

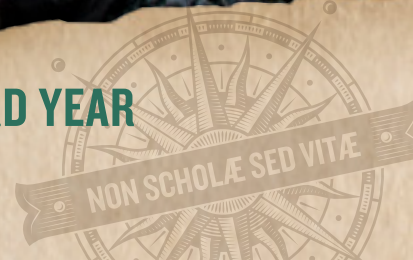
SAMPLE

SOUL SEEKERS

www.soulseekers.ie



JUNIOR CYCLE RELIGIOUS EDUCATION • SECOND & THIRD YEAR
LEAD WRITER TOM GUNNING



Introducing *Soul Seekers*, the new RE series for Junior Cycle from Veritas

Soul Seekers is a new series for Junior Cycle Religious Education by Veritas that fulfils the requirements of the new NCCA specifications for Junior Cycle. The series has been written in consultation with teachers from across the country and provides opportunities for students to engage with the key skills and learning outcomes as outlined in the specifications, thereby equipping them for life-long learning.

The First Year programme has been approved by the Irish Episcopal Conference and the Second Year programme will be submitted for approval.



Soul Seekers 2: Sampler **Table of Contents**

Module 7: The Search for Meaning

Unit 3 Responses to the Search for Meaning 6

Module 8: Christianity

Unit 2 Walking in the Footsteps of Jesus 12

Module 10: Morality

Unit 1 What is Morality? 18

Module 12: Justice

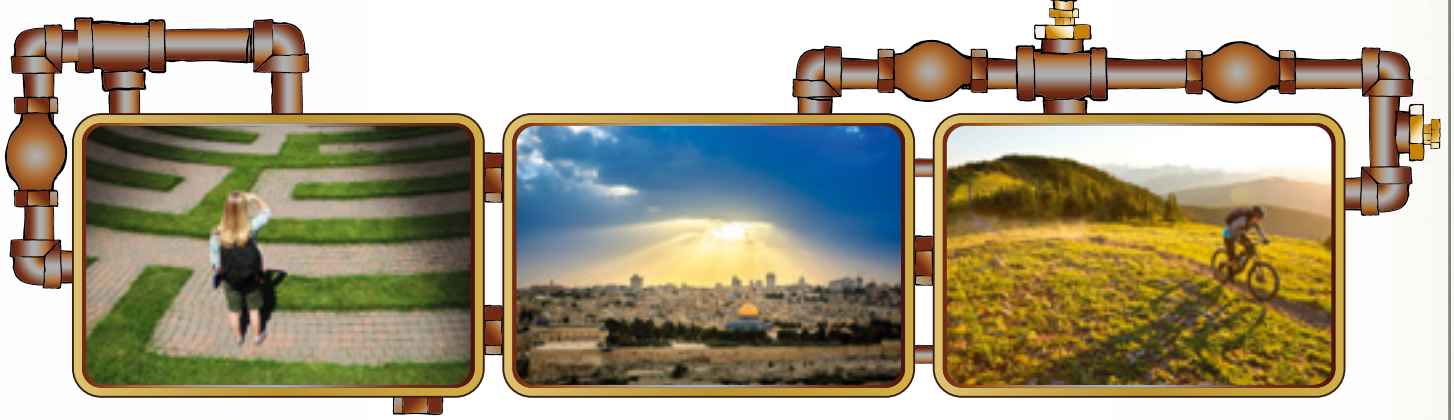
Unit 1 What is Justice? 24

Module 13: Ecology: A Time for Hope, A Time to Care

Unit 4 Caring for the Earth 30

Reflection and Action: Module 13 35





Soul Seekers 2: Table of Contents

*This is the list of contents for the full edition Soul Seekers Junior Cycle Religious Education – Second and Third Year. The material that features in this sampler is **highlighted**.*

