back into your past and name one way in which you responded to one of them.

YOU ARE CHANGING and growing. The Holy Spirit is at work in your changing and growing, helping to bring out the best in you. Your Baptism and Confirmation were celebrations of the Holy Spirit with you in your life. The Holy Spirit was with the friends of Jesus also. After Pentecost Day, they couldn't doubt it. In this lesson you will have an opportunity to recall what happened that day and to explore what it means to work with the Holy Spirit in your life. After all, change for the good doesn't happen without your co-operation, as the following story suggests.

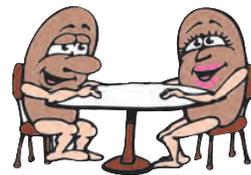
A New Beginning

Joseph wasn't looking forward to meeting his new form teacher, Mrs Doris. Would she be any better than his previous teacher, Mr Granger? Would she criticise him before the class like he did? The other students had teased him after that. Mrs Doris gave her new form class, 9D, something to write. Then she said, 'I'm going to speak to you all in turn, on your own. I'll begin with Joseph Murphy.' Joseph's face went red. What was he in for now? Annoyed, Joseph made his way to the teacher's desk. 'Joseph,' said Mrs Doris, 'I have read your reports from Mr Granger. But this is a new year and I feel it's time for a fresh start. Do you think you could make a fresh start if I help you?' Joseph didn't know what to say. Was this a trick? Could he trust her?



In the weeks that followed, Mrs Doris regularly sent Joseph on messages; she asked for his help with things; she helped him draw up a study timetable so he could organise his time better. As a result, Joseph changed: he got more involved; he began to try harder at school; he began to believe in himself. In

the final term of the year, class 9D helped Mrs Doris to organise a Charity Fashion Show to raise money for the local Children’s Hospice. Joseph was in charge of organising the boys. At the end of the show, Joseph and the other organisers got a huge cheer from the audience. Somewhere in the distance he heard someone say, ‘That couldn’t be Joseph Murphy from 9D!’ Yes, he was Joseph Murphy from 9D... and now he was proud of it!



WHAT’S GOING ON?

Joachim and Ruffina – a married couple – are out in Jerusalem. They don’t know it yet, but it’s Pentecost morning, the day of the sending of the Holy Spirit.

RUFFINA: I love these brighter days. They get the merchants out.

JOACHIM: There’s more to life than shopping, Ruffina.

RUFFINA: Listen! (Pause) Can you hear? Is that cheering from the other end of the street? It sounds like a party.

JOACHIM: I love parties.

RUFFINA: Joachim, there’s more to life than parties... and at this hour, so early in the day, you’d think people would have more respect for the festival.



JOACHIM: Look! There’s a crowd. Let’s go down and see. Perhaps it’s that new street-entertainer we saw yesterday.

RUFFINA: I’m still amazed at how he could get his toe into his ear.

Cyrus, a friend whom Joachim hasn’t seen for years, passes by.

CYRUS: Greetings Joachim! I’d know that walk anywhere.

JOACHIM: Well, do you ever know who you’re going to meet? Haven’t seen you since... well, since we left the army. How are you? Back home in Mesopotamia again? I’ll bet your Aramaic has gone rusty!

CYRUS (looking at Ruffina): And you have a wife now, have you?

JOACHIM: Yes. Meet Ruffina. She’s not from around here. Just my luck that her folks were passing through on their way to Africa from Asia two years ago! That’s Jerusalem for you! Traders always passing through!

CYRUS: Pleased to meet you, Ruffina. Do you know you’ve married a rascal? Listen! Joachim, there’s a group of us former soldiers here in Jerusalem for a few days. We’re meeting here today. From the sound of it, I think that might be them at the end of the street.

RUFFINA: Yes, we were just going down to check. Joachim thought it might be a party.

CYRUS: Yes, look! It’s them all right. There’s Marcellus. Remember the night he...

JOACHIM: Now Cyrus, no war stories in front of the good lady wife. Look, there’s Salamander and Argon. I heard that they got jobs in Crete. They’re from Asia originally – near your home, Ruffina. I’ll bet they still haven’t a word of Greek.

Let’s Talk

- 1 Where is the scene of this drama set?
- 2 What causes the main argument between the characters?
- 3 According to what the characters say, what changes are seen in Peter and the other friends of Jesus?
- 4 What happened that made them change?
- 5 List some of the things you would have experienced if you had been with Peter and the other friends of Jesus in the house earlier that morning.
- 6 The friends of Jesus worked with the Holy Spirit that day. Share some ideas as to how you would know when someone today works with the Holy Spirit at home, at school, or with friends.



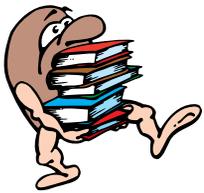
Why Don’t You?

Do a dramatic ‘live’ reading of the scene in ‘What’s Going On?’



Why Don't You?

When you have done the last question in the 'Let's Talk' on page 161, complete this sentence and write it on a piece of paper: 'I work with the Holy Spirit when I...'
Then either decorate it with red, orange or yellow 'flames', or attach it to a flame-shaped piece of paper coloured red, orange or yellow. You might make a class display under the title: 'We work with the Holy Spirit.'



In your Religion journal

The Holy Spirit helps us to grow in love, joy, peace, patience, goodness, kindness, gentleness, trustfulness and self-control. Which one of all of these is strongest in you? Give an example. Which one is your weakest? Give an example. What might you do to become stronger in that area?

RUFFINA: Well, they look very excited about something.

Cyrus, Joachim and Ruffina now reach Salamandar, Argon and Marcellus, who are arguing and do not notice them.

SALAMANDER: I tell you he spoke our language.

MARCELLUS: No, he didn't. He spoke Greek and he had an accent.

SALAMANDER: Argon, back me up here. Did it sound like Greek to you?

ARGON: No, it was the language we speak at home.

MARCELLUS: This is very strange. One of the locals insists that he spoke Aramaic. I don't know what to make of it.

SALAMANDER (*noticing his friends*): Well, by all that's high and holy, look who it is! Joachim! Cyrus! Great to see you!

JOACHIM: I never saw as many people to argue on a street before. And you're doing it too. What on earth has been going on here?

MARCELLUS: Well, I say he spoke Greek. Salamandar and Argon here say he spoke their language. The locals say he spoke Aramaic.

CYRUS: Yes, but who? Who spoke what language?

MARCELLUS: A man called Peter. About three hours ago, he came out here with a group of ten other men. There were some women, too. Peter began to speak about a man named Jesus.

JOACHIM: But I thought he was a criminal. Wasn't he crucified a while back?

SALAMANDER: Yes, but now Peter says that he is back ... No, that's not it... Ah,

I remember, Peter said that this Jesus has 'risen'. I knew it was a different word. I wonder what it means.

RUFFINA: I heard one of the servants talking about this. Tell us more.

MARCELLUS: They used to go around with this Jesus in the time before he got executed. Last week they were hiding. You couldn't have found one of them. And now, this morning, you couldn't shut them up.

CYRUS: Yes, but why?

ARGON: I heard the whole thing from someone who had been in the house with them this morning. It began with a sound like the rush of a violent wind. The house was full of it. Then, wait for this, something like tongues of fire appeared and rested on each of them. All of them were filled with the Holy Spirit. When they mentioned the Holy Spirit, I gave up trying to make sense of it.

MARCELLUS: But there was more. We all understood what he said in our own language. I heard Peter say: 'You must tell God you are sorry for all your sins.'

SALAMANDER: ... and 'You must believe in Jesus Christ who is risen'.

MARCELLUS: This Holy Spirit seems to have given them the power to speak in any language.

ARGON: I hear that they're doing baptisms somewhere. I'm off to find out. I'll bring you back news.

JOACHIM AND CYRUS: No wait, we'll go with you. This gift of the Holy Spirit sounds too good to miss!

RUFFINA: Me too! Sounds even more exciting than shopping.



Let's Get Working

Check your workbook for more to do with this lesson.

A time to pray

Sign of the Cross

Teacher

The Holy Spirit brings us wisdom, understanding, right judgement, courage, knowledge, reverence, and wonder and awe in God's presence.

Can you recall when you saw wisdom or understanding in yourself? *(Pause)*

Can you remember a time when you showed right judgement or courage? *(Pause)*

Was there a time when you grew in knowledge or reverence? *(Pause)*

Have you experienced times of wonder and awe in God's presence? *(Pause)*

Give thanks to God now for what is good in you. *(Pause)*

Sign of the Cross

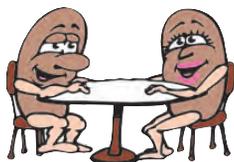
L'ARCHE COMMUNITIES

AFTER THEY RECEIVED THE HOLY SPIRIT on Pentecost Sunday, the friends of Jesus began to tell the world about Jesus through what they said and what they did. This was the beginning of the Church, which is the community of those who want to live like Jesus. The Holy Spirit continues to encourage people today to live like Jesus. Over the next few lessons you will have an opportunity to consider some examples of people today who co-operate with the Holy Spirit to care for others as Jesus did. In this lesson you will learn more about such love and care in the L'Arche communities.

The start of the L'Arche communities

In 1964 Jean Vanier and Father Thomas Philippe invited two men with learning difficulties to share a home with them. They did this because they wanted to experience community where Jesus was at the centre. In doing this they soon discovered that '...the secret of L'Arche is relationship, meeting people heart to heart, listening to people in their joy, their hope, their pain, welcoming their histories, listening to their heart beats' (quotation from Jean Vanier).

