



Years 9 and 10 classroom resources

Church & Community

K&U 1: Explain ways key figures and groups contributed to the development of the Catholic Church in Australia

P&CE: Reflect on questions and understandings of Australian Catholicism and its contribution to contemporary society

K&U: Explain some of the distinctive ideas, teachings and practices that arose from significant events in Church history

R&R: Interpret and analyse key Church teachings within their historical context

Activity 1

Church & Community

P&CE: Reflect on questions and understandings of Australian Catholicism and its contribution to contemporary society

Ask students to access the article '[Children want to see real faith](#)' written by Tim Costello and published in *Eternity News*, and then reflect on the message.

After reading the article, ask students to complete the table below. Extra questions can be added to the table to further challenge students.

Connect	Extend	Challenge
Do you agree or disagree with this article? Why?	Why might young people choose to stay and practice their Christian faith?	What might society/our world look like without the influence of Christianity and its teaching?

Source: The above table is based on the 'Connect, Extend, Challenge' question set from the *Thinking Routine Toolbox* developed Project Zero, Harvard Graduate School of Education, 2019.

Task

Ask students to use a creative medium to demonstrate how young people believe the Christian message can be lived out more authentically and, therefore, living 'the way of the gospel'. For example, they might like to create a piece of art, a computer-generated activity, collage, diorama, play or broadcast.

Students should provide a short description that clearly explains what key message/s their creative medium is trying to convey to others.

Activity 2

Church & Community

R&R: Interpret and analyse key Church teachings within their historical context

Ask students to look at the chart titled '[Did Jesus Christ rise from the dead](#)' from the *Centre for Public Christianity* website. Then, as a class, discuss the following questions:

- What do you think about the resurrection?
- Do you fall within any of the categories in the chart? Why?

Using the 'Reporter's Notebook' question set (from the *Thinking Routine Toolbox* developed by Project Zero, Harvard Graduate School of Education) ask students to complete the activity as follows.

1. Explore the resurrection of Jesus in the Scripture. Read the depictions of the event from each of the four gospels: Matthew 28: 1–10, Mark 16: 1–8, Luke 24: 1–10 and John 20: 1–18.
2. What facts and events are included in the resurrection story? Are these clear facts, or is more information required? You might consider the time of day the resurrection events happened, who was there, what else happened, what was said. Compare and contrast any similarities and differences between the four stories.
3. What thoughts and feelings of the characters/participants are described? Are these descriptions clear facts or do you need more information?
4. In a small group, discuss your findings. Based on the information gathered in the four gospel recounts, do you believe the resurrection of Jesus happened? Why?

Note: After their discussion, students might also like to read the '[Do these differences discount the resurrection?](#)' section from the 'Comparing the Gospel Accounts of the Resurrection of Jesus Christ' article on the *Owlcation* website.

Task

Ask students to develop an advertisement to explain the resurrection of Jesus as an act of faith and an event in history so that others may consider the evidence and decide if they believe in this event.

As part of their advertisement, students should express how the disciples of Jesus live out the gospel message in their lives in the modern world, thus living 'the way of the gospel'.

Activity 3

Scripture & Jesus

P&CE: Reflect on connections between their lives, sacred texts and the world

'Preach the gospel at all times. Use words if necessary' – attributed to St Francis of Assisi.

'God is love' is such an important part of our gospel, and displaying that love through actions allows us to build the relationships and earn the trust necessary to speak more forcefully about love and its consequences.



Task

Ask students to consider the practical ways they, as young people, can or do live 'the way of the gospel'. Have students think of ways they can live the way of the gospel with simplicity and authenticity, and without using the words. They should brainstorm a way for each day of the week, starting on 14 March until 17 April (Easter Sunday). They should keep in mind that Catholic Christians are in the season of Lent and moving into the Easter season. Where possible, they should find a scriptural quote that will support the action they are recommending. A couple of examples have been provided in the calendar below. Ask students to consider how these actions and words of Scripture inspire them to live the way of the gospel.

