

The Power of Beliefs



IN THIS UNIT I WILL:

- ❖ explore the important role that beliefs play in all our lives
- ❖ explore the specific role that religious beliefs play in people's lives



KEY TERMS

Belief:

Something that is accepted as true by a person or a group.

Self-limiting beliefs:

Negative beliefs that we have about ourselves that hold us back, preventing us from reaching our full potential.

Self-empowering beliefs:

Positive beliefs that encourage us to achieve our true potential and find fulfilment in our lives.

Religious beliefs:

Beliefs about God or gods and about how one should live that are accepted as true by a faith community.

Religious practices:

The ways in which people express their religious beliefs.



KEY SKILLS IN THIS UNIT

- Being literate
- Communicating
- Managing information and thinking
- Managing myself
- Working with others

The relevant symbol is included above each activity in the unit.

Note: There is a 'Reflection and Action' section at the end of each module, containing suggestions for practical and/or project work.



Reading with understanding

INDIVIDUAL ACTIVITY

- Read this story of Hiroo Onoda and discuss the questions that follow.

Lost in the jungle

World War II ended in 1945 with the surrender of the Axis powers, among them the empire of Japan. Japanese soldiers laid down their weapons, but one Japanese soldier was unwilling to believe that his country had surrendered.

Hiroo Onoda dismissed the rumours about surrendering as propaganda stories spread by the Allies. So he retreated deep into the jungle and went into hiding. When he saw anyone approach, he would lift his rifle and shoot at them. For years there were stories about the Japanese soldier who was still fighting, but nobody could tell him that the war was over because nobody could approach him.

The years went by. Life all around the jungle returned to normal, but not in Hiroo's head. He continued to believe that the world was at war. He hunted and foraged in the undergrowth for berries and root vegetables. He kept his service rifle

fully oiled, cleaned and in perfect firing order. He hid in the bushes waiting for his enemies to approach. This continued for thirty years, until eventually it was decided that Hiroo had to be saved from his own beliefs and that he might listen to his commanding officer.

The officer travelled to Hiroo's hideout. He called on Hiroo to put down his weapon. The war had ended thirty years ago, he explained. There was movement in the bushes and slowly Hiroo emerged. He fell to his knees and wept uncontrollably. Some people called Hiroo a hero, but others just scratched their heads and didn't know what to call him. Hiroo left the forest and spent the rest of his life setting up nature camps for children in Brazil. He died in 2014 at the age of ninety-one.





WHAT DO YOU THINK?

1. What feeling did Hiroo’s beliefs create in him?
2. How did his beliefs affect his life?
3. Were his beliefs a good or bad influence? Why?

OUR BELIEFS

As you sit in your new classroom in first year, you might believe certain things about yourself. You might believe, for instance, that you are very good at some subjects, but hopeless at others. According to neuroscientists (those who study the brain), there is no such thing as being smart or not smart. Rather,

they believe, it sometimes comes down to how much effort you are willing to put in and how much **belief** you have in yourself.

That would mean that we are all far more capable than we think. So what holds us back? Very often, like Hiroo, it all comes down to our beliefs. We can have both **self-empowering (positive) beliefs** about ourselves and **self-limiting (negative) beliefs** about ourselves. Neuroscientists argue that either set of beliefs can have a big influence on how we get on in school and in life. Look at the table for some examples of both. Perhaps you can come up with alternative responses to those provided in the second and third columns.

AN EXPERIENCE	A SELF-LIMITING BELIEF	A SELF-EMPOWERING BELIEF
I’ve been taken off the basketball team because they said I’ve bad hand-eye coordination.	I’m no good at sports.	Not everyone has to be good at sports. I can play the guitar and I’m quite a talented swimmer, so that’s good enough for me.
The person whom I considered to be my best friend has started to ignore me.	There’s something wrong with me.	Friendships change all the time. I can make new friends.
I’m never chosen for a leading role in the school play.	I’m no good at acting.	Every play needs supporting roles. I know I can do well if I’m given the right role.
Everyone in my family is musical except me.	I’m not talented.	I just haven’t found my talent yet.



Using digital technology

DIGITAL WORK

- ▶ Log on to the digital library and look up ‘1.1.1 Role of Beliefs’ to see a video on what some students say about their beliefs and how they influence their lives. Then discuss these questions as a class:

 1. Do you think a person’s beliefs are important? Why or why not?
 2. How do the beliefs of the people you saw in the video affect their lives?

Knowing myself

INDIVIDUAL WORK

- ▶ What role do beliefs play in your life? Can you identify some of the different beliefs that you have? Are they self-limiting or self-empowering? What impact do they have on your life and do you need to take any action? Copy the table below and fill it in with your own responses.

BELIEF	SELF-LIMITING?	SELF-EMPOWERING?	IMPACT ON MY LIFE	ACTION, IF ANY, THAT NEEDS TO BE TAKEN
1				
2				
3				

THE POWER OF RELIGIOUS BELIEFS

Empowering beliefs motivate us to grow and develop our potential. If we believe that we can do something, we are more likely to succeed in doing it. People’s **religious beliefs** also strongly influence how they live their lives. People express their beliefs in their **religious practices**.



Learning with others

THINK, PAIR, SHARE

- ▶ Make a list of any beliefs you are aware of that are part of any religion in your locality. How do people express these beliefs? How do they show or practise their beliefs in what they do in their daily lives? Look at the table on the next page for examples, then come up with two more examples, share them with your partner and then share them as a class.



BELIEF	PRACTICE
Catholics believe Jesus is present in the Eucharist. They believe that God sent Jesus to show people how to live.	Catholics go to Mass on Sundays and sometimes on weekdays. They celebrate the birth of Jesus at Christmas.
Buddhists believe in the teachings of the Buddha.	Buddhists have statues of the Buddha in their temples.
Muslims believe Mecca is a place of special religious significance.	Muslims have a special pilgrimage called <i>Hajj</i> , when they visit Mecca.
Hindus believe in many gods.	Hindus have special shrines in their homes where they can worship the gods.
Jews believe the Sabbath is a day of special religious significance.	Jews visit the synagogue on the Sabbath.



Listening and expressing myself

WHAT DO YOU THINK?

1. In your opinion, might any of the religious beliefs listed in the chart above lead people to feel empowered? If so, how?
2. Do you know of any religious beliefs held by Catholics or members of other religious traditions that you would consider to be self-limiting beliefs? If so, how do you think they limit people?

WHAT HAVE YOU LEARNED?

- ▶ To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key terms at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ What effect do self-limiting beliefs have on your life and how do you deal with them?
- ❖ How can you strengthen your self-empowering beliefs so that they might lead you to a more fulfilled life?

Responses to the Search for Meaning



IN THIS UNIT I WILL:

- ❖ explore a religious response to questions about the meaning of life
- ❖ explore a non-religious response to questions about the meaning of life



KEY TERMS

Canonised:

Declared a saint by the Catholic Church.

Humanism:

A belief system that holds that there is nothing other or greater than humans.

Afterlife:

Life forever with God for those who die in God's grace and friendship.



KEY SKILLS IN THIS UNIT



Being literate



Communicating



Working with others



Managing information and thinking

The relevant symbol is included above each activity in the unit.

Note: There is a 'Reflection and Action' section at the end of each module, containing suggestions for practical and/or project work.



Reading with understanding

INDIVIDUAL WORK

- Read this text and answer the questions that follow it.

The man who befriended wolves

In 1182, a boy called Giovanni, later to be given the name 'Francis', was born to a wealthy cloth merchant in Assisi, Italy. He grew up in a life of privilege and luxury. He was wild and enjoyed all the pleasures of life, but in some inner place he was also drawn to the plight of others. Once while selling velvet in the market, a beggar asked him for money. Francis gave him everything he had. In a rage, his father chastised him for his foolishness.

Later, Francis headed off to fight in a war between Assisi and Perugia but he was captured and spent a year in prison, where he had time to think. He underwent an inner change, and when he left prison he was less interested in his life of luxury and wild living.

Francis then began his new life of wandering the countryside. He was in love with all of God's creatures and with everyone he met. Lepers were despised at the time but Francis embraced them and cared for them. He attracted many followers who were impressed with his lifestyle, a life lived for others. He eventually set up his own religious order called the Franciscans.

Francis was a great preacher, but he is best remembered for his love of and ability to relate to wild animals. A story is told of a ferocious wolf that was terrorising the city of Gubbio. Francis found the wolf, blessed him with the sign of the cross and told him to cease his rampage. To everyone's disbelief, Francis walked the wolf right into the city and brokered a peace deal. The people of the city would feed the wolf and, in return, the wolf would stop attacking them.

In 1228, two years after he died, Francis was **canonised** by Pope Gregory. Pope Francis took the name 'Francis' after he was elected pope because he wanted to show the world how important it was to take care of the poor and the natural world.

**WHAT DO YOU THINK?**

1. Why do you think St Francis left a life of luxury to go to help the poor and the lepers?
2. How would you describe what happened inside him when he decided to change his life?
3. If you met St Francis today, what question would you ask him? What do you think his reply might be?

PARABLES AND MIRACLES**LO 1.9 STRAND I LINK**

In Module 2 Sacred Text, we learned about why the Bible continues to have significance for believers today. For Christians, the Bible is significant for many reasons. It contains stories about how God related to people throughout history. The story of the life, death and resurrection of Jesus reveals in a particular way God's love and care for his people. The sacred texts in the Bible were written so that these stories would not be forgotten. The New Testament also passes on the values taught by Jesus.

Jesus taught about values particularly in his teachings about the Kingdom of God. In the Beatitudes, which are part of the Sermon on the Mount, Jesus outlines the values that are in harmony with the Kingdom of God. Jesus brought these values to life in his parables and miracles.



JESUS TEACHING HIS DISCIPLES

**Parables**

In Module 2 you read the Parable of the Prodigal Son. The younger son leaves home with his inheritance but wastes it. When he comes back to his father, the father forgives him, but the eldest son cannot accept this compassionate response.

You also read the Parable of the Good Samaritan. A man lies beaten on the roadside and many pass him by, until a Samaritan shows compassion and tends to his wounds. Many people at the time would have judged Samaritans harshly, yet in this parable it is the Samaritan who truly understands that anyone in need is his neighbour.

**Miracles**

In Module 2 you read the story of the Widow of Nain. Jesus shows compassion when he comes upon a funeral. The only son of a widow has died. Jesus touches the dead man and brings him back to life.

You also read the story of the Ten Lepers. Jesus touched them and healed them, even though people rejected lepers at the time and treated them as outcasts. Jesus wanted everyone to be included. Once the lepers were cured they could return to their families and friends.



Learning with others

GROUP WORK

- Break into groups and discuss how the values of forgiveness, compassion and inclusion can be found in the life of St Francis. Copy and fill in the table with an example of each value.