'Community: It's a roundy thing – an around the table kind of thing.' Quotation from Thomas, core member of L'Arche, Belfast (on right of picture)



Let's Talk

- 1 Members of L'Arche communities notice and develop one another's gifts. How good are you as a class group at doing this? Give some examples of how you have done this or of how you might do it.
- 2 The L'Arche community is an example of people who have learned from the life of Jesus. Do you agree? Why?/Why not?



Today L'Arche (French for 'the ark') is an international federation of 120 communities in thirty countries, where people with and without learning difficulties choose to live together in a spirit of friendship. The communities are based around small-scale, everyday housing, within local neighbourhoods. Members with learning difficulties are supported in their choice of lifestyle and can grow in confidence, skills and independence according to their individual needs. It is an environment in which all are given the opportunity to grow as human beings, nurtured by meaningful relationships, and treated as valued members of society.

L'Arche, Belfast

The very first L'Arche community in Northern Ireland opened its doors on 1 October, 2001.

The following is part of an interview with Maria Garvey from L'Arche, Belfast. For over twenty-seven years she has worked and shared her life with people who have learning difficulties.

WHERE IS L'ARCHE BASED IN BELFAST?

Our house is at 563 Ormeau Road.

HOW MANY PEOPLE CURRENTLY LIVE IN THE COMMUNITY THERE?

It is home to four people with intellectual difficulties. They are known as the 'core members'. They have drawn around them, by nature of their needs and their gifts, another eleven people. We are a faith-sharing community, diverse in nature, crossing cultural and religious boundaries, and we welcome humanity in all its beauty, its fragility and its diversity.

COULD YOU DESCRIBE A TYPICAL DAY FOR THE COMMUNITY?

The day is typical of any family: get up, wash, dress, breakfast, clean up (cornflakes off the floor), go to work or to the day-centre. The care assistants might have to plan medical appointments or they might be going to classes to learn English. (Our community welcomes assistants from all over the world.) Everyone returns to the house around 4.30 pm and we share a cup of tea and a chat. Then, there is the business of helping to prepare dinner, which usually happens around 6 pm. After dinner, people go out to clubs, night classes, socialise, stay in, chat and watch a video, whatever!

WHAT IS THE MISSION OF L'ARCHE, BELFAST?

The mission of L'Arche, Belfast is to create a community of welcome, friendship and belonging that says to people 'Come as you are, because who you are is already perfect'. Our community is really about living interdependently. We all need one another. Our world talks about independence, but no one can be totally independent. Everyone needs a place in which to belong – a place where they can just 'be'. That's what we try to be – a place where everyone can belong and be valued just as they are, not for what they do.

WHAT DO YOU THINK L'ARCHE IS SAYING TO THE WIDER COMMUNITY?

We challenge people to ask themselves: what does it mean to me to welcome difference? In L'Arche, disability and difference is recognised as a place of grace (God's presence). L'Arche believes that all of creation is intentional – God makes no mistakes. Because God loves the world, God sends each one of us. Each life has its own mission and meaning. For God, there is no disability, only difference. I believe we are called to be a sign that it is possible to live with difference. I recognise that it is sometimes messy, sometimes painful; but it is always possible.

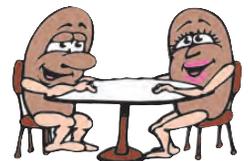


Let's Get Working

Check your workbook for more to do with this lesson.



Maria and Thomas from the L'Arche community in Belfast



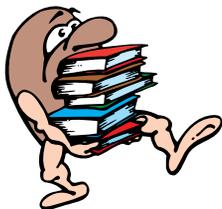
Let's Talk

- 1 How would you describe life in the L'Arche community? Why do you think they live that way?
- 2 How is L'Arche similar or different from any other family or home?
- 3 Maria speaks about difference and disability in her last answer. Do you think that most people see disability and difference in the same way as Maria? How do you see them?

Why Don't You?

Invite someone from the L'Arche community or the Faith and Light movement to meet your class.

Alternatively, prepare some questions and arrange for a member of your class to meet a local representative of L'Arche to obtain some information. Perhaps you might like to offer that representative an opportunity to make a video- or audio-message for your class.



In your Religion journal

1 Do a project on L'Arche and/or Faith and Light. You will find the following websites (and the links there) useful:

www.larche.ie/belfast/index.html

www.larche.ie

www.larche.org

You might also find more information by doing an Internet search for 'L'Arche Worldwide' or 'L'Arche Ireland' or 'Jean Vanier' or 'Faith and Light'.

2 L'Arche believes that every life has a meaning. What do you think is the meaning of your life? Why did God send you?

The Faith and Light movement

Inspired by his experiences, Jean Vanier, along with Marie-Helene Mathieu, founded a non-residential community organisation called Faith and Light. At Faith and Light people with learning disabilities, their parents and friends, gather together to pray and celebrate God's love for them. There are over fifteen hundred Faith and Light communities active today.

A time to pray

Loving God,
you call us into being
and give us our mission.
Thank you
for the gift of one another.
Thank you
for our journey
together in your world.

Help us to grow
in our response to you:
listening to your voice within us;
seeing you around us;
delighting in our gifts;
forgiving one another
for our failings;
welcoming tomorrow
in Faith, Love and Hope.

L'Arche International Prayer

OUR GIFTS AND OUR LIMITS

Term 3, Lesson 6

IN THIS LESSON you will have a chance to continue exploring what it means to respond to the Holy Spirit and live like Jesus. Earlier you learned about the day Jesus met Bartimaeus. Some people in the crowd that day wanted to ignore Bartimaeus because of his disability. Jesus didn't just look at the disability; he treated Bartimaeus as a person. Everyone should be respected, because everyone is created intentionally by God, with their gifts and their limits. If you don't see yourself as a mix of gifts and limits, try out one of the activities below...

Not as easy as you might think...

- With the hand you don't normally use, write the following sentence: My name is (put in your own name) and I am (age) years old.
- While blindfolded or keeping your eyes closed (No cheating!), use your other senses to identify an object that someone else gives you.
- Using some wrapping paper and some sticky tape (or string), wrap a box using only one hand. (Keep the other hand behind your back.)
- At home, try washing the dishes with one hand behind your back.

Able people

Name a well-known sports person (or several, if you can't settle on one): on what moment of their life do you concentrate? Name a popular singer or writer: what image do you have of him/her? Name a world leader: what stands out for you about this person?

Did you remember these people for their abilities? Did it ever occur to you that these people might not be as 'able' as others in some areas of their lives? What might those areas be? Can you think of any hidden difficulties that such people might have?



Let's Talk

- 1 Have you ever met anyone who could do any of the things listed? Explain.
- 2 Did you find the suggested activities difficult? Why?
- 3 What did you learn about yourself from doing the activity?
- 4 Did the activity make you think about others? In what way?

Why Don't You?

Here are a few websites that might be of interest to you:

<http://www.vischeck.com> has some pictures about colour-blindness.

<http://www.bda-dyslexia.org.uk/main/information/adults/a03check.asp> offers a checklist for dyslexia.

<http://www.anythingleft-handed.co.uk/shop.html>

Can you add any other websites to this list?

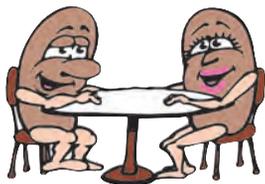
In your Religion journal

Draw a picture of yourself in the middle of a page. Around the picture, write a number of words that represent the things that you are able to do (your abilities) and the things that you are not able to do (your disabilities). Put a title on your page: 'The Full Picture – Gifts and Limits'. *Alternative:* Do the picture on a loose page and pin it up as part of a whole-class display.

Why Don't You?

Go to www.bbc.co.uk/wales/northeast/sites/poetry/pages/michael_williams.shtml

Read and discuss the first poem.



Let's Talk

- 1 In the story, the person serving the tea did not ask Mike directly if he wanted sugar. What does this suggest about the way that person saw Mike?
- 2 What was the difference between that view of Mike and John's view of him?
- 3 What do you know about how people with physical and intellectual disabilities were treated in the past?
- 4 How does this contrast with attitudes today?
- 5 Can you name any organisations that have helped people to change their attitudes? How have they helped in this way?

Why Don't You?

Visit some websites of organisations that campaign on issues of disability, for example:
<http://www.mencap.org.uk/>
<http://www.disabilityaction.org/>

Nobody is able to do everything. All of us are limited in some way. Some of these limits are easier to see than others. It's easy to see physical limitations. Can you think of any examples of limitations other than physical ones?

Do you think you get a proper understanding of yourself (or anyone else) if you focus only on abilities or only on disabilities? Can disabilities lead to new abilities?

Does He Take Sugar?

Mike was head of a computer-chip company. He would often meet teams from other companies to see what new things they could make together. Then Mike was involved in a serious car accident, which left him needing a wheelchair to get around. Many buildings were not wheelchair-friendly, so Mike usually brought someone to help him. One Monday morning he was wheeled into a meeting by John, his assistant. Someone was going around offering tea from a trolley. Instead of looking at Mike and asking him what he would like, the young man asked John, 'Does he take sugar?' Quick as a flash, John said, 'I don't know. You'd better ask him. He's the company boss.'



A time to pray

Sign of the Cross

Teacher

Take a moment to become quiet. Close your eyes and allow yourself to become aware that God is with you. *(Pause)*

- Imagine that God has given you a present of a box containing a gift or gifts. *(Pause)*
- Imagine the box. *(Pause)*
- Is it a big box or a small box? Is it heavy or light? *(Pause)*
- Is it wrapped? How does it look? Does it have a bow? *(Pause)*
- How do you feel about opening it? Are you afraid or nervous or excited? *(Pause)*
- Do you open it? *(Pause)*
- What do you find inside? Are you surprised by what you find? *(Pause)*
- Do you use what you find? *(Pause)*
- Do you give it away? Do you not use it? *(Pause)*
- Are you using all your gifts? *(Pause)*

Perhaps using your gifts will lead you to discover new gifts.