Module 7: The Search for Meaning

LOs 2.1, 2.2, 2.4, 2.10

- Unit 1 Asking Questions
- Unit 2 The Search for Meaning in Art and Architecture
- Unit 3 Responses to the Search for Meaning**
- Unit 4 Concepts of the Divine
Reflection and Action: Module 7

Module 8: Christianity

LOs 2.5, 2.6, 2.7, 2.10

- Unit 1 The Promise of a Saviour
- Unit 2 Walking in the Footsteps of Jesus**
- Unit 3 Jesus: More than a Holy Man?
- Unit 4 The Story Continues
- Unit 5 The Sacredness of Human Life
Reflection and Action: Module 8

Module 9: Faith

LOs 2.1, 2.8, 2.9

- Unit 1 Walking in Faith
- Unit 2 Stages of Faith
- Unit 3 Faith in Action
- Unit 4 Living by Faith
Reflection and Action: Module 9

Module 10: Morality

LOs 3.1, 3.2, 3.9

- Unit 1 What is Morality?**
- Unit 2 Sources of Morality
- Unit 3 Morality and Values
- Unit 4 Morality and Human Relationships
Reflection and Action: Module 10

Module 11: Morality in Action

LOs 3.3, 3.4, 3.5, 3.6, 3.9

- Unit 1 Moral Decision-Making
- Unit 2 Moral Codes in Two World Religions
- Unit 3 Living a Morally Good Life
- Unit 4 Moral Decision-Making in Everyday Life
Reflection and Action: Module 11

Module 12: Justice

LOs 1.11, 1.12, 3.7, 3.9

- Unit 1 What is Justice?**
- Unit 2 Understandings of Justice in Christianity and Buddhism
- Unit 3 Peace and Reconciliation in Christianity and Islam
- Unit 4 Organisations Working for Justice
Reflection and Action: Module 12

Module 13: Ecology: A Time for Hope, A Time to Care

LOs 2.3, 2.10, 3.8, 3.9

- Unit 1 Hope for the Earth
- Unit 2 Creation Myths and the Evolving Story of the Universe
- Unit 3 The Interconnected Web of Life
- Unit 4 Caring for the Earth**
Reflection and Action: Module 13

What makes *Soul Seekers* special?

1. Student-Centred Learning

Soul Seekers empowers students to be involved in student-centred learning.

2. Independent Learning

Soul Seekers encourages students to engage in research to become resourceful and confident learners. *Soul Seekers* supports students in independently learning to critique, question, imagine and find insight in their lives.

3. Enhancing Creativity

Soul Seekers provides students with enjoyable learning experiences that enhance their creativity and ability to work with others.

4. Real Life Skills

Soul Seekers enables students to acquire real-life skills that are relevant to their lives.



FOR MORE INFORMATION ON SOUL SEEKERS
Contact Ciara Dunne: ciara.dunne@veritas.ie

Meet the *Soul Seekers* Lead Writer

Soul Seekers has been developed by a team of multi-disciplinary educational experts led by writer and teacher Tom Gunning. Tom is currently on secondment from Loreto Secondary School, Wexford. He is the author of the Senior Cycle textbooks *The Inner Place* and *Into the Deep*, along with being a contributing author to the *Faith Seeking Understanding* series. Tom studied at the Gregorian University in Rome and

received his Masters in Religious Education from the Pontifical University of Maynooth. He is the co-author with Fr Michael Drumm of *A Sacramental People*, Vols I & 2, published by Columba Press, and has lectured at the Mater Dei Institute of Education on sacramental theology. Tom is also co-founder of the Parable Garden Education Project.