KINGDOM VALUES	LIFE OF ST FRANCIS
Forgiveness	
Compassion	
Inclusion	

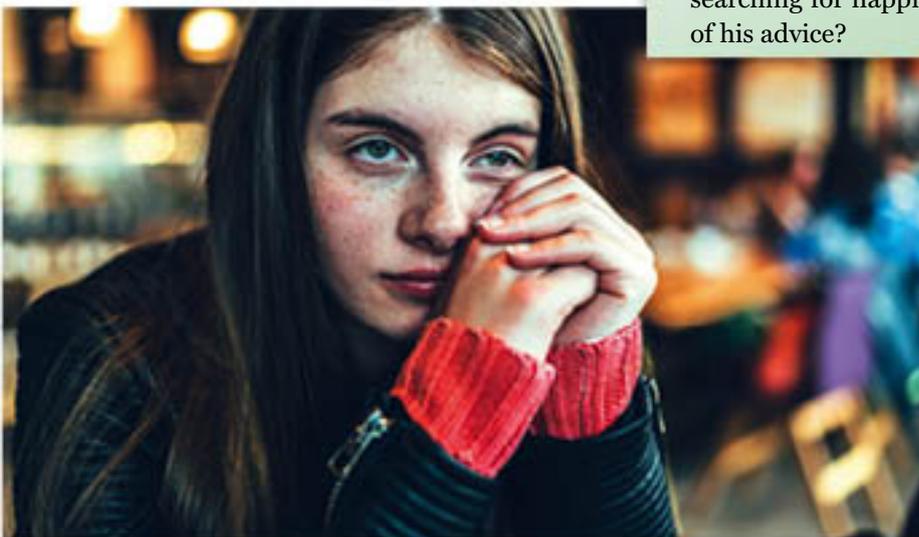
THE IMPORTANCE OF REFLECTION

In Module 5 Prayer, we learned about the benefits of meditation and how to meditate. It is an opportunity for people to think about their experiences, learn more about themselves and make important decisions. Through meditation, people can sometimes begin to discover what they really want from life and how to make that happen.

You might also be familiar with the practice of mindfulness, which seeks to help people to become fully present to whatever is happening in the present moment. Mindfulness comes from the Buddhist tradition, but there is a long history of silent prayer in many world religions, including Christianity. Jesus encouraged silent interior prayer as a way of deepening our relationship with God:

[W]henever you pray, go into your room and shut the door and pray to your Father who is in secret; and your Father who sees in secret will reward you. When you are praying, do not heap up empty phrases as the Gentiles do; for they think that they will be heard because of their many words. (Mt 6:6-7)

While there is a long tradition of meditation in Christianity, Christian meditation is not the same as mindfulness. There are many different forms of Christian meditation. All of them seek to empty our minds of random thoughts and distractions. In that silent place, God can speak to us anew and draw us more deeply into the mystery of Christ. It is an opportunity for people to think about their experiences, learn more about themselves and make important decisions.



Listening and expressing myself

WHAT DO YOU THINK?

1. Why do you think it might be important for teenagers to take time to reflect on their lives?
2. How do you think Christian meditation might help people to feel closer to God?

THE RELIGIOUS SEARCH FOR MEANING

Religion responds to the search for meaning because it gives answers to some of the big questions that people ask about the meaning and purpose of their lives.



Learning with others

DIGITAL WORK

- ▶ Log on to the digital library and look up '7.3.1 Fr Tony Coote' to see a short film on Fr Tony Coote. Fr Tony was diagnosed with Motor Neurone Disease in 2018, when he was fifty-five years old. Though confined to a wheelchair, Fr Tony took part in a fundraising walk from Donegal to Cork and raised over €700,000 for research into the disease. He died in August 2019.
- ▶ When you have watched the video, break into groups, discuss these questions and report your answers back to the class:
 1. How did Fr Tony respond to his illness? Do you think his religious beliefs were important or helpful to him? If so, how?
 2. According to Fr Tony, what is the meaning of life?
 3. What is Fr Tony's advice for teenagers who are searching for happiness? What is your opinion of his advice?

The Christian response to life's big questions

As St Francis and Fr Tony Coote did, Christians base their search for answers on the life, death and resurrection of Jesus. Consider some of the following answers that Christianity offers to the big questions about life.

Why are we here?

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. (Jer 29:11)

According to Christianity, we have been created by God, and the purpose of life is to become the best

human beings possible, to come to know God and develop a relationship with God and, ultimately, to enjoy eternal life with God in heaven. Christians can develop and deepen their relationship with God by listening to the teachings of Jesus. This can also be accomplished through prayer and the many different ways that we can act in a loving manner. When we come to know God, the purpose of life can become clearer. Saint Francis discovered what gave him joy by having a deep relationship with God. Father Tony believed that we should all find our unique selves, as God intended us to do, and experience life to the full. Life is a gift from God. Even if life is difficult or challenging, as it was for Fr Tony, God can give us the strength to live life as best we can. During his illness, Fr Tony began his day with the prayer, 'Lord, thank you for today, help me through the rest of it'. He also liked a prayer written by St John XXIII:

Every day I need you, Lord, but today especially, I need some extra strength to face whatever is to come.

This day, more than any other day.

How should we live?

I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. (Jn 13:34)

Jesus taught people that the way to live was to show love for themselves and for others. He taught that we should never hold a grudge against another person but be reconciled with those with whom we have fallen out. He taught his followers through the example of his own life and the way he lived. He forgave, included the excluded and showed compassion to those most in need. Jesus reached out to those with no hope and no future and gave them a future built on his love.

What happens when we die?

I feel now I am aboard a fast train with only one stop. I'm not in a mad hurry to disembark. I'm like everyone else; I only know this world and this life, but I see no meaning in this life ending in a grave. When the train stops, I will step onto that platform with hope and no fear. (Fr Tony Coote)





Father Tony was not afraid of dying because he believed that God is loving and compassionate. When Jesus died on the Cross, he made a promise to the good thief that after death they would be with each other in heaven. Christians believe in life after death. On 1 November, All Saints Day, Christians remember all those who have died and are now with God in heaven, those who have been recognised and formally canonised by the Church, and those who never did extraordinary things but did small things well every day. On 2 November, All Souls Day, Christians pray for all the people who have died and who are not yet with God in heaven.

Jesus told us that God has prepared a place for each one of us in heaven. Sometimes, people who die in God's friendship are not yet ready to be with God in heaven. The Church gives the name 'Purgatory' to the place where people are purified before they enter heaven. We can help those who are in Purgatory to reach heaven by praying for them and especially by attending Mass on their behalf, or having Mass celebrated for them. In the Catholic Church, when the remains of the person who has died are received into the church building, the priest prays the following words: '... we believe that all the ties of friendship

and affection which knit us as one throughout our lives do not unravel with death.' Through prayer and the celebration of the sacraments, a connection remains between the living and the dead.

LO 1.2 STRAND 1 LINK



Learning with others

GROUP WORK

- ▶ In Module 6 Faith Communities, we learned about people who belong to faith communities. Research shows that people who are members of a faith community have healthier lives and are less stressed. People who undergo treatment for depression respond better if they have religious beliefs. As a group, discuss these questions and then report back to the class:
1. What faith communities are you aware of in your locality?
 2. What are the different ways people can participate in a faith community?
 3. Christians belong to faith communities. How might this add meaning to their lives?

HUMANISM: A NON-RELIGIOUS RESPONSE TO THE SEARCH FOR MEANING

Humanism is a belief system that holds that there is nothing other or greater than humans. There is no God or gods, **afterlife**, angels or spiritual realities. There are only humans and the material and physical world they live in. Humanists believe in that which can be perceived through the five senses. They do not speculate as to whether there is a spiritual dimension because they believe that there is not enough evidence to support such a view. Humanists rely on reason and science to work out the answers to the big questions, problems and challenges that face humanity.



Reading with understanding

INDIVIDUAL WORK

- ▶ The following is an interview with Alan, who is a Humanist. Alan shares his understanding of what it means to be a Humanist today. Read it and then answer the questions that follow.



Do you believe in God?

No, I don't believe in God. I recognise that many people believe in God but for me there is not enough evidence to suggest that there is a divine being. I prefer to deal with facts and trust my own reason rather than accept a set of beliefs from any religion. It doesn't seem reasonable to me that there is supposed to be a loving God while there is so much suffering and evil in the world.

Do you search for meaning?

Yes. Life is purposeful and meaningful but it is up to humans to create their own meaning and find the purpose for their own lives. Humanity must rely on itself to create meaning because there is no God to provide any meaning for us. I only have this life so it is important to be happy when you are alive.

Does that mean you don't believe in an afterlife?

It is an important Humanist belief that there is no afterlife. It is important that any meaning or happiness must be found during your lifetime. I do not believe in heaven so I am not waiting for some afterlife for a 'reward' where everything will be perfect. It is important that humans create a world that is free from suffering so that we can enjoy this life now. It is important to live in the present moment and to find as much fulfilment as possible in that.



How do you create a world that is free from suffering?

It is important that everyone lives peacefully together and it's also important that everyone respects everyone else. We should treat each other as we would like to be treated. If everyone did this, evil would cease in the world. Empathy is very important for Humanists. This is how we feel emotionally connected to others and treat them with compassion and understanding.

Suffering is not always caused by humans. What's your response to that?

It's true that a lot of suffering is caused by illness, disease and environmental factors. That is why it is important that humans turn to science to respond to the medical and environmental challenges we now face. It is better to advance ourselves scientifically through reason and intellect rather than praying to a God in heaven. Humans have the ability to overcome the causes of suffering in the world.

If there is no God, where did everything come from?

I think science is answering that and other questions about the mystery of the origins of the universe and human life itself. We do not know all the answers to everything, but the scientific method is certainly the best way forward for humanity to better itself and its place in the world. We can experience wonder at the mysteries that remain.



Evaluating information

WRITTEN WORK

1. What do Humanists believe in?
2. Why do they not speculate as to whether there is a spiritual dimension to life?
3. Why is it important to Humanists to be happy while they're alive?
4. What is the Humanist response to suffering? How can suffering be overcome, according to Humanism?

WHAT HAVE YOU LEARNED?

- ▶ To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key terms at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ How important are religious beliefs in the search for meaning and happiness?
- ❖ How is the search for meaning different when a person has no religious beliefs?

Walking in the Footsteps of Jesus



IN THIS UNIT I WILL:

- ❖ explore key places and events in the life of Jesus
- ❖ consider the perspective of a pilgrim following in the footsteps of Jesus



KEY TERM

The Holy Land:

Where Jesus lived; includes modern-day Israel and Palestine.



KEY SKILLS IN THIS UNIT



Managing information and thinking



Working with others



Staying well

The relevant symbol is included above each activity in the unit.

Note: There is a **'Reflection and Action'** section at the end of each module, containing suggestions for practical and/or project work.



Thinking creatively and critically

WHAT DO YOU THINK?

- ▶ The images below show a few different heritage plaques displayed around the city of Dublin.
 1. Why do you think these plaques were erected?
 2. Why might people come to visit these sites?
 3. If you were a fan or admirer of a person or group commemorated by a plaque, what would it mean to you to visit the site of the plaque?