Together we pray:

All

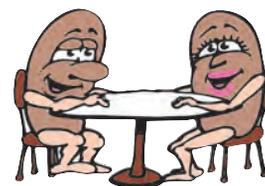
Thank you, God, for all my gifts.

Thank you, God, for all I enjoy.

Thank you, God, for what you have given me.

In the quiet of my heart, I thank you. Amen.

Sign of the Cross



Let's Talk

- 1 What is your reaction to Claire Gallagher's story?
- 2 If you were in Claire's position, how do you imagine you might have felt in the days immediately after the bomb?
- 3 If you had to give up any of your gifts, which one would be most difficult to let go of?
- 4 What do you think helped Claire to get up and go on after what had happened to her?
- 5 If you were in Claire's situation, what do you think might help you?
- 6 Claire now faces difficulties on a daily basis. Are they purely physical difficulties? Explain.

Claire Gallagher's Story

At 3.10 pm on 15 August 1998, fifteen-year-old Omagh girl Claire Gallagher was blinded in a bomb explosion. As soon as the surgeons had confirmed the bad news, Claire's mum said, 'Well Claire, we can sit about and feel sorry for ourselves now, or we can get up and move on in spite of this.' And that's what Claire did. Six months earlier, Claire had learned to play 'The Town I Loved So Well' on her keyboard. That night, she got out of her hospital bed and went over to where her parents had left her keyboard set up. After about ten minutes of fiddling to find things, she played that song once again. Only later did she learn how hospital nurses gathered outside to listen.

By Hallowe'en, Claire was back at school. She continued going out to discos, to the cinema and into town. In fact, she did everything she would have done before she lost her sight. She learned Braille, which helps people who are blind to read through touch. She got a scanner and a laptop, which had a programme for reading documents aloud. Ten months later, she sat her six GCSE examinations. News of her musical abilities reached Phil Coulter, who invited her to play at several of his concerts, including one at the White House. She also played the song 'Carrickfergus' on his CD, *Tranquillity Gold*.

Despite what happened to her, Claire describes herself as lucky. She says, 'Losing my sight hasn't stopped me from living... I've just learned to do things differently.' Claire did Music and Religious Studies for A-Level, and in 2001 she went to Queen's University, Belfast. Claire graduated with a music degree in the summer of 2004.

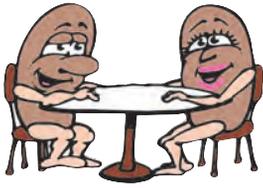
Why Don't You?

- Discuss the photographs that relate to the European Year of People with Disabilities (2003) at europa.eu.int/comm/mediateque/photo/select/yearhdcp_en.htm
- Check out the DVD *A Feeling Shared* about the opening of the Special Olympics in Croke Park in 2004.



Let's Get Working

Check your workbook for more to do with this lesson.



Let's Talk

- 1 Do you know anyone who has to live with disability? What do you know about their story?
- 2 As a class, prepare a short list of questions that a class member might ask such a person on your behalf.
- 3 'Society itself makes people who live with physical or intellectual challenges into people who are disabled.' Do you agree with this statement? In what ways might it be true? Can you think of any practical examples that support this statement?

In your Religion journal

Write a short report of a conversation with someone you know who has a disability. Ask them the questions prepared by the class, as above. You might prefer to invite him or her to tell you about how they experience their lives. Find out more about difficulties they face on a daily basis. Check if there is any one personal achievement they would like to mention.

European Year of People with Disabilities

'Thousands of events took place throughout Europe in 2003 to celebrate the abilities and achievements of more than 37 million people with disabilities, to promote their rights and to raise awareness of the barriers they face daily in society.'

(from *Able Lives* by Fiona Murdoch)

A time to pray

Note: You might like to read this prayer quietly before saying it together as a group.

Dear God,

When I do not accept myself, give me your love.

When I am sad because of what I cannot do, give me your joy.

When I am frustrated with myself, give me your peace.

When I am slow in learning something, give me your patience.

When I am hard on myself, give me your kindness.

When I am turned in on myself, give me your goodness.

When I am disappointed with myself, give me your courage.

When I compare myself to others, give me your gentleness.

When I want to hit out at others, give me your self-control.

When I cannot love myself just as I am, send me friends who do.

Holy Spirit, Spirit of God, guide me. Amen.



A SPECIAL CELEBRATION OF LOVE AND HOPE

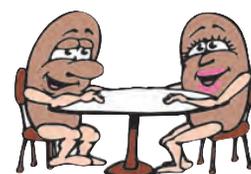
Term 3, Lesson 7

JESUS CAME TO TELL PEOPLE about God's love. He did not leave anyone out, especially those who were sick. The love and care of Jesus continues today when people co-operate with the Holy Spirit and care for those who are sick. In this lesson you will have a chance to learn about one particular way in which Catholics celebrate the love and care of Jesus for sick people: the Anointing of the Sick. This special sacrament of healing expresses the care of Jesus in the same way as the first friends of Jesus expressed it: they followed Jesus' example; they blessed those who were sick; they also anointed them with oil. The following story will help you to imagine what that was like...

A Beautiful Day

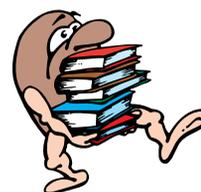
As Anna lay in her bed, she knew she was very sick. She was too weak even to reach out for the glass of water that had been placed on her bedside table. Anna wondered where everyone had gone. As the heat of the sun began to pass, she got her answer. First there was noise out on the street, like a crowd gathering, and then a hush. The door darkened as Miriam, her oldest daughter, led someone in. 'Mother,' said Miriam, 'I've brought someone to see you.' Anna pushed herself up on one elbow to greet her visitor. When she saw who it was, she smiled. 'Oh,' she said, 'this is a great honour – to be visited by James, one of the Twelve.' 'On the contrary, Anna,' said James, 'the honour is mine.'

By now, family and neighbours had come in off the street. James told them a story about Jesus, who spent a lot of time with people who were sick, reassuring them that God's love never left them, even when they suffered. James stretched out his hands in prayer over Anna's head and invited them all to pray together for her. As they prayed together in silence, James asked God to bless Anna and to give her strength in body, mind and spirit. He also asked God to bless all the people who were sick in the community and he said a special prayer for all those who looked after sick people.



Let's Talk

- 1 Why did James say that the honour was his when he met Anna?
- 2 Why did he visit her? What did he do while there? What did he bring with him? What did he use this for?
- 3 What sort of feelings might Anna have had as her sickness got worse? Would any of these feelings have been changed by the visit?



In your Religion journal

Make a list of the things that make you feel better when you're feeling unwell. Write a prayer of thanks to God for them.

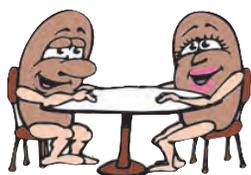
As the prayers continued, Anna felt a great surge of relief and reassurance. It was good to have so many people from her family and from the community here with her. James then anointed her with olive oil, with great gentleness and care. The oil was warm and soothing and Anna felt so loved and cared for in this moment. A wonderful warmth rose within her. Her worries about her sickness and her feelings of loneliness faded. She experienced true joy and she no longer felt so weak or tired. She sat up straighter in the bed. This was indeed a beautiful day!

The sacrament of Anointing of the Sick

In his letter, St James the Apostle gives clear instructions on the care of sick members of any Christian community.

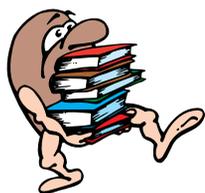
If you are sick, ask the church leaders to come and pray for you. Ask them to put olive oil on you in the name of the Lord. If you have faith when you pray for sick people, they will get well. The Lord will heal them, and if they have sinned, he will forgive them. (James 5:14-15)

The instructions that St James the Apostle gave regarding the care of the sick are still being followed today in the sacrament of Anointing of the Sick. This sacrament connects us to the care of Jesus for people who are sick.



Let's Talk

- 1 Have you ever visited anyone who was seriously sick? Explain.
- 2 Have you ever heard of a priest visiting a person who is seriously ill? Do you know anything about what the priest might do during that visit?
- 3 List the things that happen during the celebration of the Anointing of the Sick.



In your Religion journal

Draw a picture of a table with all the things that might be used during the sacrament of Anointing of the Sick.

A Celebration of Love and Hope

Seán's granny had been ill for several weeks, so when Seán arrived home and found a strange car parked outside the house, he hoped that nothing bad had happened. His mother opened the door. 'Fr McElroy is in with Granny just now and he's going to anoint her,' she announced. 'Why is he doing that?' Seán asked. 'It's part of the way we Christians care for someone who's very sick,' she explained. Just then the bedroom door opened and the priest came out. 'Hello Seán!' he said. 'You're just in time. You can help by getting a candle and some matches for me.' Seán did as he was asked. He brought them up to the bedroom and put them on the small table beside Granny's bed. Fr McElroy lit the candle as a sign of the presence of Jesus, while Seán went over to Granny and held her hand. 'We're going to have the Anointing of the Sick to show that God's love never leaves us, even when we're sick,' he explained. Fr McElroy used some holy water to remind them of Baptism. Then he read a Gospel story about Jesus healing Bartimaeus, and they all joined in the prayers for Granny and for everyone who takes care of people who are ill. Fr McElroy reached out both hands and placed them on Granny's head. There was silence for a moment and they all prayed. Granny smiled and Seán was happy to see it. 'Now Granny,' said the priest, 'I'm going to anoint you with blessed oil on your forehead and on your hands.' Granny slipped her hands out of Seán's and held them out as Fr McElroy made the sign of the cross on them. After this, they said the Our Father together and the priest gave Holy Communion to Granny. After another prayer, he blessed Granny, Mum and Seán. 'Now,' he said, 'we'll leave Granny in peace to pray and rest.'