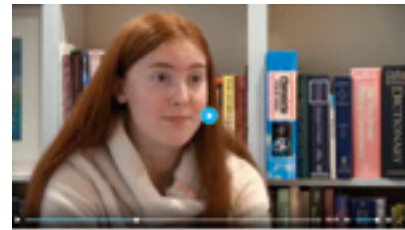




www.soulseekers.ie



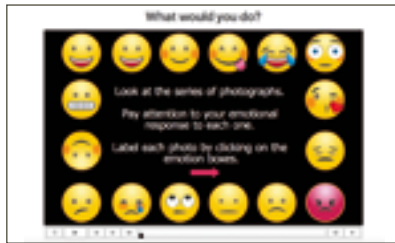
1. Is written in student-friendly language



2. Includes videos created specially for the series



3. Is inclusive of diverse faith traditions



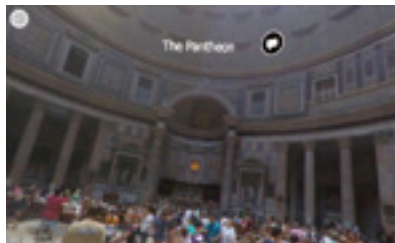
4. Includes interactive digital exercises



5. Is accompanied by a workbook



6. Provides a teachers' resource pack and school year planner



7. Includes 3D tours of places of significance



8. Is approved by the Irish Episcopal Conference

GUIDE TO THE SYMBOLS USED IN SOUL SEEKERS

The symbols used in the *Soul Seekers* exercises correspond to the key areas outlined below:

Further resources that dig more deeply into many of the topics covered can be found in the online **digital library**. Links to the digital library will be featured in these boxes.



Enquiry



Being literate



Being creative



Working with others



Exploration



Communicating



Managing myself



Being numerate



Reflection and Action



Managing information and thinking



Staying well

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

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

Afterlife: The belief that a part of us continues on after we die.



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 was born to a wealthy cloth merchant in Assisi, Italy. He grew up in a life of privilege and luxury and was later given the name Francis. 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, however, his father rebuked him for his foolishness.

Later, Francis headed off to fight in a war between Assisi and Perugia but 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.

He 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 and he eventually set up his own religious order called the Franciscans.

Francis was known to preach to and befriend wild animals. A story is told of a ferocious wolf 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, the current leader of the Catholic Church, 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 | LINK

In Module 2 Sacred Text, we learned about why the scriptures continue to have significance for believers today. For Christians, the Bible is significant for many reasons, including the fact that it passes on the values taught by Jesus. Jesus taught about values particularly in his teaching about the Kingdom of God. These values were brought to life in his parable and miracles.



THE GOOD SAMARITAN | GUSTAVE DORÉ

Parables

You have heard the parable of the Prodigal Son. The younger son leaves 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 have also heard 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 the Samaritans harshly, yet in this parable it is the Samaritan who truly understands that anyone in need is his neighbour.



JESUS TEACHING | J.J. TISSOT

Miracles

You have heard 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 have also heard 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.



JESUS RAISING THE WIDOW'S SON | F.W. KEYL



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

LO 1.9 STRAND 1 LINK

In Module 5 Prayer, we learned about the benefits of meditation and how to meditate. Meditation is the process of stilling the mind to minimise the distraction caused by our thoughts. When the mind is still, a person can get in touch with their inner selves and they can also connect with God.

It is an opportunity for people to think about their experiences, learn more about themselves and make important decisions. People can begin to discover what they really want from life and how to make that happen.



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. What are the particular questions that teenagers need to think about?



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 responded to his condition by taking part in a fundraising walk from Donegal to Cork and raising over €700,000 for research into the disease. He died in August 2019.

When you have watched the video, break into groups, discuss the following 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 I know the plans I have for you, says the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. (Jeremiah 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. Christians can develop and deepen their relationship with God by listening to the teachings of Jesus and through prayer. 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 Pope John XXIII:

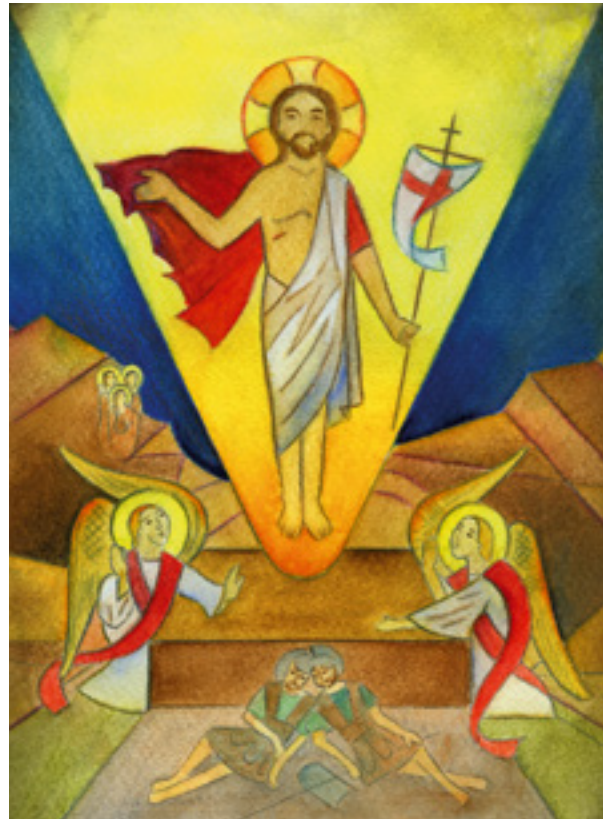
Every day I need you, Lord, but today especially, I need some extra strength to face whatever is to come.

This day, more than any other day.

How should we live?

I give you a new commandment: love one another; just as I have loved you. (John 13:34)

Jesus taught people that the way to live was to show love for themselves and for others. 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 one 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. They believe that a part of us, our soul, continues on after the physical body dies. 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. Through prayer and the celebration of the sacraments, a connection remains between the living and the dead.



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 the following 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 in which 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 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

- Read this interview with a Humanist to explore their understanding of what it means to be human. Answer the questions that follow it.

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.



NOTEBOOK PAGE SHOWING HUMAN PROPORTIONS BY LEONARDO DA VINCI



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

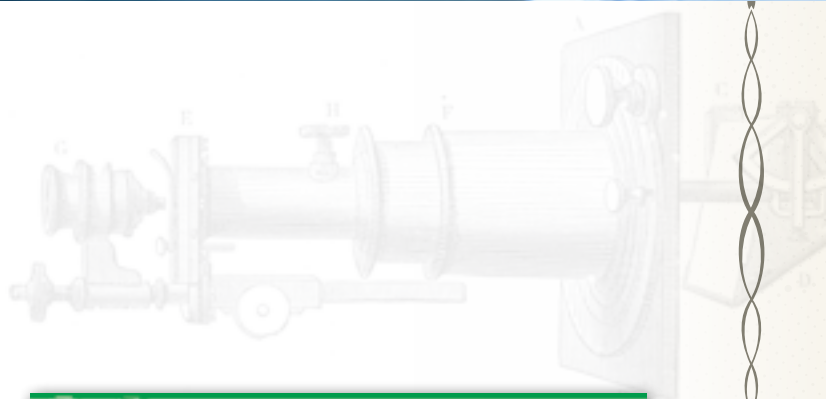
It is important that everyone lives peacefully together and it's also important that everyone respects everyone else. We should treat each other as we would like to be treated. If everyone did this, evil would cease in the world. Empathy is very important for Humanists. This is how we feel emotionally 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 for Humanists to be happy while they're alive?
4. What is the Humanist response to suffering? How can it be overcome?

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.