CHRISTIAN SITES

In the land where Jesus lived, known as **the Holy Land**, the significant places from his life are often marked with a Christian church rather than with

Log on to the digital library and look up '8.2.1 A Pilgrim's Diary' for an interactive map of this pilgrim's journey. As you read their diary entries, you can check out a range of multimedia material about the places mentioned, along with the extracts from scripture that are referenced.



plaques, and these sites have welcomed a steady flow of pilgrims for almost two thousand years. The Holy Land is also a place of pilgrimage for Jews and Muslims. Today, thousands of pilgrims from all over the world make the journey to the lands of Israel and Palestine every year. We will now follow the journey of one Christian pilgrim to the Holy Land.

A PILGRIM'S DIARY

Day 1

(See *Interactive Map - Nazareth*)

I'm finally here – in the land where Jesus lived! I am so excited about what this pilgrimage has in store. I've read about Jesus in the Gospels, now I'm actually going to see the places where he was. Our tour guide, Veronica, will be showing us around and explaining the different places to us. She said we will know much more about Jesus by the end of the trip. I'm going to bring my new Bible with me wherever we go and try to follow what happened in each place.

Today we are in Nazareth. It's a modern, noisy city. I'm sitting here in the Basilica of the Annunciation, built on the site where the angel Gabriel appeared to Mary. Veronica explains that St Helen found a shrine here in a cave in the fourth century, where pilgrims came to honour Mary's childhood



BASILICA OF THE ANNUNCIATION

home, and the Christians built a church around the cave. Father Maurice, the leader of our pilgrimage, reads Luke 1:30-35, which records the angel's words to Mary about God's invitation to her and Mary's response.

Mary must have been amazed that God chose her to be the mother of his Son. Perhaps she would have chosen another name for him, but the angel was clear – the baby would be named Jesus, which Veronica tells us means 'God saves'. Mary was a Jew who, like all Jews of the time, awaited the Saviour that God had promised through the prophets. I wonder if she made a connection between the child that she would give birth to and the Saviour foretold in the scriptures.

It's a very hot day, and as I sit in the coolness of the church I think of Jesus growing up here after spending the first few years of his life in Egypt, learning the trade of his stepfather Joseph, and working quietly for years. Did people notice anything special about him in those years? Probably not, because when he came back as a preacher they didn't accept him – they tried to throw him off a cliff! How sad Jesus must have been. He was able to heal people and do miracles everywhere else, but not here in his home town, because the people's hearts were closed to him.



INSIDE THE BASILICA, OVERLOOKING THE GROTTTO (REMAINS OF THE HOME OF MARY)



SILVER STAR MARKING THE PLACE WHERE JESUS WAS BORN

Day 2

(See Interactive Map – Bethlehem, River Jordan)

We set off on the bus to Bethlehem to visit Jesus' birthplace. Veronica tells us that the name 'Bethlehem' means 'House of Bread' – a good name for the birthplace of Jesus, the Bread of Life. I hadn't realised how close Bethlehem is to Jerusalem – only a few miles away, but nowadays separated by a giant concrete wall. Two armed soldiers get on our bus and walk up and down the aisle. Did the Roman soldiers patrol the streets in Jesus' time like these soldiers with their big guns do today? As with most places in the Holy Land associated with Jesus' life, a church has been built in the place where he was born – originally a stable or a cave. A silver star marks this place, and queues of pilgrims wait to touch the star with their hand or lean down to kiss it.

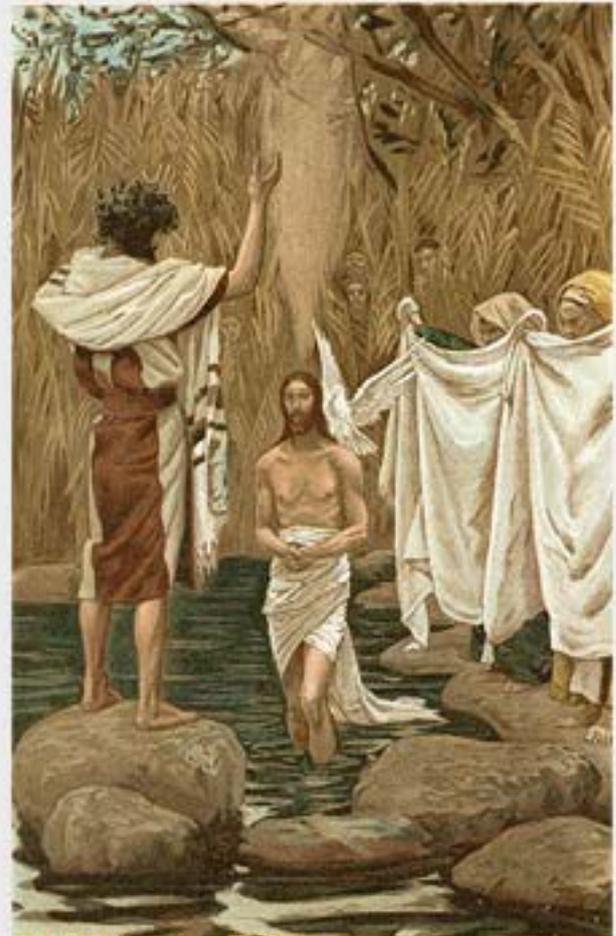
We visit some caves in the locality from the time of Jesus to get a sense of what it might have been like. Mud floors, uneven walls, straw left out for the animals to sleep on. What an unspectacular beginning for someone who was to make such an impact on the world! Poor shepherds and three kings from foreign lands visited Jesus – how curious that God would choose the poor and the foreigner to visit the Messiah! And soon, Mary and Joseph had to flee Bethlehem following King Herod's order that all baby boys be put to death. Now the Holy Family were refugees fleeing persecution.

After leaving Bethlehem, we get the bus to the river Jordan, where Jesus was baptised at the age of

thirty by his cousin, John the Baptist. Veronica says that many pilgrims today choose to renew their baptismal promises in the river Jordan. We find a quiet place to sit and reflect by the river. Father Maurice takes out his Bible and reads aloud Mark 1:9-11, which describes Jesus' baptism.

I listen and think about all the people I know who have been baptised – myself, my parents, my brothers and my sister, my cousins, a lot of my friends.

There must be millions of baptised people all over the world. And to think that the tradition of baptising people began right here with the baptism of Jesus.



THE BAPTISM OF JESUS | JAMES Tissot



THINK, PAIR, SHARE

- ▶ Reflect on these questions, share your thoughts with a partner and then share your thoughts as a class:
1. What is the difference between a tourist and a pilgrim?
 2. Why do you think so many pilgrims are still interested in visiting the places associated with Jesus' life?

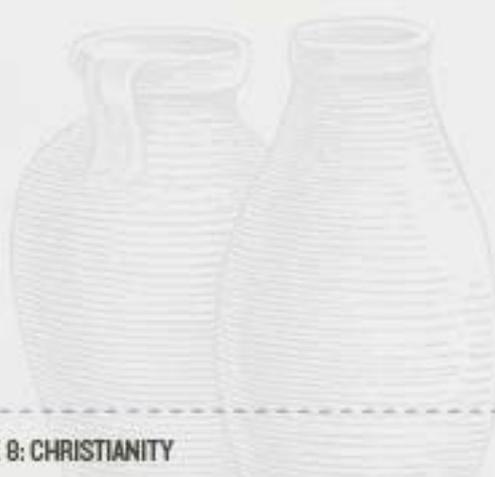
Day 3

(See Interactive Map – Cana, Caesarea Philippi)

It's been a long bus journey to get to Cana, the town where Jesus performed his first miracle. His very first miracle was to make wine for a young couple at their wedding. Veronica said he transformed the equivalent of seven hundred litres of water into wine, and apparently it was the best wine of the whole party!

Then we are back on the bus again on the way to Caesarea Philippi. It was here that Jesus asked his disciples about who people said he was, and then he asked them for their own opinions on who he was. It makes so much more sense now that I see where he was asking those questions. The walls here are full of little nooks and niches that would have held shrines to different pagan gods in the time of Jesus. Jesus chose this moment, when they were surrounded by the gods that many people worshipped, to ask his disciples who they thought he was. Father Maurice once again takes out his Bible and reads aloud Matthew 16:13-17, which describes that event.

Jesus challenged his disciples – he wasn't afraid to ask the hard questions. If Jesus asked me today, 'Who do you say that I am?', I wonder what my reply would be. What are the other 'gods' that attract my attention?



THE MIRACLE AT CANA | STAINED GLASS IN NOTRE-DAME DES FLOTS, LE HAVRE, FRANCE



REMAINS OF THE GREEK ORTHODOX CHURCH IN CANA

Day 4

(See Interactive Map – Sea of Galilee)

The Sea of Galilee is the highlight of my trip so far. It is so peaceful here. I sit on the beach near where Jesus called Peter for the first time. We take a boat trip and watch the fishermen throw out the nets as Peter would have done. I close my eyes for a moment and picture the fishing boats, the water gently lapping against them. I open up the Gospel of Matthew and find the first place where the Sea of Galilee is mentioned: Matthew 4:18-20.



THE SEA OF GALILEE



JESUS CALLS PETER AND ANDREW | JAMES TISSOT

Here, Jesus invites Peter and Andrew to leave their nets and follow him.

How out of the blue Jesus' call must have seemed to Peter and Andrew! What was it that made them leave everything they knew to follow a stranger?

I remember that Jesus taught the disciples the 'Our Father'. I wonder if I asked Jesus to teach me how to pray today, would he tell me to pray the 'Our Father' too? I pray the words slowly. This prayer connects me with Jesus, with the disciples and with all the followers of Jesus who have prayed this prayer over the centuries.



Being spiritual

PERSONAL REFLECTION

- Imagine yourself quietly drifting on a boat on the Sea of Galilee. Your face is warmed by the sun. You can hear the water gently lapping against the side of the boat. You imagine Jesus coming into the scene. What might you ask him? What might he say to you?



RUINS OF THE SYNAGOGUE IN CAPERNAUM

Day 5

(See *Interactive Map - Capernaum*)

I'm sitting by the ruins of the old synagogue in Capernaum, where Jesus taught on the Sabbath day. This was the town of the fishermen Peter, Andrew, James and John. Levi the tax collector was also from here. He was sitting at his collection booth one day when Jesus walked by and said, 'Follow me'. Levi immediately followed him. What is it about this man Jesus that makes people want to follow him? Levi became the disciple Matthew, one of the Evangelists. He couldn't have imagined what God had in store for him when he left his tax collecting behind that day.

There is a giant boat-shaped church here, and you can look through the glass floor to see the ruins of an earlier church. Under that, there are ruins of a first-century house, which is supposed to be Peter's. My favourite story about Capernaum tells of the friends of a paralysed man who opened up the roof of the house where Jesus was so that they could let

Log on to the digital library and look up '8.2.2 The Calling of St Matthew by Caravaggio'. Matthew looks shocked that Jesus is beckoning him. He leaves all his riches behind and follows Jesus. List some of the things you think Jesus might ask his followers to do today.



their friend down on his stretcher. I wonder what the owner of the house thought! The Jewish teachers gathered there were not impressed when Jesus said that the man's sins were forgiven, as they believed that only God can forgive sins. Jesus was showing them who he really was, but they didn't understand. I find the story in my Bible, in Luke 5:18-26, and read it slowly, picturing the scene.