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	1	2 Ash Wednesday	3	4	5
6	7	8	9	10	11	12
13 Catholic Education Week begins	14	15	16 Jeremiah 33: 6 'Nevertheless, I will bring health and healing to it; I will heal my people and will let them enjoy abundant peace and security'. Act: Do something nice for a person you may not like.	17	18	19
20	21 1 Cor 16: 14 'Let all that you do be done in love.' Act: Clean up after dinner without being asked.	22	23	24	25	26
27	28	29	30	31 Proverbs 10: 12 'Hatred stirs up strife, but love covers all offenses.' Act: pray for someone you hate.	1	2

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16 Easter Vigil
17 Easter Sunday	18	19	20	21	22	23
24	25	26	27	28	29	30

Activity 4

Church & Community

K&U 1: Explain ways key figures and groups contributed to the development of the Catholic Church in Australia

Ask students to consider the following scenarios and then complete the task:

We know that not everyone in the world is as fortunate as us. Many people struggle to survive from day to day, while we live in comfort with three meals a day and a bed to sleep in each night. If we lived in a socially just world, everyone would have equal opportunities in life and access to basic resources that enable them to flourish. We know this is not yet a reality, but we aim to achieve this through our good works. Every person whose life is improved through the work of your conference moves us one small step closer to a socially just world becoming a reality for all.

Story 1

A teacher wanted to explain the idea of 'solidarity' (one of the principles of Catholic social teaching) to her class. She found it hard to explain, but thought it was very important for her students to understand. The teacher decided to volunteer for Night Patrol, a Vinnies program where volunteers travel in a van to various points around the city, offering food, support and companionship to people experiencing homelessness. While on patrol she met a man who had experienced homelessness for quite some time. He told her how Vinnies had done more for him than just give him food or money. They had stood by him, and worked with him, to help him make his life better. To the teacher, this is what solidarity meant, to walk with someone, alongside them, working together to assist them.

Story 2

Chris, a secondary school student, became concerned about the elderly within his local community. He decided that he wanted to do something to help. He contacted the youth coordinator at his local Vinnies. The youth coordinator was organising a Green Team – a group of young people helping the elderly with gardening and yard maintenance. Chris joined the Green Team and showed a strong sense of compassion and solidarity, and a deep understanding of the dignity of every person. He showed us that it doesn't matter how young or old you are, everyone is important and everyone can help.

Task

Think global, act local

While donating money, goods or even some of our time to charities every once in a while is great, the most impact can be made through ongoing volunteer work and commitment to justice.

1. Think of two people who have committed themselves to the fight against injustice in Australia. Look up some information about these individuals and discuss their journey in working towards justice. How are they living 'the way of the gospel'?
2. Research one organisation or body in Australia that serves others by living 'the way of the gospel' by fighting injustice and report back to your class. Consider the following questions:
 - What are the aims of the organisation?
 - What is the philosophy of the organisation?
 - What impact has the organisation had on their cause and any injustices?
 - How are the principles of Catholic social teaching reflected in the organisation's aims?

How might you be able to support this organisation in its work, other than by donating money?

What can I do?

- Be an advocate for social justice! See those around you who are facing hardship in their lives and speak out against these injustices. Organise awareness days at your school, highlighting these issues.
- Organise Vinnies appeals within your school. Raise funds for the Vinnies winter and Christmas appeals.
- Show solidarity. Organise a winter sleepout at your school and remember those who experience homelessness every night.
- Take care of our environment. Be conscious of how much energy you use and where you can cut down.
- Organise litter clean-up days in your school and local area. Recycle as much as you can and encourage others to do the same.

Think of one activity you can organise and do in your school community to live the way of the gospel and the make society and the world a better place. Plan this activity and present it to your teacher as a possible task to complete in your school community.