When should the sacrament of Anointing of the Sick be celebrated?

- When a person is seriously ill. The sacrament may be celebrated with the same person again if the illness becomes more serious or if they have a new illness. A person may be anointed several times during their lifetime.
- Before surgery, if the operation is a serious one.
- When a person is elderly. It is a sign of God's care when someone is frail, even though they may not be seriously ill.
- When a child is seriously ill, if the sacrament would be a comfort.
- When a person is seriously ill and unconscious. The priest assumes that the person would have asked for the sacrament if they could.



Let's Get Working

Check your workbook for more to do with this lesson.



A time to pray

Sign of the Cross

Teacher

Jesus showed God's love and care for people who were sick. Today, we still see God's love and care in those who care for people who are sick. We pray for them now:

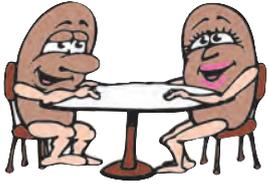
- We pray for those who visit people in hospitals and homes today. *(Pause)*
- We offer a prayer for doctors, nurses and all healthcare workers who look after sick people. *(Pause)*

Jesus made time to give himself to people who were seriously ill. We will now give a moment of our time to pray for people who are seriously ill today.

- We pray for people who have received bad news about their health today. *(Pause)*
- We remember people who have lost their strength and who are very frail. *(Pause)*
- We pray for people who are worrying and fearful about their illness. *(Pause)*
- We pray for anyone we know of who is seriously ill today. *(Pause)*

Sign of the Cross

JUDAISM – BEGINNINGS, BELIEFS AND KEY FIGURES



Let's Talk

What do you remember about Jesus and his Jewish faith from last year's lessons?



Why Don't You?

Make a wall chart showing the journey of Abraham. (There are several maps to be found on the Internet, e.g. www.bible.ca/maps)

Note: Over the years the country where the Jews lived has been called: The Promised Land; Canaan; Palestine; Israel.

JESUS WAS BORN Jewish and lived his life in the Jewish way. He did as Jewish people do when he prayed, when he worshipped, when he went to synagogue, when he ate, when he celebrated special days and occasions. Many beliefs and customs in Christianity derive from Judaism. For example, we have the first part of the Bible in common with the Jewish people. This is the first in a series of lessons that will help you to explore the Jewish faith, which is one of the great world faiths. In this lesson you will become more familiar with the beginnings, the main beliefs and some key figures of Judaism.

The beginnings of Judaism

Jewish people trace their beginnings back to **Abraham**. Almost four thousand years ago, God invited a man named Abram to leave his home in the city of Ur in the Middle East and go to a land that God would show him. After a very long and slow journey Abram eventually settled in the land of Canaan, far away from his home. God made a special covenant (agreement) with Abram and changed his name to Abraham. God promised that Abraham would be the father of a great nation.



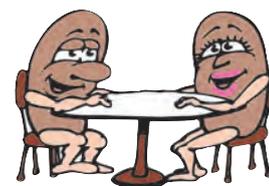
The journey of Abraham

Abraham had a son named Isaac. Through Isaac, Abraham had a grandson named Jacob, who in turn had twelve sons. From each son there came a clan or tribe: the twelve tribes of Israel. All of these inherited God's promise and they kept God's covenant with them. Ever since, Jewish people believe that they are specially chosen by God and that every person can have an individual, personal relationship with God. The Jewish faith is **monotheistic**: it states that there is only one God.

Abraham

Abraham is a key figure in the history of Judaism. You may recall the story of Abraham and Sarah from Fully Alive 1. Here is a personal profile to help you:

- Name:** Abraham. Originally called Abram.
- Born:** Ur, in Mesopotamia. Later moved to Haran.
- Family:** Wife, Sarah, had a son, Ishmael, and another son, Isaac, late in life.
- Called by God:** At the age of seventy-five to move with his wife from Ur, in Mesopotamia, to Haran. In response to God, he sets out on a journey from Haran to the land of Canaan (Palestine).
- Response:** Abraham said 'yes' to God and left behind his comfortable lifestyle. At a time when he should have been looking forward to spending his old age in quiet comfort, he began a dangerous and difficult journey to a land far from his friends and all that was familiar to him.
- Amazing facts:** For many years Sarah and Abraham had no children. God promised them a son after they had settled in Canaan. God kept that promise.
- Famous for:** His trust in God. Abraham trusted God and believed that God would take care of him. God made a special covenant (agreement) with Abraham. God promised to be the God of Abraham's people and that Abraham would be the father of a great nation.



Let's Talk

Read about the call of Abraham (Genesis 12:1-5). Then answer these questions:

- 1 Does Abraham's response to God surprise you? Why? Why not?
- 2 What words would you use to describe Abraham and his relationship with God?

Escape from slavery

Many years later, to escape famine in Canaan, the descendants of Abraham settled in Egypt, where they eventually became slaves. God called Moses to lead the people to freedom again. Once more, God made a covenant with the people. While they were on their journey through the desert, God gave them the **Ten Commandments** (see *Term 1, lesson 17, pages 52-55 of this book*) as guidelines for living. Ever since, Jewish people seek to live a holy life as God asks.



Let's Get Working

Check your workbook for more to do with this lesson.

Moses

Moses is the other key figure in Judaism. The following personal profile will help you to recall what you have heard about him previously.

- Name:** Moses.
- Born:** Son of a Hebrew slave in Egypt. Hidden in a basket in the Nile and discovered by Pharaoh's daughter. Raised as an Egyptian prince.
- Family:** Wife Zipporah and son Gershom, although little is known about them.
- Called by God:** As a young adult at the burning bush.
- Response:** Reluctant at first. Finally, he did as God asked. Moses led the Jews out of slavery in Egypt. God gave Moses the Ten Commandments on Mount Sinai. The Jewish people returned to Canaan.
- Amazing facts:** Through Moses, God did ten amazing miracles to persuade Pharaoh to let the Hebrew slaves go free. Also through Moses he parted the Red Sea so that they could complete their escape from the pursuing Egyptians.
- Famous for:** Leading the Hebrew people's escape (Exodus) from slavery to freedom. Receiving the Ten Commandments from God on Mount Sinai.



Why Don't You?

Refer to the Teacher's CD-Rom that accompanies this book for more detailed information on the subjects covered in these lessons on Judaism.

Let's Talk

Read about the call of Moses (Exodus 3:1-6, 11-15, 4:1-5; 10-12) and answer these questions:

- 1 How was this call different to the call of Abraham?
- 2 At first Moses was reluctant to answer God's call. Why do you think Moses eventually did as God wanted?
- 3 Read Exodus 12:1-14 which tells the story of the escape of the Jewish people from Egypt. Why do you think the festival of Passover is so important to the Jewish people?

Why Don't You?

Make a map showing the journey of the people from Egypt, through the desert, and finally to the promised land. You may find the map at the following website helpful:

www.elseoad.com/maps/exodus_journey_arial.gif

In your Religion journal

God called Moses and gave him the Ten Commandments on Mount Sinai (Exodus 19 and following). Draw a picture to illustrate this very important event or copy the Ten Commandments into your book and decorate them.

Summary of the main Jewish beliefs

Jewish people believe that

- they are specially chosen by God to live a holy life by obeying the Torah, and they have a special relationship with God;
- there is only one God;
- they are a people descended from Abraham;
- God rescued them from slavery in Egypt;
- God gave Moses the Ten Commandments;
- God made a promise to Abraham and to his descendants that they would inherit the Promised Land.

A time to pray

Sign of the Cross

Teacher

God guided Abraham on the journey to Canaan.

It was a difficult journey.

It was a journey that was well worth while.

Think back to a time when you felt your life was difficult. (Pause)

Think back to a moment when you felt life was good. (Pause)

God is always with you.

God guides you on your journey through life.

Take a quiet moment to be aware of God's love with you now. (Pause)