Day 6

(See *Interactive Map - Mount of Beatitudes*)

Today we're having Mass on the side of the Mount of Beatitudes, where Jesus gave his famous teaching. Veronica says the word 'Beatitude' means 'supremely blessed' or 'happy'. It does seem like a blessed place here, very relaxing and restful. There's something about being up on a mountain that helps me feel closer to God. Maybe that's why Jesus chose to teach here. Father Maurice takes this opportunity to read the Beatitudes for us from Matthew 5:1-12.



THE MOUNT OF BEATITUDES

Note: You can read more about the Beatitudes in Module 12, Unit 2.



SAMARIA (PRESENT-DAY SEBASTIA)

Day 7

(See Interactive Map – Bethany)

We're on our way to Jerusalem, and Veronica tells us that the road we are on goes through what was the land of Samaria at the time of Jesus. She reminds us of the story of the Samaritan woman at the well, which happened in a little town called Sychar, not too far from where we are. I take out my Bible and read the story from John 4:7-10.

I really like this story, and I picture the scene in my mind as the bus drives on. I picture Jesus and his disciples stopping by a well on a hot, sunny day. Jesus sends his disciples to look for food. I imagine the woman coming along carrying her water jar and approaching the well with caution, hoping for it to be deserted. She is trying to avoid being seen. She must have been hurt by all the gossip and whispers about her.

What is the 'living water' that Jesus tells her about? Somehow this woman seems to find what she's looking for in Jesus. After a short conversation with him, she rushes back to gather everyone in the town to come and meet Jesus – what a transformation! There are so many stories of transformation in the Gospels.

We take the long way to Jerusalem and have a quick stop in Bethany. This is where Jesus ascended into heaven after his resurrection. But he also used to spend time here with his friends Martha, Mary and Lazarus. It was here that Jesus raised Lazarus from the dead after Lazarus's sisters pleaded with Jesus to save their brother.

Day 8

(See Interactive Map – Jerusalem)

The name 'Jerusalem' means 'city of peace'. It's a strange name for such a noisy, chaotic place. It certainly wasn't a city of peace for Jesus, as it was where he experienced the fiercest opposition to his ministry, leading to his execution. Today, the city



JESUS AND THE SAMARITAN WOMAN

is divided into different quarters for the different religious groups. The streets are patrolled by soldiers and we are warned to stay close to the group leader lest we stray into dangerous territory. Veronica shows us some steps of the magnificent Jewish Temple that was here in the time of Jesus. Nearby is the place where Jesus drove the moneychangers out of the Temple. We visit the Wailing Wall – the old Western Wall of the Jewish Temple. It's very moving to witness the Jewish people praying here – they still mourn the loss of their Temple.

We walk back through the streets of Jerusalem. Some of the stone streets are the same ones that Jesus walked on! I am truly walking in Jesus' footsteps here. This is where he entered the city riding on a donkey and was hailed as the Messiah by the people. A week later, he was put to death. The Church of the Holy Sepulchre is built on the site of the Crucifixion, and also covers the location of the tomb of Jesus. There's a marble slab, said to be where the women anointed Jesus' body before laying him in the tomb. There is a queue of pilgrims waiting to kneel down and kiss the slab. Then we go down to the site of the tomb. Again, there's a long queue. For a moment I think we are going to visit the grave of Jesus, then I remember – of course, he's not there anymore. He rose from the dead! And because of that, Christians believe we will all one day be raised to new life.



This is our last day. What an amazing eight days. I'm sorry to leave, but I have a feeling that this pilgrimage will be a real turning point for me. I know much more about the life of Jesus now, but I think I have a lot more to discover about what it means to walk in his footsteps.



Gathering information and data

INDIVIDUAL WORK

- ▶ Recall the attributes and actions of the Messiah proclaimed by the prophets, which were outlined in the previous unit. From the information in the diary entries in this unit, compile a list of things from the life of Jesus that match up with or fulfil what the prophets foretold.

WHAT HAVE YOU LEARNED?

- ▶ To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key term at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ What do you think motivates people to go on pilgrimage?
- ❖ Would you consider taking part in a pilgrimage to the Holy Land? Give reasons for your answer.

What is Morality?



IN THIS UNIT I WILL:

- ❖ explore what it means to be moral and why people living in a society need to be moral
- ❖ reflect on the consequences of actions



KEY TERMS

Morality:

The basis on which a person makes a moral choice between what is right and what is wrong.

Society:

The larger community in which we live, as distinct from smaller communities or neighbourhoods to which we belong.



KEY SKILLS IN THIS UNIT



Working with others



Managing myself



Being literate



Communicating

The relevant symbol is included above each activity in the unit.

Note: There is a **'Reflection and Action'** section at the end of each module, containing suggestions for practical and/or project work.

WHAT IS MORALITY?

In Module 7 The Search for Meaning, we examined some of the big questions that humans ask about life, such as why are we here and what happens when we die. We also examined how humans should live. How are we supposed to treat each other? Should we only look out for ourselves, or are we supposed to take care of others? Why do some people do bad things and others do not? Where do we get our sense of right and wrong?

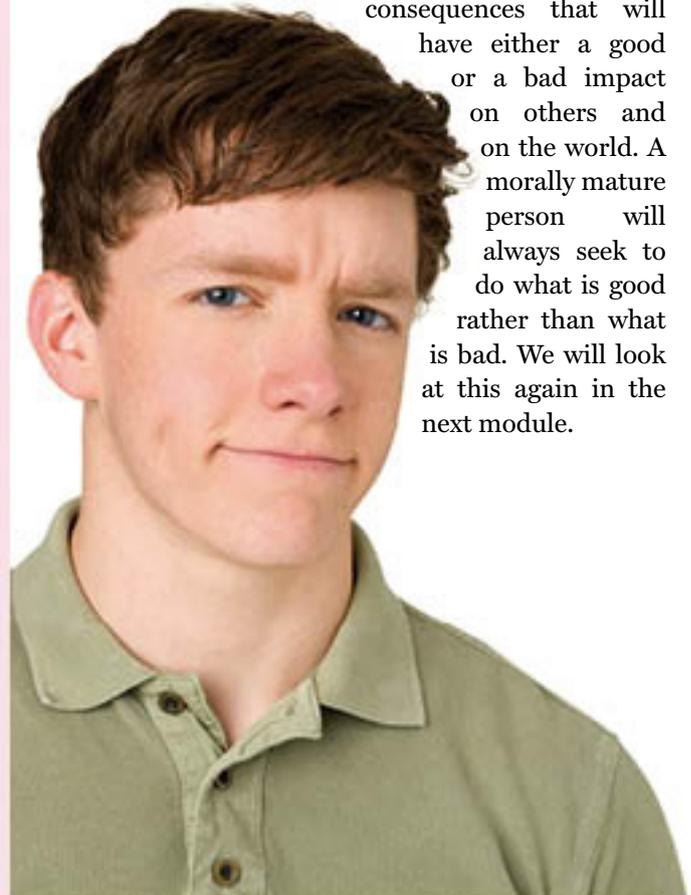
That sense that some actions are bad and some are good is called **morality**. When we choose to do the right thing, we are behaving morally. When people are morally mature, they make life choices according to what their moral vision is guiding them to do. They recognise that their actions have

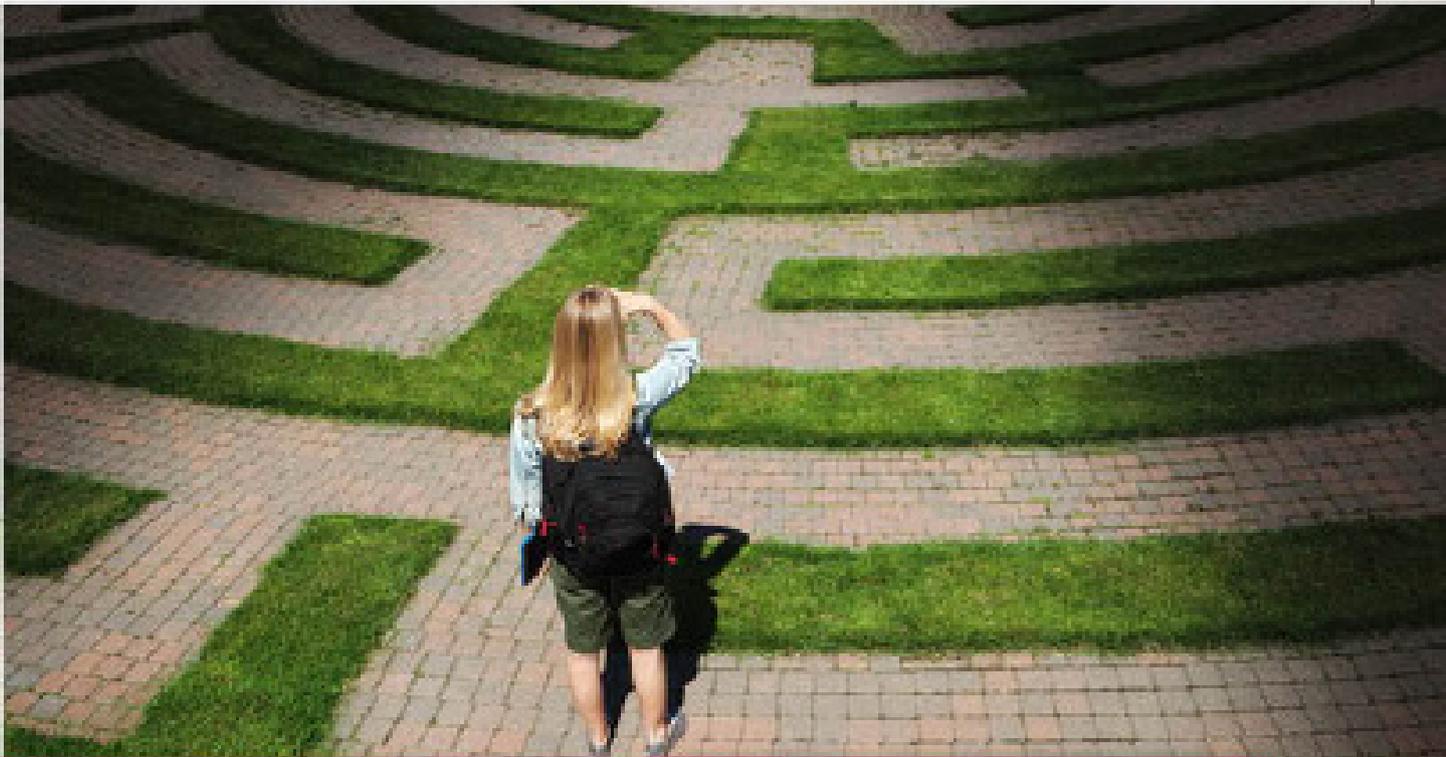
consequences that will have either a good or a bad impact on others and on the world. A morally mature person will always seek to do what is good rather than what is bad. We will look at this again in the next module.