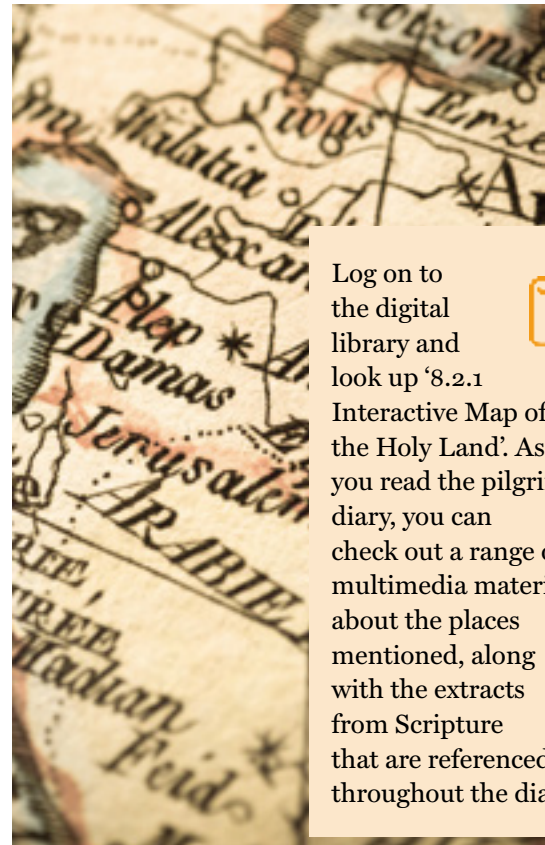
Thinking creatively and critically

WHAT DO YOU THINK?

- ▶ The images above show a range of 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 one of these people, what would it mean to you to visit this place?

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 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 pilgrim to the Holy Land.



Log on to the digital library and look up '8.2.1 Interactive Map of the Holy Land'. As you read the pilgrim's diary, you can check out a range of multimedia material about the places mentioned, along with the extracts from Scripture that are referenced throughout the diary.





Basilica of the Annunciation

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 were coming to honour Mary's childhood 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 has 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 prophet 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.

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 to 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.



Star marking Jesus' birthplace

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 in. 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. 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 watch in silence 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.

Learning with others

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, which would have held shrines to different pagan deities 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 would my reply be. What are the other 'gods' that attract my attention?



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. 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 over the centuries.



Being spiritual

PERSONAL REFLECTION

- Imagine yourself quietly drifting on a boat on the Sea of Galilee. The water is peaceful and still. You can hear the waves 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?

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 four Evangelists. He couldn't have imagined what God had in store for him when he left his tax-collecting behind that day.



Ruins of the synagogue in Capernaum

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 is when the friends of a paralysed man opened up the roof of the house where Jesus was so that they could let 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 the 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.

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

Log on to the digital library and look up '8.2.2 "The Calling of 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.





Samaria (present-day Sebastian) where Jesus talked to the Samaritan woman



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 sneaking out to the well when she expects 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 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 again! And because of that, Christians believe that 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.

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.



The old city in Jerusalem

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 moral choices between what is right and what is wrong.

Society: The connection that exists between people when they share an outlook or way of life.

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.





WHAT IS MORALITY?

In Module 7 The Search for Meaning, we examined some of the big questions that people ask about life, such as why are we here and what happens when we die. We also examined how people 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 can recognise when a decision or action has moral consequences.





  Learning with others

THINK, PAIR, SHARE

- Copy the table below and fill it in. Mark whether the choice the person made in each situation was moral or immoral and then write 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 if there was a right thing or wrong thing to do. Describe the choice you made and why.

SITUATION	MORAL	NOT MORAL	REASON
I lost my PE gear again. I don't want to upset my parents so I'll steal 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 and that we reach 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 Judaeo-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 JULIUS SCHNORR VON CAROLSFELD



IMAGES OF GOD OR THE HOLY TRINITY CAN TAKE A MORE ABSTRACT FORM

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 answers with the rest of the class.

Listening and expressing myself

WHAT DO YOU THINK?

- ▶ If humans 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?
- ▶ Identify some positive ways in which we can affect the lives of the people we meet every day. In particular, give 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 might be wiped out.

The vault holds the most diverse collection of food crop seeds in the world, even including thirty-two varieties of potato 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 SVALBARD, NORWAY



WHAT DO YOU THINK?

1. Why is it important for the earth to have such a store house for future generations?
2. Why did Åsmund state that the global seed vault is a 'valuable and very important project'?