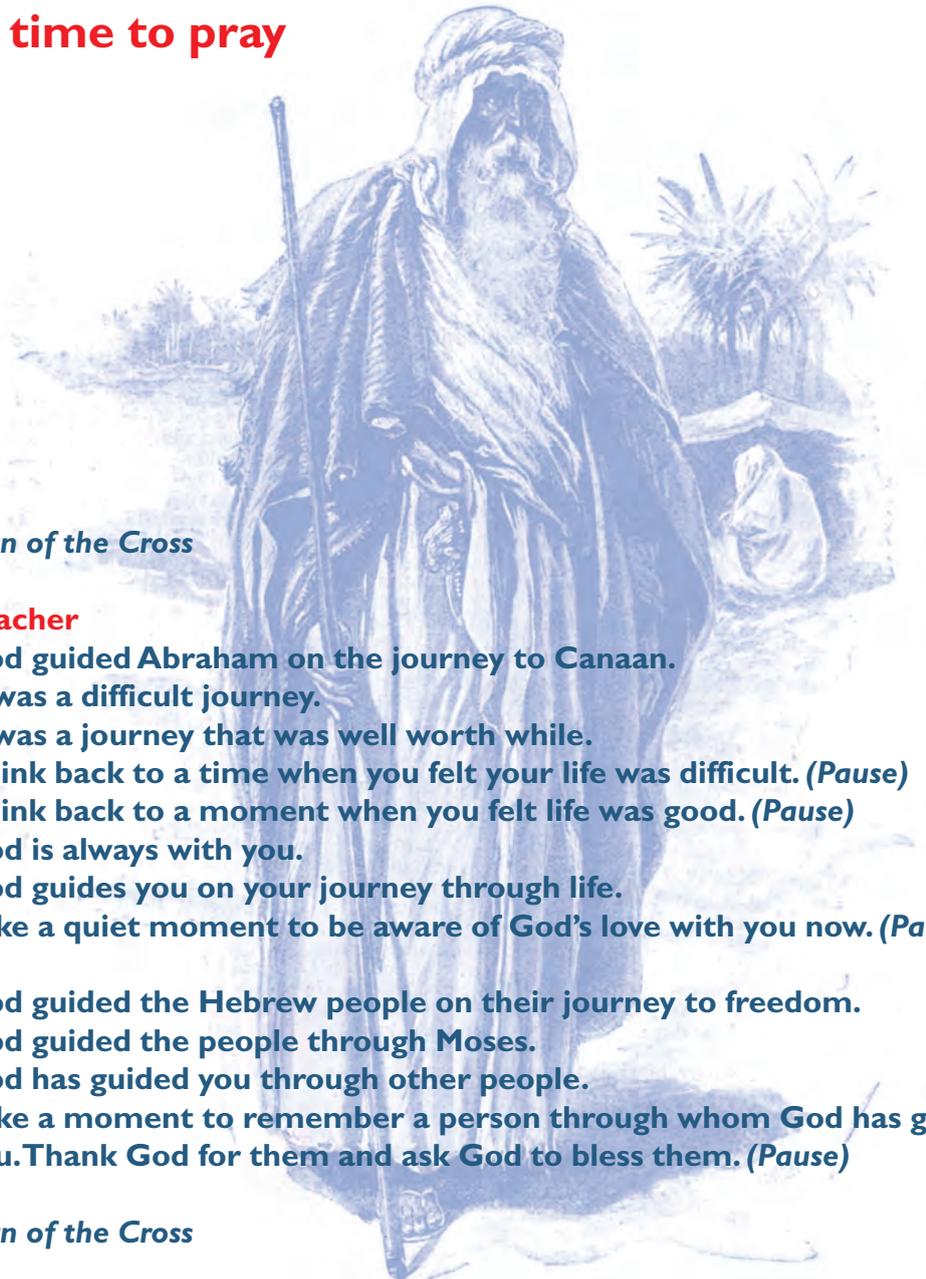
God guided the Hebrew people on their journey to freedom.

God guided the people through Moses.

God has guided you through other people.

Take a moment to remember a person through whom God has guided you. Thank God for them and ask God to bless them. (Pause)

Sign of the Cross



JEWISH WORSHIP, PRAYER, SYMBOLS AND SACRED WRITINGS

Term 3, Lesson 9

RESPONDING TO GOD is important for both Jews and Christians. In this lesson you will learn more about the Jewish response to the presence of God in everyday life.

The Shema (Deuteronomy 6:4-9)

Listen, Israel! The Lord our God is the only true God! So love the Lord your God with all your heart, soul, and strength. Memorise his laws and tell them to your children over and over again. Talk about them all the time, whether you're at home or walking along the road or going to bed at night, or getting up in the morning. Write down copies and tie them to your arms and foreheads to help you obey them. Write these laws on the door frames of your homes and on your town gates.

These verses of scripture are at the root of Jewish religious life. They are hand-written on tiny parchment scrolls and placed in leather boxes, called **tefillin** which are strapped to the forehead and left arm of Jewish adult males and worn during weekday prayer. Similar scrolls are also placed in small boxes, one of which (**mezuzah**) is fixed to each doorpost of Jewish homes.

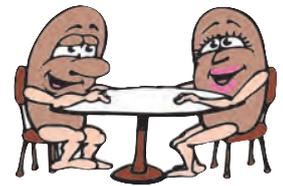
The name most often used for God in the Hebrew Scriptures is 'Yahweh' (written יהוה in Hebrew). This is the special name for God that was revealed to Moses. The Jews have such reverence for this name that they do not speak it aloud. In its place they say 'Adonai', pronounced 'Ah-don-eye' (which means 'Lord').

Jewish prayer and worship

Jews pray to God so as to increase their awareness of God with them in their lives. Like Christian prayer, Jewish prayer includes petition (asking for something), thanksgiving, praise, and sorrow for sin. The formal language of Jewish prayer is Hebrew, though of course Jews may pray in any language. Historically, every Jewish town or village had a **synagogue** where Jews gathered to pray. The main place of worship was the Temple in Jerusalem. The final destruction of the second Temple in AD 70 was a cause of great sorrow to the Jews and is remembered by them to this day. It has not yet been replaced.

Worship in the Temple was associated with daily and special animal sacrifices. In the Temple there was an altar for this purpose. There was also a seven branched candlestick, the Menorah, which was relit daily, although one light was constantly burning. This is represented now by the **Ner Tamid** (everlasting light) which shines above the Ark containing the Torah scrolls in the synagogue. Nowadays there are three services daily in the synagogue. Since the destruction of the Temple these have replaced the daily sacrifices, and on the Sabbath and Festivals special extra prayers and services have replaced the special sacrifices which were offered on these days. Jews can also pray alone. Jewish people say grace before and after meals and precede many daily actions or note events with the recitation of a blessing. Prayers take the form of a blessing which commences, 'Blessed art thou, Lord our God, king of the Universe...' This is a constant reminder that it is God who is in total control of all and everything.

The Jewish prayer book is called the **Siddur** (lit: order) and contains the text of the daily prayers.



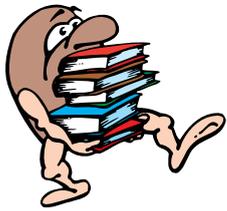
Let's Talk

- 1 Do you keep any signs of religion close to you in your life? Why?/Why not? What do such signs express for you? for people of the Jewish religion?
- 2 How is Christian prayer similar to Jewish prayer? How is it different?
- 3 What are the important religious places of prayer and worship for Christians? How are these different from the synagogue? Do you notice any similarities?



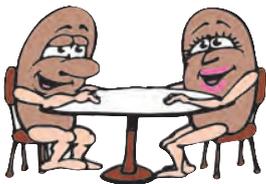
Why Don't You?

Go to www.jewfaq.org/signs.htm and find out more about the Jewish symbols: tefillin, mezuzah and menorah.



In your Religion journal

Write a 'blessing prayer', thanking God for something in your life. Start with the words: 'Blessed are you God...' and continue with words that express why you want to thank God.



Let's Talk

Jews are very serious about the way they keep the Sabbath. Do you think we might learn anything from this? Why do people keep a day in the week when they honour God in a special way? What is your attitude towards such a day?

A time to pray

Sign of the Cross

Teacher

Like his fellow Jews, Jesus used the Psalms when he prayed. We will now pray the start of Psalm 15 together.

All

Who may stay in God's temple or live on the holy mountain of the Lord? Only those who obey God and do as they should. They speak the truth and don't spread gossip; they treat others fairly and don't say cruel things.

Praise and glory be to God for ever. Amen.

Sign of the Cross

The Sabbath

Every week Jews keep the Sabbath as a holy day in remembrance of the work of creation. They obey its laws and customs. The Sabbath begins at sunset on Friday and lasts until sundown on Saturday. In the commandments God instructed the Jewish people to 'keep holy the Sabbath day'. It is a weekly remembrance and celebration of creation. Jews remember that God created the universe in six days and rested on the seventh day (Genesis 2:1-3). No work is permitted. No cooking is allowed, so all food is prepared on the previous day. No household chores can be done and no television is allowed. It is a day of rest from servile work. It is a day for prayer and reflection and spending time with family and friends. Jews refer to it as **Shabbat**, which is Hebrew for Sabbath and comes from the Hebrew word for rest.

At the commencement of the Sabbath at sunset on Friday the Sabbath candles are lit, usually by the mother, and she recites a special blessing. Men and boys go to the service in the Synagogue welcoming the Sabbath. Later there is a special meal commencing with a prayer sanctifying the Sabbath (**Kiddush** – lit: sanctification). There is often singing of special songs at this meal. Jews also attend the service on Saturday morning. The Sabbath ends at sundown on Saturday. At the end of the Sabbath a special ceremony **Havdalah** (lit: division) marks the separation of the Sabbath from the rest of the week.

The Jewish sacred texts: The Tanakh and Talmud

The three sections, **Torah**, **Nevi'im** and **Kesubim**, together are called the Tanakh and form the Old Testament.

THE TORAH

This section is particularly important to the Jews. It consists of the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) and is also referred to as the **Pentateuch** (from the Greek for five).

THE PROPHETS

Nevi'im Prophets are people who are chosen by God to speak for God. They warn people of what will happen if they do not live in God's ways. The books of the prophets are Joshua, Judges, Kings I & II, Samuel, the three major prophets Isaiah, Jeremiah and Ezekiel, and the minor prophets Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habbakuk, Zephania, Haggai, Zecharia and Malachi. They trace the history of the Jewish people from their entry into the Promised land until the exile into Babylon in 586 BC.

WRITINGS

Kesubim These are made up of the Books of Psalms, Proverbs, Job, Song of Solomon, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra and Nehemiah and Chronicles I & II. These too give a history of the Jewish people and tell of their troubled times.