Log on to the digital library and look up



'10.1.1 Morality' to see a video of students talking about morality and how it influences their lives.





  Learning with others

THINK, PAIR, SHARE

- Copy the diagram below and fill it in by ticking whether the choice the person made in each situation was moral or immoral, and then writing in a reason for your answer. Share what you wrote with your partner and then with the rest of the class.

  Knowing myself

INDIVIDUAL WORK

- Identify situations that have occurred in your life where you had to decide on what was the right thing or wrong thing to do. Describe the choice you made and why.

SITUATION	MORAL	IMMORAL	REASON
I lost my PE gear again. I don't want to upset my parents so I'll take someone else's.			
Sometimes during supervised study I don't come back after break. I get bored so I go down town with my friends.			
I saw an older student try to take a first year's lunch. I intervened and stopped him.			
I got the wrong change in a shop and didn't give it back.			

CREATED IN THE IMAGE AND LIKENESS OF GOD

In Module 1 Belief, we learned about the beliefs of all the major world religions. All religions have a set of teachings and beliefs about morality and why it is important for people to choose to do the right thing. The Catholic Church teaches that God created the world out of love and that God has a plan for humankind: that we live happy, fulfilled lives, achieve our full potential and become the best people we can be. Life is a gift from God that we are invited to enjoy and find meaningful.

In Christianity, the story of creation reveals what it means to be a human being. According to the Book of Genesis, on the sixth and final day of creation God created human beings 'in his image, in the image of God he created them; male and female he created them' (Gn 1:27).

Human beings are therefore the high point of God's creation and equal in dignity. So, with this gift of life comes responsibility. Because of the unique place we all hold in God's creation, everyone deserves to be treated with dignity and respect.

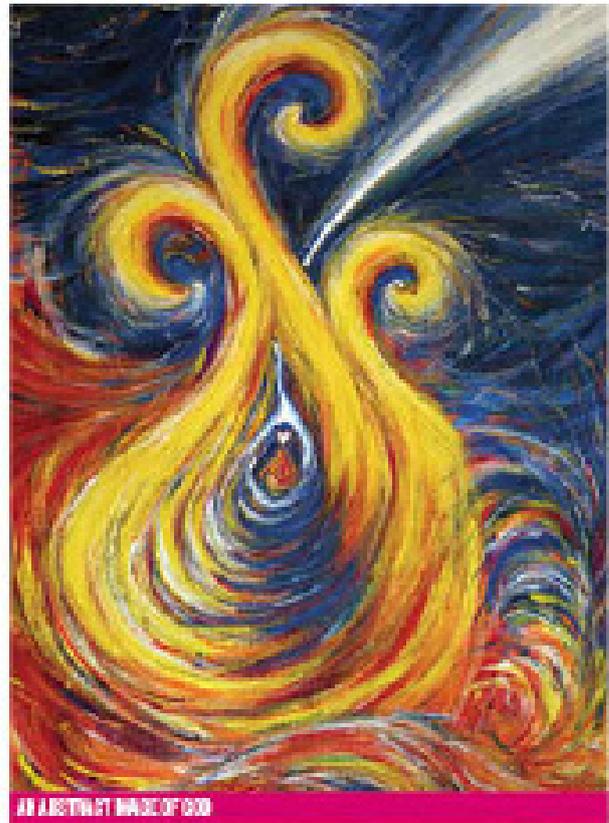
IMAGES OF GOD

LO 1.8 STRAND I LINK

In Module 5 Prayer, we learned about how a person's image of God is important in terms of how they relate to God and how they think God relates to them. God remains mysterious, but nevertheless people try to express what God is like for them. They do this in many ways, for instance in words, in images and in music. In the Judeo-Christian tradition, one of the most important sources of revelation of what God is like is in the Bible, where we find many different images of God in the Old and New Testaments. Christians believe that Jesus was



A TRADITIONAL IMAGE OF GOD BY JACQUES-CHARLES LEVAFFRE



AN ABSTRACT IMAGE OF GOD

the full revelation of God. When a person reflects on what Jesus said and did in the Gospel stories, they can get a good sense of what God is like.

Working with others through digital technology

DIGITAL WORK

- ▶ Log on to the digital library and look up '10.1.2 Images of God in the Bible' and read these passages:
 - ❖ Matthew 18:12-14
 - ❖ Mark 5:25-34
 - ❖ Psalm 23
- ▶ What image of God is portrayed in each passage? Share your thoughts with the rest of the class.

Listening and expressing myself

WHAT DO YOU THINK?

1. If all people are created in God's image and likeness, how does this affect your image of God? Does it change your image of God? If so, how?
2. Identify some positive ways in which we can affect the lives of the people we meet every day. Include some examples from school life.



INDIVIDUAL WORK

- Read this text and answer the questions that follow it.

Morality in society: The global seed vault

'We are doing this for the world,' says Åsmund Asdal, a biologist of the Nordic Genetic Resource Centre, a global seed vault located deep in an abandoned coal mine on the Norwegian island of Svalbard. Since 1984, the Norwegian government has been building up a storehouse of all the different varieties of seeds in the world to have in the event of a global disaster, where all of the world's crops are wiped out.

The vault holds the most diverse collection of food crop seeds in the world, even including thirty-two varieties of potatoes from Ireland's seed bank. Other seed banks exist but are susceptible to earthquakes or war. Recently, the seed bank at Aleppo in Syria was moved to Svalbard because of the ongoing war in the region.

The seeds are stored beneath the permafrost and tested every fifteen years to see if they are surviving. Just like the dinosaurs, if a variety of plant life becomes extinct, they're gone forever. As Åsmund states, this is 'a valuable and very important project'.



THE GLOBAL SEED VAULT IN SWALBARD, NORWAY



WHAT DO YOU THINK?

1. Åsmund Asdal states that the global seed vault is 'a valuable and very important project'. Why is it important to have such a storehouse for future generations?
2. Can you come up with any other initiatives to safeguard flora or fauna species that could be undertaken by present and future generations?

THE POWER OF ONE

Some people do good things and some people do bad things. When some people were starting a war in Syria, others were protecting the seed banks and the future of Syria and the world. People like Åsmund have received much praise for their creative acts of helping the world, but the power to do good belongs to all of us.

When you go into school on any given day, the people around you have the power to make it a good day or a bad day. How people behave morally around you matters to you. How you behave morally around others matters to them. This is the extraordinary power of living morally and choosing to do the right thing.



The Universal Declaration of Human Rights

In 1948, the United Nations published its Declaration of Human Rights, which was 'universal' because it applied to every human being. The declaration recognises the equality of all men and women and their right to live with dignity and freedom. It was signed by representatives of people from many different cultures and countries throughout the world. They agreed that every human being has basic rights. These rights also carry responsibilities. If someone has a right, then others have a responsibility to protect their right. If we don't respect each other's rights, we not only harm individuals but **society** as a whole.

The Universal Declaration of Human Rights states that all people have the right:

- to life;
- to liberty and security of person;
- not to be a slave;
- not to be tortured;

- to the protection of the law;
- to a fair and public hearing in the courts;
- to be presumed innocent until proven guilty;
- to freedom of movement and residence;
- to a nationality;
- to marry and have a family;
- to own property;
- to freedom of thought, conscience and religion;
- to freedom of peaceful assembly and of association;
- to freedom of opinion and expression;
- to seek and receive information and ideas;
- to take part in politics;
- to social security;
- to work;
- to fair wages and equal pay for equal work;
- to join a trade union;
- to rest and leisure;
- to adequate health care;
- to education.



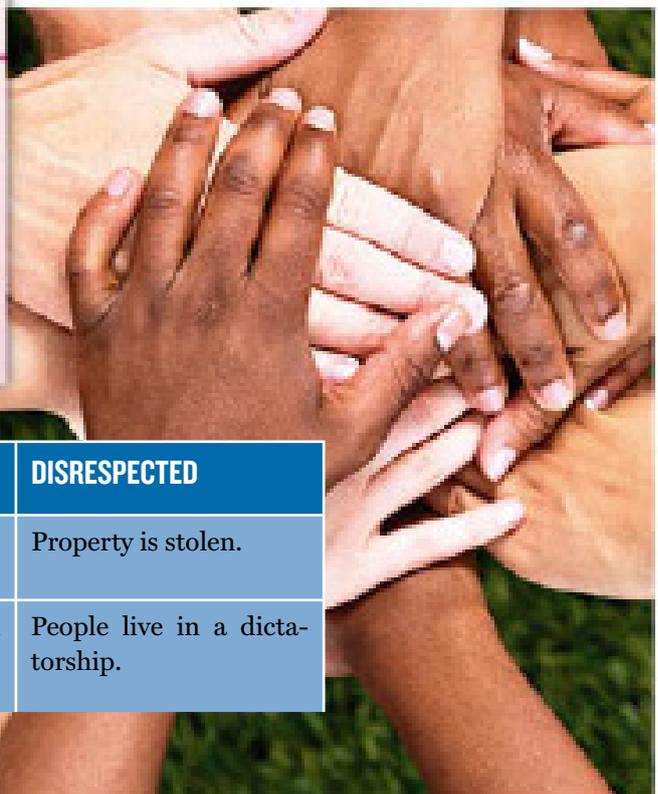
Log on to the digital library and look up '10.1.3 The Universal Declaration of Human Rights' to read the declaration in its entirety.



Learning with others

THINK, PAIR, SHARE

- The Universal Declaration of Human Rights protects people's rights in a society. Copy the diagram you see below and, working with your partner, add six more rights of your choice from the declaration. Then identify some consequences of either respecting or disrespecting those rights. Share your answers with the rest of the class.



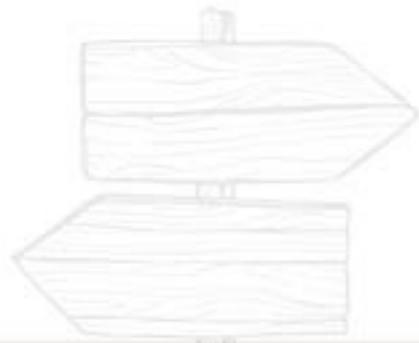
RIGHT	RESPECTED	DISRESPECTED
To own property	People freely own property.	Property is stolen.
To take part in politics	People can vote and run for office.	People live in a dictatorship.



Reading with understanding

INDIVIDUAL WORK

- ▶ Read this scenario and then complete the activity that follows it.



Actions and consequences

At the start of break time, the deputy principal came on the school intercom to say that a first year student had lost her mobile phone. It had a distinctive green case. Later during break, when my best friend opened her locker, I saw a mobile phone matching the description sticking out from under her PE gear. I looked at it and then I looked at her. She went red and I really thought she looked guilty. I was so shocked I didn't say anything. But all through the day I kept wondering what I should do. If I challenged my friend, then she might not be my friend anymore. But I didn't want that first year student to go home and have her parents annoyed with her either. And I was also thinking that if I don't challenge my friend, she might keep stealing.



I considered taking the phone from my friend's locker and leaving it somewhere with a note for the deputy principal, but then I thought that if someone saw me with it, I'd get in trouble, or maybe get suspended. I wish I'd never seen it in the first place.