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 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. The 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, it will not only affect them but also **society** as a whole.



representatives of people from many different cultures and countries throughout the world. They agreed that every human being has basic rights. The 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, it will not only affect them but also **society** as a whole.

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.

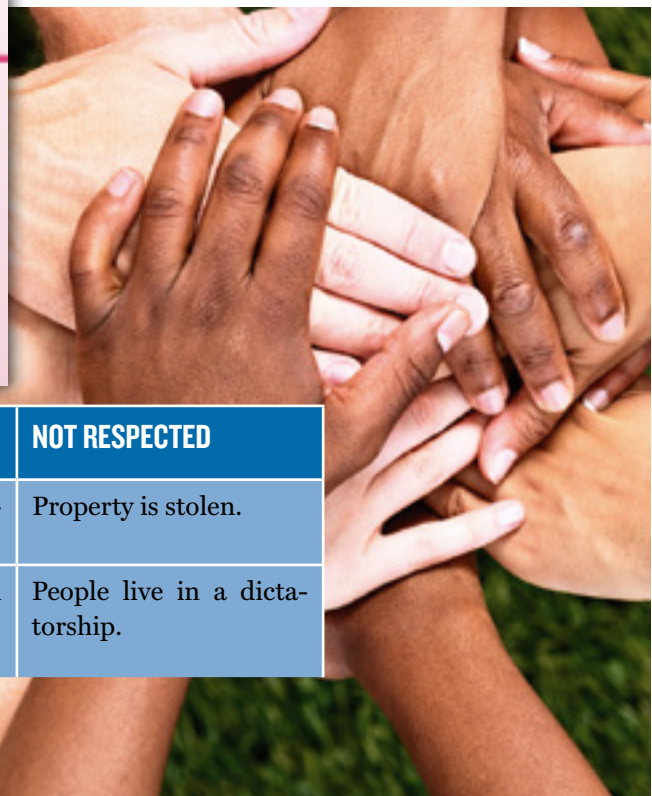


Learning with others

THINK, PAIR, SHARE

► The declaration protects people's rights in a society. Copy the table below and, working with your partner, fill in six more rights and the consequences of either respecting or not respecting those rights. Then fill in what are the consequences for people and society at large if people's rights are and aren't respected. Share what you wrote with the rest of the class.

RIGHT	RESPECTED	NOT RESPECTED
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 example of a student having to consider the consequences of her actions.



Actions and consequences

At the start of break time the deputy principal came on the school intercom to say that a first year had lost her mobile phone. It had a distinctive red 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 day I kept wondering what I should do. If I challenged my friend, then she might not be my friend anymore. But I don'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, try to identify two possible consequences for each of the following actions the student might take:
 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.

Once you are finished, share your answers with the rest of the class.



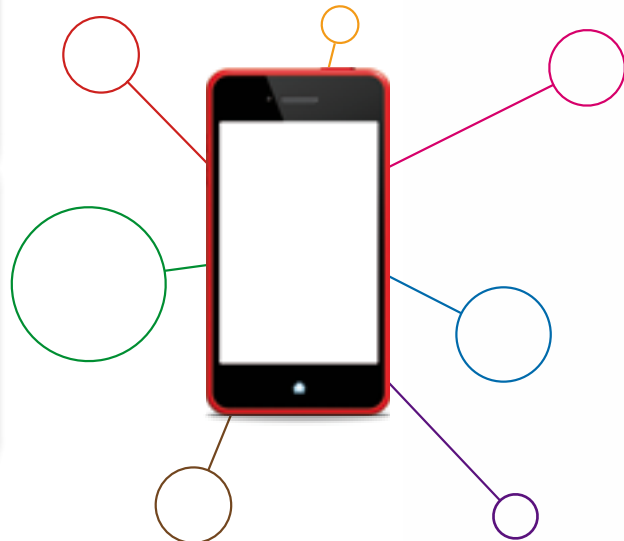
Making considered decisions

DIGITAL WORK

- ▶ Log on to the digital library and look up '10.1.4 Moral Dilemmas' to complete an interactive multiple-choice quiz on how you might respond when presented with some moral dilemmas. When you are finished, discuss your choices as a class.