TALMUD

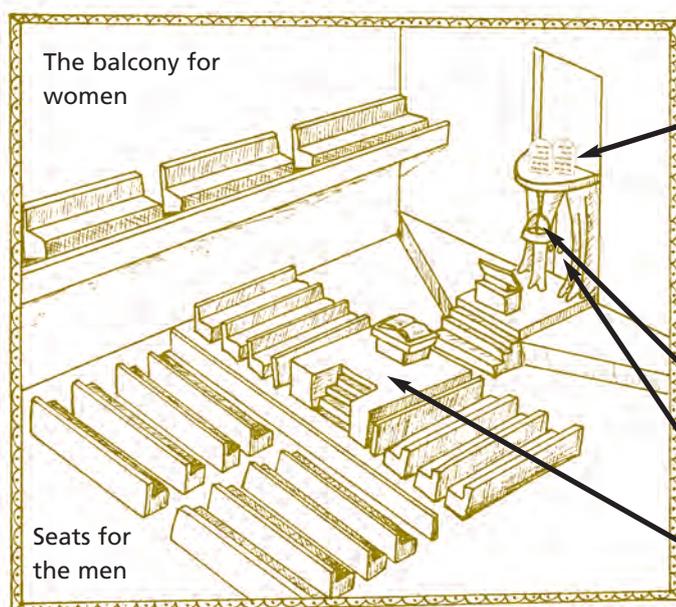
Once the Jews were exiled from their land, the ancient tradition of expounding and discussing the laws of the Torah orally was no longer practical as the people were now so dispersed. The new realities had to be faced and new situations dealt with without a Temple as the focal point for worship and gathering. It became the practice to write down all the discussions and decisions. The collection of these laws, discussions and interpretations forms the Talmud.

The two branches of Judaism today: Orthodox and Reform traditions

Orthodox Jews	Reform Jews
<ul style="list-style-type: none">● follow the laws of the Torah, the Jewish scriptures and their tradition strictly;● accept male Rabbis only;● use only Hebrew in their synagogues;● men and women sit apart during prayer;● keep strict dietary laws;● observe the Sabbath strictly.	<ul style="list-style-type: none">● adapt the laws of the Torah and traditions to modern life;● accept both male and female rabbis;● celebrate services in the local language;● men and women sit together during prayer;● do not keep strict dietary laws;● do not observe Sabbath rules.

The Synagogue

On Saturday mornings Jewish families go to the synagogue for worship. Inside the main entrance there is usually a small porch with two doors: one leading up to a balcony where the women sit. Seats are arranged on three sides. The fourth side at the eastern end, towards Jerusalem, is the most important as it holds the Holy Ark, usually a sort of cupboard with curtained closure as well as doors, where the scrolls of the law, the Torah scrolls are kept. Above the Holy Ark is a light which is kept burning day and night as was the light in the Temple of old. It is called the **Ner Tamid** (eternal light). In the centre there is a large platform – the **bimah** (lit: stage or platform) with a reading desk. At the Bimah, the person conducting the service – either the Rabbi or a suitable lay member of the community – reads from the Torah scroll. The platform is raised so that those present can see. In an Orthodox synagogue men and women are separated just as they were in the Temple of old. The women sit in the balcony or other sectioned-off area whilst the men and older boys sit downstairs. In a Reform synagogue men and women can sit together.



The two tablets containing the Ten Commandments. On one of the Tablets are written the first words of the first five commandments – those between man and God – and on the second one the first words of the second five commandments – those between man and his fellow man. They are frequently placed above the Holy Ark.

The Eternal Light, which is kept burning night and day in front of the Holy Ark

The Holy Ark – containing the scrolls of the Law (Torah)

The bimah: a raised platform from which the scrolls are read



Let's Get Working

Check your workbook for more to do with this lesson.

Why Don't You?

Make an arrangement to visit a Jewish synagogue.

Alternatively, you might like to make a virtual visit to an Orthodox synagogue at re-xs.ucsm.ac.uk/re/ places/synagogu.htm

The service is led either by the local Rabbi, or a **Shaliach Tzibbur** (lit: messenger for the congregation), usually a knowledgeable lay member of the congregation who keeps the laws of the Torah, or a specially trained person known as the **Chazan** (Cantor). Blessings and Psalms are recited first, followed by other prayers. All services in the synagogue have a set format for any particular occasion. Each week at the designated section of the service a section from the Torah is read in Hebrew. Each year the complete Torah (the Five Books of Moses) is read section by section, consecutively, from Genesis through to Deuteronomy. An associated section from the Prophets follows, also read in Hebrew. After the Torah scroll has been returned to the Ark in procession, accompanied by recitations from Psalms, the Rabbi may address the congregation. He usually links his message to the weekly readings. Further prayers constituting the additional service (see p. 177) are then recited by all present.

The service is quite lengthy – about two or more hours. The word 'synagogue' is from the Greek and means assembly or meeting. The building is also used as a place of study, and often as a community centre.

Special clothing for prayer



TEFILLIN: During weekday morning prayer adult Jewish males wind special leather boxes (*Tefillin*) on their foreheads and arm. These contain hand-written texts from the Torah which instruct them to do this. One of these is the Shema.

PRAYER SHAWL: (Tallit) Jewish men wear a special prayer shawl with fringes at the corners for morning prayer. The fringes remind them of God's commandments (Numbers 15:37-41). Orthodox Jews wear a small version (*Tallit Katan*) under their shirts, allowing the fringes to be visible. The shawl may be made of any material except for the forbidden combination of wool and linen (Leviticus 19:19 and Deuteronomy 22:11).

KIPPAH: In Eastern cultures, covering the head is a sign of respect. This is probably why Jews cover their heads during prayer; it shows respect to God. The *kippah* is a skull-cap worn by Jewish men. It is similar in shape to the small white head-covering that the Pope wears and it may be of any colour. It is sometimes called a *yarmulke*, which is a Yiddish word. Yiddish is the language

(based on German and Hebrew) that began with Central European Jews.

A time to pray

Sign of the Cross

Teacher

We worship God because of what we see in the world that God made.
For a moment, recall the most beautiful sight you have ever seen. *(Pause)*
For a moment, think of the most powerful force of nature. *(Pause)*
Now we praise God together as we say:

All

Holy, holy, holy Lord,
God of power and might.
Heaven and earth are full of your glory.
Hosanna in the highest.

Sign of the Cross

FEASTS, FESTIVALS AND FOOD IN THE JEWISH TRADITION

YOU ALREADY KNOW about the Church Year with its special seasons (Advent, Christmas, Lent, Easter and Ordinary Time) and its many feast days (e.g. All Saints, All Souls, The Assumption of Mary, etc.). People of different faiths follow different calendars. In this lesson you will learn more about the feasts and festivals that Jews celebrate. You will also learn more about their traditions concerning food.

The Jewish calendar

Jewish people have their own way of counting time. Their year has twelve months. These months, however, are 'lunar' months: they last from one full moon to the next – about twenty-nine-and-a-half days. As a result, their year is normally 354 days long. In a leap year they add an extra month. This keeps their calendar in line with the seasons of nature. The day begins at sunset.

The major festivals are biblical in origin. They are linked to the time of the year and to Jewish history. There are also post-biblical festivals which are linked to important events in Jewish history. Since the dates of the festivals are according to the Jewish lunar calendar, they do not occur on the same date in the secular calendar every year.

Biblical Festivals

There are two groups of festivals in the Bible:

1. The Days of Awe – New Year and Day of Atonement which fall in the Autumn.
2. The Three Pilgrim Festivals – Pesach, Shavuot and Succot. In Temple times, every Jew was expected to make pilgrimage to the Temple in Jerusalem, hence the name for the group. These are also associated with the harvest. One falls in the spring – Pesach, the second in summer – Shavuot, and the third in the autumn – Succot. They are also connected to major events in Jewish history.

Post-Biblical Festivals

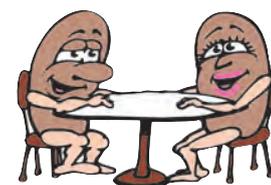
Post-biblical festivals include Purim when the Book of Esther is read recalling the events that this festival commemorates; Channukah – the Feast of Dedication remembering the rededication of the Temple after it had been defiled by the Greeks. Both of these festivals remember attempts to destroy the Jews and prevent them practising their faith. Tisha b'Av is another festival, and is when Jews fast in remembrance of the destruction of the Temple on the 9th Av.

Autumn festivals – Rosh Hashannah, Yom Kippur, Succot and Simchat Torah

The Jewish year begins in September or October. The first days of the New Year are called **Rosh Hashannah** which means 'the head of the year'. These two days commence a ten-day period when Jews reflect on the deeds of the past year and ask for forgiveness for any sins that have been committed against God's laws. Special services are held in the Synagogue on these first two days, during which the **Shofar** (ram's horn) is blown. Extra prayers are said at the daily services prior to the festival and during this whole ten-day period asking for forgiveness.

At the festive meal eaten on the New Year, Jewish families eat an apple dipped in honey. This expresses their hope that the new year will be a sweet one for everyone.

At the end of the ten-day period, Jews celebrate the Day of Atonement, **Yom Kippur**. This is the most holy day of the Jewish Year. On this day, services are held all day and there is communal confession of sins committed against God's laws. Before nightfall on the eve of this Festival, a special meal is eaten, after which all the family attend the special evening service at the Synagogue. Services continue all day on the next day. Before the destruction of



Let's Talk

- 1 Jewish days begin at dusk. Can you think of any examples of Christian festivals that begin at dusk?
- 2 By what is the Jewish month measured? What effect does this have on the Jewish way of measuring time?



Why Don't You?

Read the information in this lesson about the Jewish festivals, and then, as a class group, make a series of posters to illustrate the calendar of the Jewish faith.

the Temple this was the day when a special sacrifice was offered by the High priest in atonement for the sins of the people, and on this day alone the High Priest entered the Holy of Holies, the innermost sanctuary in the Temple. During the services on Yom Kippur the details of the Temple service for that day are recounted.

Five days later the third of the Pilgrim Festivals, **Succot** or **Tabernacles**, is celebrated. This lasts for a week with special holy days at the beginning and the end of the week. In commemoration of the way the Jewish people lived under God's protection during their forty years' wandering in the wilderness, Jewish families build small temporary 'dwellings' in their gardens with only leaves for roofs and spend as much time as possible in them. Here in Ireland they usually only eat in them but in warmer climates such as Israel some people even sleep in them.