Learning with others

THINK, PAIR, SHARE

- ▶ With your partner, identify two possible consequences for the student if:
 1. She decides to challenge her friend about the phone in the hope that she will return it to the first year student.
 2. She decides to do nothing because she doesn't want to lose her friendship with her best friend.
- ▶ Share your thoughts with the rest of the class.



Knowing myself / Making considered decisions

DIGITAL WORK

- ▶ Log on to the digital library and look up '10.1.4 Moral Dilemmas' for an interactive activity exploring some difficult moral decisions and their consequences. Discuss this activity as a class.

WHAT HAVE YOU LEARNED?

- ▶ To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key terms at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ Name three things you can do to influence a person's day for the better.
- ❖ Are all your rights being respected? Are you respecting the rights of others?

What is Justice?



IN THIS UNIT I WILL:

- ❖ explore concepts of justice and injustice
- ❖ explore justice in my own life and in the lives of others
- ❖ explore what actions can be taken to promote justice in our world



KEY TERMS

Justice: The fair treatment of people, or giving everyone his or her due.

Injustice: An unfair act or unfair treatment of people.

Right relationships: The state of all things being fair and equitable in our relationships with others.

Fair play: Being treated fairly by others.

Retribution: Punishment for something wrong that somebody has done.

Equality: All people enjoying the same rights, status and advantages.

Human rights: Certain rights that every person has, simply because of their dignity as a human being.



KEY SKILLS IN THIS UNIT



Being literate



Managing information and thinking



Working with others



Managing myself



Communicating

The relevant symbol is included above each activity in the unit.

Note: There is a **'Reflection and Action'** section at the end of each module, containing suggestions for practical and/or project work.



Reading with understanding

INDIVIDUAL WORK

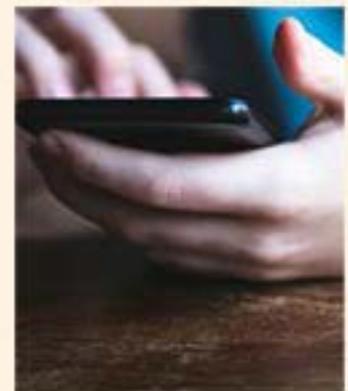
- Read this text and answer the questions that follow it.

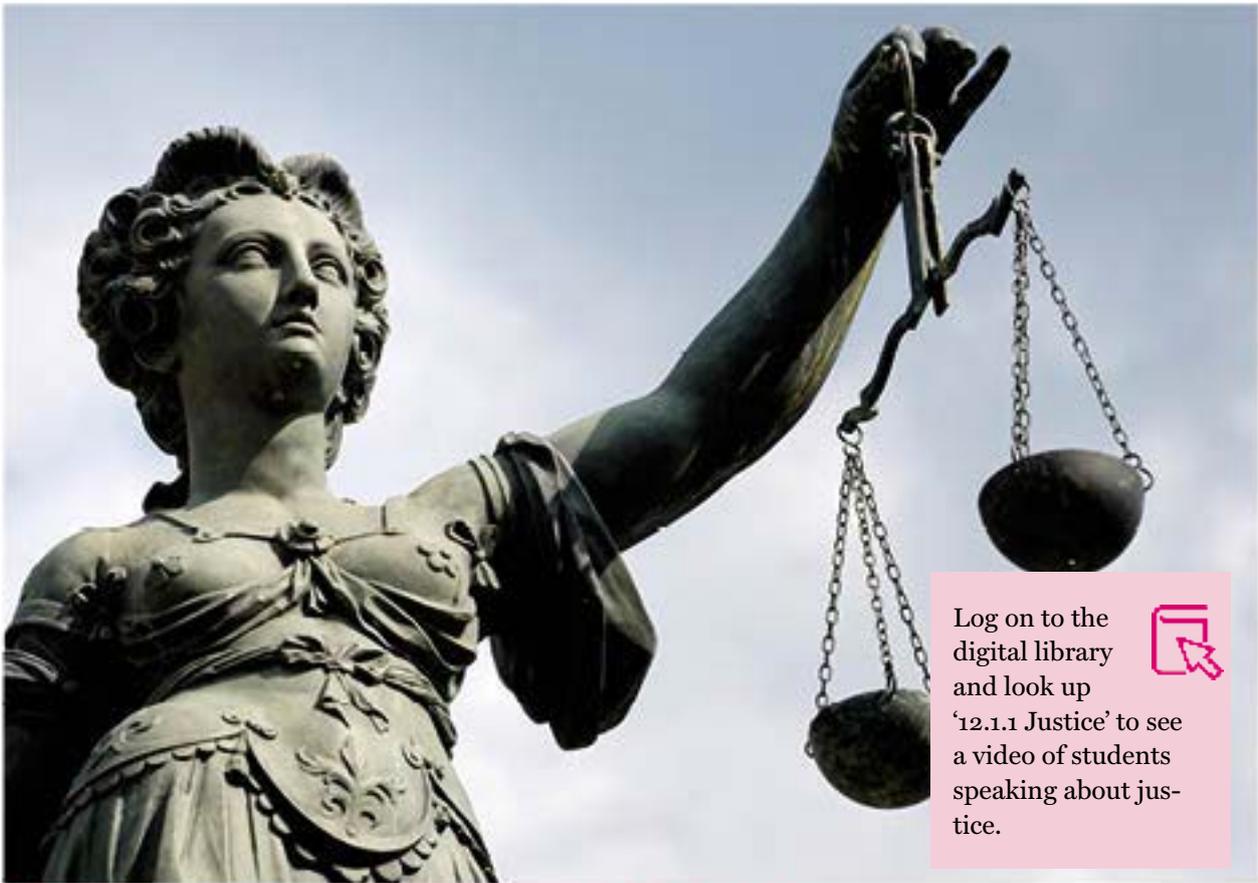
False friends

It was Monday morning after midterm break and I was sitting in English class waiting for our teacher to arrive. The students at my table, the group that I thought I was part of, were all talking about a concert they had been to. They knew I really liked that band, so I wondered why they hadn't invited me. Later that day, I discovered they had all texted each other in a group chat to arrange the trip. I'm not allowed on social media, so when I went home that evening, I begged my mam and dad to let me set up an account. They were reluctant at first, but eventually they gave in.

The following day, I told the group I was finally online and we could start messaging each other. I asked Sam, who's like the leader of our group, to add me to the group chat. I couldn't wait for the bell to go that evening so I could read all my new messages. When 3.35 p.m. finally came, I switched on my phone. 'No new notifications.' I was checking my phone every five minutes that evening, and finally I decided to send a message to one of my classmates, just in case they got my number wrong.

The next day, my 'friends' were all avoiding making eye contact with me. I was starting to feel self-conscious, so I asked if I could go to the toilet so I could 'illegally' check my phone. Then I found this message from Sam, 'Hi Lee. We've all had a chat and we have decided that you're not really the right fit for our group, sorry.' It took so much effort to get through the rest of the day pretending everything was OK.





Log on to the digital library and look up '12.1.1 Justice' to see a video of students speaking about justice.



? **💡** Listening and expressing myself

WHAT DO YOU THINK?

1. Is what happened to Lee in this story something that is likely to happen among groups of teenagers?
2. Make a list of words to describe how Lee might have felt.
3. What words would you use to describe how Lee was treated by the group?

Log on to the digital library and look up '12.1.2 Bullying' to see a video of students speaking about bullying.



JUSTICE AND INJUSTICE

Justice is a moral principle. It describes treatment of people that is fair and ethical. The term is also sometimes used in reference to fair treatment of the earth. Defining justice has

been the concern of philosophers for centuries. Justice is expressed in the five major world religions through their Golden Rule.

? **💡** Thinking creatively and critically

DIGITAL WORK

- Log on to the digital library and look up '12.1.3 Golden Rule' to recall how it is expressed in the five major world religions. Then complete the activity that follows it.

Injustice is the opposite of justice. It describes treatment of people that is unfair or immoral. Later in this unit, we will be exploring how the concept of injustice applies not just to ourselves but to the global community. For now, let's explore how the experience of injustice can impact a person's life.



**INDIVIDUAL WORK**

- ▶ Read this text and answer the questions that follow it

Zak's first day

Changes are always difficult, but when life is challenging in the first place, change can be really testing. Zak was born with a facial disfigurement that would be inoperable until he grew older. It was something that he and his family would have to learn to live with and adapt to throughout every stage of his development. The beautiful thing about smaller children is their inability to see difference, no matter what a person looks like. Zak's mother, Sadie, loved seeing him play with other toddlers – he just played all day in innocent childhood bliss. But she knew things would change as he got older, as innocence is lost.

When Zak first went to school, most of the children already knew him from the neighbourhood. Most of the parents also knew one another, and that familiarity of a close-knit community somehow overcame any awkwardness or nastiness there might have been because of how different Zak looked. When Zak's dad lost his job, however, it was inevitable that the family would have to leave their small town. Sadie feared that the future, whatever it was, would not include the comfort of familiar strangers.

So they moved, and Zak enrolled in a new school. Zak's parents met the principal, who assured them that the school would do whatever it could to make Zak's transition as easy as possible. The principal also assured Zak that the students in his new school would be understanding, as they had been



taught that looks weren't important. People would see his true nature and judge him by that, rather than by his looks.

Sadie walked with Zak to his new classroom on the first day, but knew she would have to leave him to stand on his own two feet. Before she was even out of earshot, she heard the first remark. 'It's not Hallowe'en – why's he wearing a mask?' Should she turn back? Should she vent the rage that was building inside her? They didn't know Zak. They didn't know what he was really like: his kindness to others, his football skills, his cheeky sense of humour – his true nature.

She kept walking. She didn't see Zak's tears. She didn't see the arm tossed casually over his shoulder, the fake smile, and she didn't hear the next remark. 'Hey bud, don't worry, when we go trick or treating, you'll be the most popular kid in the school.'

**WHAT DO YOU THINK?**

1. Why do you think the other students in Zak's class acted the way they did?
2. What did Sadie mean by 'his true nature'?
3. What words would you use to describe what happened to Zak?
4. How do you think the other children's treatment of Zak would have made him feel?



VISIONS OF JUSTICE

To further our understanding of justice, let's explore this concept under five headings.

1. Right relationships

If you were asked what was most important in your life, you would likely say it was your family and friends. Our relationships are central to our lives and are often the key to our happiness. For the religious person, their relationship with God is central to this happiness. Justice demands that we are treated fairly within our relationships and that we in turn treat others fairly. At a global level, our relationships with our environment, our country's leaders and our legal system all need to be fair in order for the world to be a just place.

2. Fair play

Have you ever found yourself saying, 'That's not fair'? People have an innate sense of what is fair. The treatment we receive from others is often our earliest experience of justice or injustice. Children express their frustration, for example, when someone takes their turn on the swing or won't share with them. In family life, the biggest source of conflict is often the feeling that our brother or sister is being treated better or more fairly than how we feel we are being treated.

3. Retribution

Retribution means the punishment a person receives for doing something wrong. We often associate this term with a country's legal system. If you break the speed limit, you receive penalty points. If you commit a serious crime, you go to jail. In such cases, justice is administered through retribution.



Learning with others

GROUP WORK

- Discuss these questions as a group:
1. Is retribution as a form of justice necessary? Why or why not?
 2. Retribution as a means of administering justice doesn't just apply to criminal situations. You probably signed a code of conduct for your school. What are those rules and what happens if you break them?
 3. At home, there are most likely rules your parents or caregivers have set for you. What happens if you don't follow those rules? Are they fair?

4. Equality

Feeling that you are equal to others no matter your gender, beliefs, level of education, the colour of your skin, ethnicity, sexual orientation or economic status is central to justice. Unfortunately, in our world today many people are not afforded the same rights as others because of their race, where they live, their gender, religion, sexual orientation, wealth, or their level of or access to education. Later in this module, we will explore examples of inequality in society as examples of injustice.

5. Human rights

Every person is entitled to certain fundamental **human rights**. People are entitled to have these rights upheld and respected simply because they are human beings, each with a unique, God-given dignity. Because of the atrocities of both world wars, the United Nations' Universal Declaration of Human Rights (UDHR) was created in 1948 to provide a common understanding of what everyone's human rights are. You have already learned about the UDHR in Module 10 Morality. Its purpose is to protect everyone's human rights and to create peace and justice among peoples of all races, beliefs and cultures.



It is important that everyone is aware of what their human rights are so that they will know when these rights are being violated. When human rights are not well understood or recognised, or when they are ignored, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.



Using digital technology to access content

DIGITAL WORK

- Log on to the digital library and look up '12.1.4 UN Universal Declaration of Human Rights' to read the UN Universal Declaration of Human Rights and watch a video exploring this understanding of justice. Then write up your own understanding of what justice is based on this information.



WRITTEN WORK

1. Define 'justice' in your own words under these headers: right relationships; fair play; retribution; equality; human rights.
2. Name and explain five human rights as outlined in the UDHR. Can you give examples from either your local community or the global community where these rights are not being upheld?
3. Give examples of how you experience human rights in your life. Use the examples given in the table below to guide you.

HUMAN RIGHT	HUMAN RIGHTS IN MY LIFE
The right to education	I have the opportunity to go to school every day, therefore my right to education is upheld.
Freedom of expression	I am free to express my opinions in class and outside class, therefore my right to freedom of expression is upheld.

VISIONS OF INJUSTICE: THE GLOBAL REFUGEE CRISIS

The global refugee crisis is a clear example of injustice in today's world. Every minute, thirty people around the world are newly displaced. Half of the world's refugees are children, and thousands of these children take flight without the protection of parents or other family members.

According to the UN Refugee Agency (UNHCR), some 11 million people around the world were newly displaced in the course of 2019. The majority were fleeing wars, violence or persecution. Many of the refugees carry little more than the clothes they are wearing.

Most people on the move are from poor countries, countries at war or countries suffering from the worst effects of climate change. Most refugees seek safety in nearby developing countries or within their own country's borders. The communities who take them in are often struggling to survive themselves.

Pope Francis has been outspoken on the issue of migration. On a visit to Kenya in November 2015, Francis said that the world's response to the refugee crisis would be 'a test

of our humanity'. He has challenged world leaders to do more to protect refugees and migrants. He insists that migrants and refugees should be helped and treated with respect at every stage of migration.

The situation in Ireland

In recent years, thousands of people have applied for asylum in Ireland. The majority who arrive are from Syria, Afghanistan, Libya, Iraq and Pakistan. Many refugees living in Ireland today live in direct provision centres. In a joint statement issued by Bishop Francis Duffy and Bishop Kevin Doran on behalf of the Irish Catholic Bishops in February 2019, the view of the Irish Catholic Church in relation to direct provision centres was given as follows:

Every civilised society is bound under international law to provide shelter for refugees. Jesus teaches us that we will be judged, among other things, on how we respond to the needs of those who are without shelter. The Catholic Church in Ireland has frequently expressed concern about the negative aspects of direct provision centres where asylum seekers often live for many years, without the possibility of a normal family life. Refugees need their own personal and family space. They also need to be supported in becoming part of the wider community in which they live. ... The

Log on to the digital library and look up '12.1.5 Share the Journey' to find out more about the Share the Journey campaign launched by Pope Francis in 2017.



wellbeing of local communities and of refugees alike requires that the provision of facilities for those who have lost everything must be carefully planned, in consultation with all the stakeholders, including local schools and health services.



Listening and expressing myself

WHAT DO YOU THINK?

- ▶ What do you know about the direct provision system in Ireland? Do you think direct provision centres are a good idea? How would you feel if one was set up in your locality? How do you think Ireland should treat refugees and migrants who arrive in this country?

HOLDING ON TO HOPE

When we read or hear about stories of injustice, it can be very easy to feel that the world is a terrible place and there is nothing we can do to help.

Christianity is a religion of hope. When the disciples watched Jesus die on the Cross, they were filled with despair. The world felt hopeless to them, until Jesus appeared to them after his resurrection. His first words to his disciples were, 'Do not be afraid'. He was telling them that there was now hope where once there was despair, light where once there was darkness.

Log on to the digital library and look up '12.1.6 Holding on to Hope' to see a video about three young asylum seekers in Ireland and how they hold on to the hope of a better future.



Friendship across borders: A story of hope

Muhammed Muheisen is a photographer who founded the Everyday Refugees Foundation. He is committed to raising awareness of the refugee crisis. In 2017, Muhammed won the UNICEF Photo of the Year award for the photograph seen above. It is an image of a Syrian refugee named Zahra (7) whom Muhammed met in a refugee camp in Lebanon in 2015. When he returned to the camp two years later, he brought with him a letter from a five-year-old German girl named Mariella. Mariella had seen Zahra's portrait in a local newspaper and decided to write to her to tell her how sad she was that Zahra had to leave her home and that she hoped they could remain in touch. Shortly after that, Mariella



MUHAMMED MUHEISEN'S PHOTOGRAPH OF SYRIAN REFUGEE ZAHRA

received a letter from Zahra filled with hope and excitement.

These two girls remain in touch. Mariella's letters are a sign of solidarity and comfort, and Zahra's are a sign of hope. This situation highlights how two young girls' lives can be so different due to circumstance, and yet the seemingly small action of a young child can have such a positive and impactful effect.

WHAT HAVE YOU LEARNED?

- ▶ To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key terms at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ When we act justly, we contribute to making the world a better place. Reflect on and then make a list of things you can do – no matter how small – to act justly or make the world a better place. For example:
 - ▶ I will treat everyone I meet with kindness.
 - ▶ I will treat everyone equally.
 - ▶ I won't exclude anyone.

Caring for the Earth



IN THIS UNIT I WILL:

- ❖ explore a Christian understanding of care for the earth
- ❖ appreciate that caring for the earth also ensures the wellbeing of everyone
- ❖ recognise the contribution of individuals and groups in caring for the earth



KEY TERMS

Plantation:

A large agricultural property dedicated to planting cash crops, such as bananas, coffee, oil palm, rubber trees, sugar cane and cacao, on a large scale.

Talmud:

A collection of writings compiled and edited between the third and sixth centuries; the primary source of Jewish religious law and tradition.



KEY SKILLS IN THIS UNIT



Being literate



Managing information and thinking

The relevant symbol is included above each activity in the unit.

Note: There is a 'Reflection and Action' section at the end of each module, containing suggestions for practical and/or project work.



Reading with understanding

INDIVIDUAL WORK

- Read the following text and then discuss it as a class.

The global story of chocolate

Every year, nearly €90 billion is spent on chocolate worldwide. Ireland is the third largest consumer of chocolate in the world! Chocolate is made from the fermented, roasted seeds of the cacao tree. It takes each tree about six years to bear fruit.



The cacao tree is a native of the Amazon rainforest east of the Andes. It is particularly vulnerable to pests and fungal disease. The growing demand for chocolate meant that the cultivation of cacao spread beyond the Amazon rainforest. Large cacao **plantations** were cultivated in central America. However, removed from its natural rainforest habitat, the cacao tree was even more susceptible to the spread of disease. Cacao plantations in Ecuador and Brazil were devastated by such disease, adversely affecting their national economies.

Today, more than 70 per cent of the world's cacao is grown on small holdings in the west African countries of Ivory Coast, Ghana, Nigeria and Cameroon. These holdings, besides being threatened by some fungal disease, are also at risk from a particular species of ant. Climate change, deforestation and irregular patterns of rain and drought are additional threats to the yield of this rainforest tree.

Cacao farmers are being encouraged to plant the crop on smaller, more shaded and forested farms. Cacao trees growing under the shade of taller tropical trees support many other species, including certain reptiles, insects and birds. Naturally shaded cacao farms are havens of biodiversity. So, from a number of different perspectives, we have a vested interest in saving the rainforests.



DIGITAL WORK

- Log on to the digital library and look up '13.4.1 The Problem with Palm Oil' to see a short video about how plantation crops such as oil palm are devastating rainforests. Then look up '13.4.2 Chocolate Production' to read more about the global cacao market. Answer these questions based on all you have read and seen:
1. How has chocolate and other products such as palm oil adversely affected forests?
 2. How could our liking for chocolate sustain efforts to preserve our rainforests?
 3. Can you think of other good reasons why we need to increase our efforts to preserve the rainforest?

OUR EARTH: WHY CARE?

Pope St John Paul II often raised concerns about people not seeing meaning in their natural environment beyond how it served them. His successor, Pope Benedict XVI, maintained that people seriously damage the natural environment with their irresponsible behaviour, with everything considered property for use by humans: 'The misuse of creation begins when we no longer recognise any higher instance than ourselves, when we see nothing else but ourselves' (quoted in *Laudato Si'*, 6).

God and our earth

Christians are called to care for the earth because God speaks to all people primarily through creation. 'When we realise how vast and beautiful the creation is, we are learning about the Creator at the same time' (Wis 13:5). Saint Francis of Assisi is an example of how the wonder and awe of creation draws people to the love of God.

Christians and people of all beliefs and faith are called to 'cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents' (*Laudato Si'*, 14). Christians in particular need to realise that 'their responsibility

Log on to the digital library and look up '13.4.3 Buddhism and Islam and the Environment' to read about how Buddhist and Islamic faith communities highlight the need to care for the earth.



within creation, and their duty towards nature and the Creator, are an essential part of their faith' (Pope St John Paul II, quoted in *Laudato Si'*, 64).