At the end of this Festival there is a separate celebration '**Simchat Torah**' – rejoicing of the Law. On this day Jewish people gather in the synagogue and celebrate the fact that they complete reading the Five Books of Moses, the Torah, and immediately recommence the annual cycle with the book of Genesis. The Torah scrolls are repeatedly born in procession around the synagogue, accompanied by singing and dancing, after which the final chapter of Deuteronomy and the first chapter of Genesis are read from the Torah scrolls.

Winter festivals – Hannukkah and Purim

Towards the end of the secular year Jewish people celebrate the Festival of **Hannukkah**. This eight-day festival celebrates the re-dedication of the Temple after it had been defiled (desecrated and vandalised) by the Syrians and Greeks in 164BC. To commemorate the miracle that the only remaining vial of oil which was usually sufficient to light the Menorah in the Temple for a single day lasted for eight days allowing time for fresh oil to be prepared, Jewish families light an eight-branched candelabra (**Hannukkah** or **Hannukkah Menorah**) in their homes every evening. Each day an additional light is added until on the eighth day all eight are alight.

Purim, the **Festival of Lots**. Celebrated in the early spring, this one-day festival recalls the story told in the Book of Esther when Haman of Persia plotted to have all the Jews in the Persian Empire murdered on one day. The day was chosen by casting lots, hence the name of the Festival (the Jews were saved by the

bravery of Queen Esther, who was herself a Jew). As the story is read from the Book of Esther in the synagogue that day, everyone makes a noise whenever Haman's name occurs. Some stamp their feet and others make a noise with a rattle. Jewish families mark the festival by holding parties, often in fancy dress.

Spring festival – Pesach

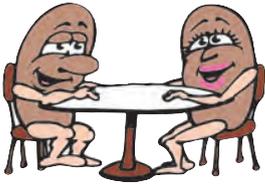
This is one of the three Foot or Pilgrim Festivals when the Jewish people were called upon to make pilgrimage to the Temple in Jerusalem. The Jewish festival of **Passover**, or **Pesach**, celebrates the escape to freedom of the Jewish people from Egypt. People eat **matzah** (a flat bread baked without yeast, also called unleavened bread). Thus, the feast is also known as the **Feast of Unleavened Bread**. Matzah is called 'the bread of affliction' because the people ate it as slaves in Egypt. It is also called 'the bread of freedom' because they ate it on the night of their escape to freedom. On the first night of the festival, the **Seder** meal is eaten in Jewish homes. (Seder means 'order'.)

Traditional dishes are served and songs are sung. The youngest child at table always asks the same question: 'Why is this night different from other nights?' The father of the family answers by retelling the events of the Exodus or escape from Egypt. This story can be found in the book of Exodus. It is told in a specific order in a book called the **Haggadah**, meaning 'story-telling'. It is traditional to have a special cup of wine for the prophet Elijah who is expected to herald the coming of the Messiah.

Summer festivals – Shavuot and Tisha b'av

Fifty days after Passover, **Shavuot**, or the **Jewish Festival of Weeks**, is celebrated. It was also known as the Feast of Pentecost. This is the second of the three pilgrimage festivals. It recalls the giving of the Law to Moses on Mount Sinai. The Ten Commandments are read out loud in the synagogue. Some people stay in the synagogue all night learning the scriptures or other religious texts. Shavuot is also called the **Feast of the First Fruits** because it marks the beginning of the wheat harvest. Synagogues are decorated with fruit and food.

Tisha b'Av (the 9th Av) is a post-biblical festival. It is a solemn day of mourning and fasting which commemorates the destruction of the Temples in 586 BCE and 70 CE.



Let's Talk

- 1 Why do you think the Jewish people celebrate feasts and festivals?
- 2 Which of these festivals would not have been celebrated by Jesus?
- 3 One of these festivals is closely connected to one of our sacraments. Which one is it? Explain your answer.



Why Don't You?

Make a list of questions about Jewish festivals and then interview a Jewish person, e.g. Which festival is their favourite and why? Which festival is the happiest/saddest and why? Enquire about their favourite memories of any of the festivals.

A time to pray

Sign of the Cross

Teacher

Here is a psalm for a feast day that Jewish people, including Jesus, celebrated. We remember how God made the Jewish people joyful, as we say part of Psalm 81 together now:

All

Be happy and shout to God who makes us strong!

Shout praises to the God of Jacob.

Sing as you play tambourines and the lovely sounding stringed instruments.

Sound the trumpets and start the New Moon Festival.

We must also celebrate when the moon is full.

This is the law in Israel,

and it was given to us by the God of Jacob.

The descendants of Joseph were told to obey this law when God led them out from the land of Egypt.

Teacher

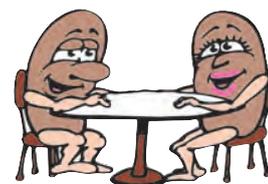
For a moment, recall something good that God has given you and give thanks. (Pause)

Sign of the Cross



Let's Get Working

Check your workbook for more to do with this lesson.



Kosher food in family life

People of the Jewish faith follow the laws of **Kashrut** – the laws defining which foods may be eaten (*kasher* or fit) and those which may not be eaten according to the laws of the Torah. Those that may not be eaten are often referred to as **Treif** (lit: torn, referring to the flesh of an animal which has been killed in the field and is not permitted as it was not properly slaughtered in the correct humane fashion). The basic laws regarding *kashrut* are found in Leviticus 11:3: an animal may be used for food if it has 'divided hoofs and chews the cud'.



FOOD THAT IS 'KOSHER'

(allowed)

Oxen, goats, cows, sheep, as well as chickens, ducks and geese. Fish that have both fins and scales, such as salmon and cod, may also be eaten. Milk may only be drunk from kosher animals. The same applies to eggs.

FOOD THAT IS 'NOT KOSHER'

(forbidden)

Any animal that does not have split hooves and chews its cud. The pig, in particular, is singled out as 'terefah'. Shellfish is also forbidden.

Kosher rules include the laws of **Shechita** (slaughter), the rules on the correct way to kill animals for food. This must be done humanely by a specially trained person, known as a **shochet**.

In keeping with another biblical verse (Exodus 34:27), 'You shall not cook a kid in its mother's milk', meat and dairy products are kept completely separate. They may not be cooked, served or eaten together. For example, a glass of milk may only be drunk several hours after eating meat. Different sets of cooking utensils, dishes and cutlery are used for meat and dairy products.

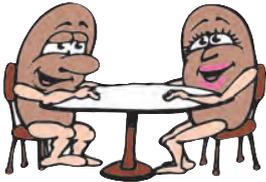
Let's Talk

- 1 How difficult do you think it might be to follow the Jewish religious laws of kashrut? What effects might following this law have on a person's social life?
- 2 Why do Jews follow the laws of kashrut?
- 3 Why do you think Jews might be careful about where they buy their meat?
- 4 What is a shochet and why is this person an important member of the Jewish community?
- 5 What room of a Jewish household is liable to be most different from your own home? Give a reason for your answer.



Why Don't You?

Do a Bible search for Genesis 17:10-14 and Leviticus 12:3. What do these tell you about circumcision?



Let's Talk

- 1 At what celebration is a Christian child named?
- 2 At what age is a person considered legally to be an adult? How does this compare with Jewish tradition?

A boy is helped to read from the Torah during his Bar Mitzvah. He does not touch the page with his hand, as a sign of reverence for the sacred text

HOW WERE THE major moments of your life marked so far? What special ceremonies can you remember? What special celebrations might be part of your future? In this lesson you will have an opportunity to learn about the special celebrations that Jewish people have and the special ways in which they mark the major changes of life.

The naming of a Jewish child

Any child born to a Jewish mother is considered a Jew. The *Brit Milah* (circumcision ceremony) is the name of the initiation rite for Jewish baby boys (or for men who become Jewish later in life). Circumcision involves physically removing the foreskin. The ceremony recalls the covenant that God made with Abraham. Usually, it takes place when the child is eight days old, but this can be delayed for medical reasons. The child is placed on the lap of a male friend or relative, who has the honour of being the *sandek* (godfather). He has the responsibility of holding the child still while the circumcision is performed by a specially trained person, known as a *mohel*. Baby boys are also given their names at their circumcisions. It is customary to keep the name a secret before the ceremony.

Jewish baby girls have a simpler initiation ceremony. They are named at the first public reading of the Torah in the synagogue after their birth.

Coming of age

As soon as a Jewish child can speak they are taught to recite basic prayers. This is their initiation into learning their faith and prayers. They learn to read and understand Hebrew, the language of the Bible and the language of prayer in Orthodox Jewish worship. They learn the commandments, which tell them how Jews are called by God to behave. They may memorise many prayers and texts, for example, the Shema, and may learn Psalms.

BAR MITZVAH (lit: son of the commandment): When a boy reaches the age of thirteen he becomes Bar Mitzvah. He usually undergoes a period of intense instruction about his faith in the year leading up to his thirteenth birthday. He is now considered an adult religiously and is responsible for all his actions and can also form part of the quorum of ten adult males required for a full service to take place. In recognition of this, usually on the first Sabbath after attaining his thirteenth birthday, the boy will be one of the men called up to the Bimah (reading desk) during the reading of the week's passage from the Torah. Before he was thirteen he was not entitled to this privilege. He will often read, or rather chant, the passage to the special chant that he has learnt during his studies. This reading is in Hebrew. He now wears a prayer shawl (*tallit*) during services, although he has been wearing a small one (*tallit katan*) beneath his garments since he was three years old. Many communities have the custom that a



prayer shawl is only worn during services by married men. He will have been given his own set of *Tefillin* which he will wear for daily prayer. Often the synagogue which he attends regularly will present him with a prayer book (*siddur*) or *Chumash* (a book containing the five Books of Moses and often the associated lessons from the Prophets which are read on the Sabbath). He has now 'come of age'.