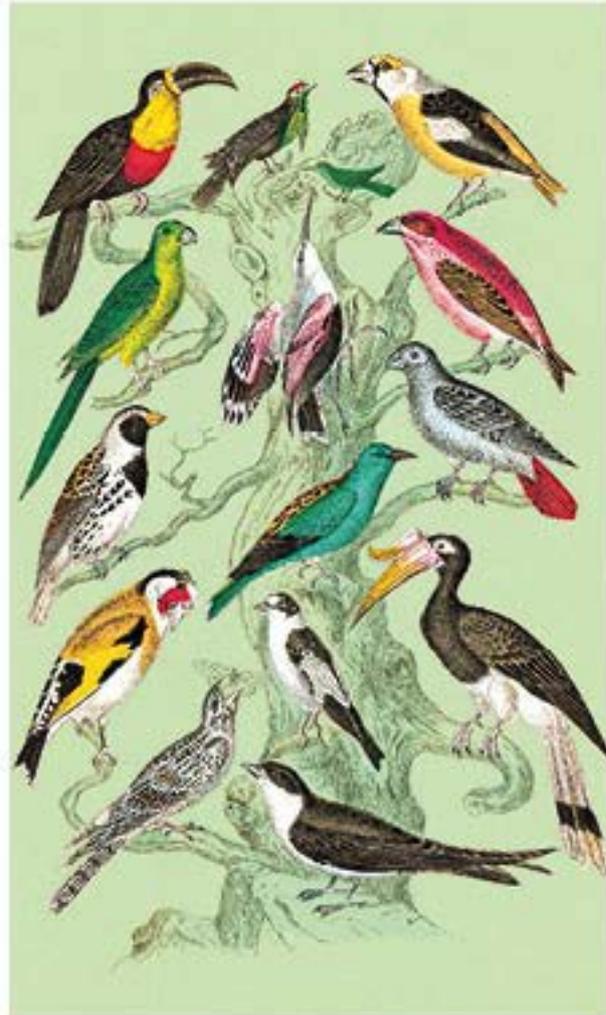
Creation as a sign of God's love

Creation is a sign of God's loving plan, in which every aspect of creation has its own value and significance. Every creature, from the largest mammal to the tiniest bacterium, has its place and purpose in the web of creation. Creation is a gift from God that invites all people to live in harmony with one another and with the other elements of creation on this fragile planet. The entire universe, in its many relationships, speaks of God's love.



WHAT DO YOU THINK?

- What reasons have Christian leaders given to inspire people to care for the earth?



**DIGITAL WORK**

- Log on to the digital library and look up '13.4.4 Why We Need to Care for the Earth' to see a video in which various people give their opinions on why we need to care for the earth. Then with your partner, reflect upon these questions and afterwards share your answers as a class:
1. What did you find most appealing about what you heard?
 2. Is there anything you did not agree with or need clarification on?
 3. What new thing did you learn about why we need to care for the earth?
 4. If you were asked why we need to care for the earth, how would you respond?

CARING FOR THE EARTH: LISTENING TO THE CRY OF THE POOR**LO 3.1 & 3.7** **STRAND 3 LINK**

In Module 10 Morality, we learned that we have personal, interpersonal and global relationships. In Module 12 Justice, we learned about how justice is a moral issue. We act justly when we treat others fairly. Injustice occurs when we act in a way that is

unfair to others. We can act either justly or unjustly in all our relationships. When we are thinking about how we care for the earth, we are thinking about our global relationships.

The world was gifted to everyone, but as expressed by the New Zealand Catholic Bishops in a statement on the environment, 'Twenty per cent of the world's population consumes resources at a rate that robs the poor nations and future generations of what they need to survive'. While environmental damage and climate change affects us all, it affects the poor and most vulnerable people in our world much more significantly. Trócaire says that climate change is not just an environmental issue, it is a justice issue. The fact that those who contribute least to climate change suffer some of the worst consequences is a case of what Trócaire calls 'climate injustice'.

Pope St John Paul II said, 'God gave the earth to the whole human race for the sustenance of all its members, without excluding or favouring anyone' (*Centesimus Annus*, 31). He also insisted that any development should respect the social, economic, political and personal rights of all nations and peoples. Any action to care for the earth must take into account the rights of the poor and the vulnerable.

**DIGITAL WORK**

- Log on to the digital library and look up '13.4.5 Trócaire's Climate Justice/Injustice Tree' to see an infographic on how climate injustice affects the world's population. Then look up '13.4.6 The Effects of Climate Change' to read two case studies documented by Trócaire on how climate change is impacting on vulnerable people. When you have done so, reflect upon these questions in pairs and then share your answers as a class:
1. What impact of climate change were the people in the case studies experiencing?
 2. How exactly were they affected?
 3. What was done to help them?
 4. Use the infographic to help you to determine what could have been done to lessen the impact of climate change on these people's lives.



CARING FOR THE EARTH: LISTENING TO FUTURE GENERATIONS

Pope Francis has asked us: ‘What kind of a world do we want to leave to those who come after us, to children who are now growing up?’ (*Laudato Si*, 60). He believes that once we begin to consider this, we will begin to look at things differently.

In his poem ‘Hieroglyphic Stairway’, Drew Dellinger writes of being kept awake at night because his great grandchildren ask him in dreams, ‘What did you do while the planet was plundered? ... as the mammals, reptiles, birds were all dying?’

Wendell Berry, an environmental activist, wrote that we could learn about caring for the earth from ‘the life of a man who knows that the world is not given by his fathers, but borrowed from his children, who has undertaken to cherish it and do it no damage, not because he is duty-bound, but because he loves the world and loves his children.’

Log on to the digital library and look up ‘13.4.7 Hieroglyphic Stairway’ to hear Drew Dellinger recite his poem.



Jewish traditions honouring the earth and future generations

Trees have always been of significance for the Jewish people. According to the Jewish creation story, God placed plants and trees upon the earth before any other living thing (cf. Genesis 1:11-12). The Jewish people have a wonderful tradition that encourages caring for the earth and honouring future generations. Every year on the feast of Tu B’Shevat (The New Year of the Trees), people gather to plant trees, because in ancient Israel a tree was planted at the birth of a child. The tree was a sign of promise and hope.

The **Talmud** tells the story of a man named Honi who saw a man planting a carob tree. ‘How long will it take for this tree to bear fruit?’ Honi enquired. ‘About seventy years,’ replied the man. Honi then asked, ‘Are you so healthy a man that you expect to live that length of time and eat its fruit?’ The man replied, ‘I found a fruitful world, because my ancestors planted it for me. Likewise I am planting for my children.’

If we want to leave behind an environment fit for future generations, we must ensure that our values prompt us to care for and protect all creation and respect the dignity of all people, especially those

who are poor and vulnerable. Like the cacao tree that grows best in the shade of taller trees, we must ensure that our actions create the shade for others to thrive.

CHAMPIONING THE CARE OF THE EARTH

Many people in recent years have taken up the call to champion the care of the earth. Two such people in Ireland are Lorna Gold and Jane Mellett. Lorna, a mother of two children, wrote a book called *Climate Generation*. The book is her personal story of ‘waking up to the reality of a warming world and what it means for our children’. Jane walked the Climate Pilgrimage to bring the message of Pope Francis’ *Laudato Si*’ to the Climate Conference (COP24) in Poland. The following is an account from Jane of her climate pilgrimage.

The Climate Pilgrimage

On 4 October 2018, the feast of St Francis of Assisi, a group of pilgrims set out on a 1,500 km journey from the Vatican to the UN climate talks in Katowice, Poland. They carried with them an urgent cry for climate justice. I joined this group in northern Italy and spent almost six weeks journeying with them on this epic adventure. In total I managed to walk 1,000 km.

Our group was made up of pilgrims from across Europe and the USA, and included survivors of Super Typhoon Haiyan, which struck the Philippines in November 2013. Haiyan was the strongest storm ever recorded to make landfall. Its strength was attributed to climate change and it killed over 10,000 people in two hours.

On this pilgrimage, we journeyed from community to community sharing these stories and struggles with all we met. We were hosted by families, parishes and schools along the way.

Log on to the digital library and look up '13.4.8 Champion of the Earth 2019 – Ant Forest' and '13.4.9 Champion of the Earth 2019 – Fridays for Future' to see how you can take action and make your mark in our fight to save the earth.



Yeb Sano, the leader of our pilgrimage, reminded us frequently that while our final physical destination was COP24, our real destination was the hearts and minds of all those we met along the way.

The climate crisis was brought home to me on this journey. I heard heart-breaking stories from my fellow pilgrims, some



THE 'CLIMATE PILGRIMAGE' ARRIVES AT KATOWICE, POLAND

of whom had lost their entire families due to the climate crisis. They are the real faces and human stories behind the scientific data and facts.

Our journey was quite intense, as we walked across Europe in winter, but it was one that opened my eyes and ears to the cry of the earth. I find hope now in the student-led 'Fridays for Future' movement, which has become a worldwide grassroots vision of hope. Scientists tell us we have eleven years to turn this climate crisis around. The call of *Laudato Si'* has never been more relevant. I now work for Trócaire as their *Laudato Si'* officer and I hope to share the message of *Laudato Si'* with faith communities across Ireland:

I wish to address every person living on this planet ... I urgently appeal for a new dialogue about how we are shaping the future of our planet. We need a conversation which includes everyone, since the environmental challenge we are undergoing and its human roots, concern and affect us all. (*Laudato Si'*, 1, 14)

WHAT HAVE YOU LEARNED?

- To recap on what you have learned in this unit, look back at the 'In this unit ...' bullet points and key terms at the start. Then glance back over the main headings to recall what you have studied, before proceeding to the final 'Reflecting on Learning' activity below.

REFLECTING ON LEARNING

- ❖ If someone were to ask you now, 'Why should we care for the earth?', how would you respond?



Reflection and Action

You will now reflect on the material you covered in this module and put into action what you have learned.



Option 1: Climate Rally Speech

- ▶ Working in groups of three, write a speech to be delivered at a student rally for climate justice.

Log on to the digital library and look up '13.5.1 Trócaire on Climate Change' to see a video from Trócaire on the issue of climate change. Use what you learn there to develop and inform your speech.

You might also like to look up '13.5.2 I Have a Dream' to see a video of the famous Martin Luther King, Jr speech. It may inspire you in what you write and how it might be delivered.



PROJECTS:

Public speaking:

Climate Rally Speech

Creative activity:

School Earth Walk

Research and present:

Universe Timeline

Civic project:

School Earth Charter



KEY SKILLS



Working with others



Communicating



Being creative



Being literate



Staying well

The relevant symbols are included above each activity.





Option 2: School Earth Walk

- ▶ Working in groups of five, create your own Earth Walk. Use the digital link '13.3.7 Earth Walk' as inspiration.



Option 3: Universe Timeline

- ▶ Working as a class, create a timeline of the story of the universe.
- ❖ You might use a rope or piece of string to mark the timeline along and around the four walls of your classroom. Source pictures from the web or create your own artwork to depict each milestone.
- ❖ Alternatively, you might choose to do it as a walk around your school grounds with places designated for people to stop and read about each milestone.
- ▶ Create a pamphlet or an audio commentary to guide people along the walk.

Log on to the digital library and look up '13.5.3 Universe Timeline' to get summary headings you might use for each milestone.



Option 4: School Earth Charter

- ▶ Working as a class, create an earth charter for your school.
- ❖ As a class, decide on the key elements of an earth charter and then see how they can be applied to your own school environment. Create a poster of your school earth charter to hang in your classroom or in a visible place in the school for all to see.

Log on to the digital library and look up '13.5.4 The Earth Charter' to read more about this global agreement.