BAT MITZVAH/BAT CHAYIL (lit: daughter of the commandment/ daughter of valour): When a Jewish girl attains her twelfth birthday she achieves adulthood and thus comes of age religiously. Nowadays in the Reform tradition this is often marked with a special ceremony in the Synagogue at which the girl may even read from the Torah. In many communities in the Orthodox tradition, girls who are approaching their twelfth birthday embark on a special course of study, during which they too will learn about the details of their faith, its laws and practices in more detail and an introduction to keeping and maintaining a Jewish home as well as the laws of marriage. At the end of this course they may have a graduation ceremony and sometimes the girl will give a talk related to her studies. This is sometimes referred to as a Bat Chayil Ceremony (see Proverbs 31:10-31) and takes place around her twelfth birthday, but may sometimes be done as a group graduation rather than as an individual celebration. However, the coming of age and assuming responsibility as an adult member of the community happens from the date of her twelfth birthday, much as a boy assumes adult responsibility from his thirteenth birthday.

Jewish marriage customs

The marriage ceremony may or may not take place in a synagogue. It can also take place in a house or a hall but the ceremony always takes place under a *Chuppah* (canopy), held up by four posts of four people. This represents the home that the couple are about to establish. The young couple stand beneath the canopy throughout the ceremony together with their parents and the officiating clergy. Before the ceremony, the groom goes to the waiting bride and places her veil over her face. This remembers both the fact that Rebecca veiled herself as a sign of modesty when she first saw Isaac and the fact that Jacob was deceived at the time of his marriage and was first given Leah, Rachel's sister, for his wife. So the bridegroom has the opportunity to 'check' that he is marrying his chosen bride before the ceremony. The bride on approaching the *Chuppah* walks around the groom seven times before taking her place at his side. Wine is then blessed and both partake of it. The bridegroom places a ring on the bride's finger and says, 'Be sanctified to me with this ring according to the laws of Moses and Israel'. The marriage contract is read aloud. It outlines the groom's obligations to the bride. Seven special blessings (*Sheva berachot*) follow, often recited by different males attending the ceremony. Once again the couple drink some of the wine that was blessed during these blessings. Finally a glass is broken by the groom to remind those present of the destruction of the Temple so that even at the happiest times, happiness is not complete. A special meal follows at which the seven blessings are again recited. In Orthodox circles special meals for the newly married couple are held for a week and the seven special blessings recited again after grace at the end of the meal.

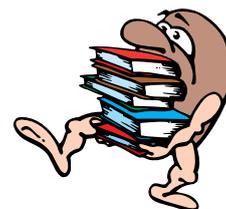
Customs associated with death and mourning

Jews do not see death as the complete end to life. They believe in life after death and they see this as part of God's plan. Traditional Jewish customs around death do two things: they show respect for the dead person and they comfort those who mourn.



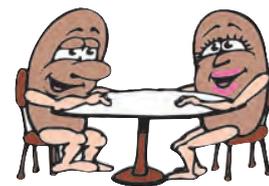
Why Don't You?

- 1 Do an Internet search for more about Bar Mitzvah, e.g. at www.jewfaq.org/barmitz.htm
- 2 Use the Internet to find out more about Jewish wedding customs, e.g. visit www.jewfaq.org/marriage.htm.



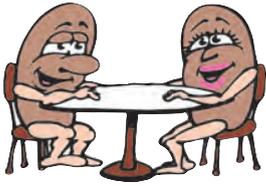
In your Religion journal

Imagine you are present at a Jewish wedding ceremony. Describe what you see and hear in words and/or images. What is special about this event?



Let's Talk

In what way is a Jewish marriage ceremony different from a Christian marriage ceremony?
In what way is it similar?



Let's Talk

How are Jewish and Christian customs connected with death
a) different; b) similar?



Why Don't You?

- Find out more about Jewish traditions connected with death and mourning at www.jewfaq.org/death.htm
- Visit the following very useful websites:
www.kosherdelight.com/Irishsynagogues.htm
www.maven.co.il/synagogues/
www.bbc.co.uk/print/religion/religions/judaism/intro.shtml
www.jewfaq.org/re-xs.ucsm.ac.uk/re/places/synagogu.htm



Let's Get Working

Check your workbook for more to do with this lesson.

Jews show respect for the dead person by:

- cleaning the body and wrapping it in a plain linen cloth;
- covering the body;
- placing lighted candles nearby;
- never leaving the body alone;
- never displaying the body for others to see;
- not eating or drinking in the presence of the body;
- burying the body in such a way that it touches the earth;
- burying the body without delay.

Even if they do not touch the body, Jews believe that being in the presence of a dead body makes them unclean in some spiritual way. Afterwards they will wash their hands as a sign of becoming spiritually clean again.

On hearing the news of the death of a close family member, Jews may tear their clothing and say a prayer. Burial takes place promptly, within a day or two. After the burial the family has a special meal of eggs (symbol of life) and bread. Only after this time do people call to offer their sympathy. When they call they allow the mourners to start the conversation.

There are three stages of mourning:

- the seven days after the death;
- the thirty days after the death;
- the first year after the death.

Only after the first year do mourners resume a fully normal life again.

A time to pray

Sign of the Cross

Teacher

God is with us in the major events of our lives. God blessed you at your birth.

Be aware of God blessing you now with the life that is in you. *(Pause)*

God blesses you with love through those who care for you.

Be aware of those who have cared for you in the past and look forward to those who will care for you in the future. *(Pause)*

God will bring you through death to the life of forever.

Pray now for those who have died and remember them. *(Pause)*

Like Jesus and his people, we pray Psalm 134:

All

Everyone who serves the Lord, come and offer praises.

Everyone who has gathered in his temple tonight,

lift your hands in prayer towards his holy place and praise the Lord.

The Lord is the Creator of heaven and earth,

and I pray that the Lord will bless you.

Sign of the Cross

LOOKING BACK

THIS LESSON IS your chance to look back at your experience of Religion class this year. Did this year's Religion class help you in regard to yourself, others and God? Here are a few possible comments that students might make after using this book...



Jack: 'Before doing this book, I never really thought about the way the universe and everything in it began. You know, it's really amazing! And as well as that, it's great to know that God made me and loves me.'

Lucy: 'I've changed the way I treat the earth. I've begun to watch out for what we can recycle at home. I try not to waste things. This is how I try to live as God asks me and how I care for the earth.'



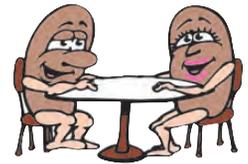
Robbie: 'I realise now that my choices can affect the type of person I become. I can make good choices and I can make bad choices. God has left it up to me and my conscience.'

Frances: 'I never realised how much I have in common with Christians of other denominations. I realise now that we all believe in Jesus and that we can learn from each other and respect each other.'



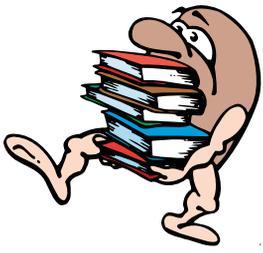
Philip: 'I know that I can trust in Jesus when I see how caring he was towards others. He didn't ignore pain and suffering. He was always ready to help. He showed a powerful love.'

Celine: 'When I'm having a really bad time, I remember that Jesus suffered too. I don't lose hope. I know that life can change, just like it changed for the friends of Jesus at Easter.'



Let's Talk

- 1 Did your experience of this year's Religion class strengthen anything in you? Explain.
- 2 Has your experience of this year's Religion class changed you in any way? Explain.
- 3 Over the summer, how might you continue to strengthen any positive changes that happened for you this year?
- 4 Did you get to know yourself better this year? If so, what did you find out? Did you learn it from something you did or said, or from something that someone else did or said, or did you learn something about yourself in the quiet times when you were praying?
- 5 Did anything change between yourself and God during the year?
- 6 How did your relationships with other people turn out this year? Explain.
- 7 How did your class group develop over the year? Was it a good year for you? What would you suggest for next year?



Seamus: 'I really liked learning about L'Arche and how they live together as a community. Everyone's life means something. It's possible to live with difference, even if it might be difficult sometimes.'

In your Religion journal

Using words and/or images, express something of what was important for you over the past year. Then take a quiet moment in which to share your thoughts with God.

Note: Before this prayertime, each student writes their name on a piece of paper and puts it in a box. The box is then passed round and everyone picks out a piece of paper. (If your own name is on it, put it back and choose another. The names should be collected again at the end of the prayertime.)

Ruth: 'I had forgotten that Christianity came from Judaism. Christians and Jews share many things, such as praying to God and the Ten Commandments. Now that I know more about Judaism, I have more respect for Jews.'



A TIME TO PRAY

Sign of the Cross

Teacher

As the summer holidays draw near, we pray for each other. For a moment, pray for the person whose name you picked out. In your mind, focus on that person as we pray together:

All

God, thank you for all that has been good over the past school year. Forgive us for anything that has been hurtful or bad. May this be a good summer for each of us. May we enjoy the freedom and rest it brings. And when problems arise, may your help enable us to deal with them.

Teacher

Now we ask that Jesus be with us in the months ahead, as we pray:

All

Christ be with me.
Christ be beside me.
Christ be before me.
Christ be behind me.
Christ at my right hand.
Christ at my left hand.
Christ be with me everywhere I go.
Christ be my friend, for ever and ever. Amen.

Sign of the Cross