REFLECTING ON LEARNING

- ❖ Name three things you can do to influence a person's day for good.
- ❖ 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.

Injustice: An unfair act or an example of unfair treatment.

Human rights: A right which is believed to belong to every person.

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

Retribution: Punishment for something wrong that somebody has done.

Fair play: Being treated fairly by others.

Equality: Enjoying the same rights, status and advantages.



Reading with understanding

INDIVIDUAL WORK

- ▶ Read the following 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 girls at my table, the group that I thought I was part of, were all talking excitedly about a concert they had been to. I also love 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 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 girls I was finally online and we



could start messaging each other. I asked Sarah, 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 switch on my phone and 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 a little self-conscious so I asked if I could go to the toi-



let so I could 'illegally' check my phone. There was the message from Sarah I had been waiting for. 'Hi Kate. We've all had a chat and we have decided that you're not really the right fit for our group, sorry ☹️ TTYL XOXO'. My heart sank. It took so much effort to get through the rest of the day pretending everything was OK.



  Thinking creatively and critically

WHAT DO YOU THINK?



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

JUSTICE AND INJUSTICE

Justice is a moral principle. It decides whether our treatment of others, the earth and all of its inhabitants is fair and ethical. Defining justice has been the concern of philosophers for centuries. Justice is expressed in the five major world religions through their Golden Rule.

Log on to the digital library and look up '12.1.1 What is Justice' to see a video on this topic.





  Thinking creatively and critically

DIGITAL WORK

- Log on to the digital library and look up '12.1.2 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 is doing something that is unfair or immoral. Later in this unit we will be exploring how this applies not just to ourselves but to the global community. For now, let's explore how the experience of injustice can affect our own life.

  Reading with understanding

INDIVIDUAL WORK

- Read the following extract from R.J. Palacio's novel, *Wonder*. *Wonder* is a novel about a ten-year-old boy called August, or Auggie, Pullman. Auggie has a facial abnormality and has just started school. In this extract, Auggie has arrived for school dressed up for Hallowe'en. He was excited at the thought that for this one day, at least, no one would see his face; he could be just like everyone else. Then he decided to join a small group of other kids, including one wearing the exact same costume as himself.

Extract from *Wonder*

I was going to go and sit at my usual desk, but for some reason, I don't know why, I found myself walking over to a desk near them, and I could hear them talking.

One of the mummies was saying: 'It really does look like him.'

'Like this part especially ...,' answered Julian's voice. He put his fingers on the cheeks and eyes of his Darth Sidious mask.

'Actually,' said the mummy, 'what he really looks like is one of those shrunken heads. Have you ever seen those? He looks exactly like that.'

'I think he looks like an orc.'

'Oh yeah! If I looked like that,' said the Julian voice, kind of laughing, 'I swear to God, I'd put a hood over my face every day.'

'I've thought about this a lot,' said the second mummy, sounding serious, 'and I really think ... if I looked like him, seriously, I think that I'd kill myself.'

'You would not,' answered Darth Sidious.

'Yeah, for real,' insisted the same mummy. 'I can't imagine looking in the mirror every day and seeing myself like that. It would be too awful. And getting stared at all the time.'

'Then why do you hang out with him so much?' asked Darth Sidious.

'I don't know,' answered the mummy. 'Tushman asked me to hang out with him at the beginning of the year, and he must have told all the teach-



ers to put us next to each other in all our classes, or something.' The mummy shrugged. I knew the shrug, of course. I knew the voice. I knew I wanted to run out of the class right then and there. But I stood where I was and listened to Jack Will finish what he was saying. 'I mean, the thing is: he always follows me around. What am I supposed to do?'

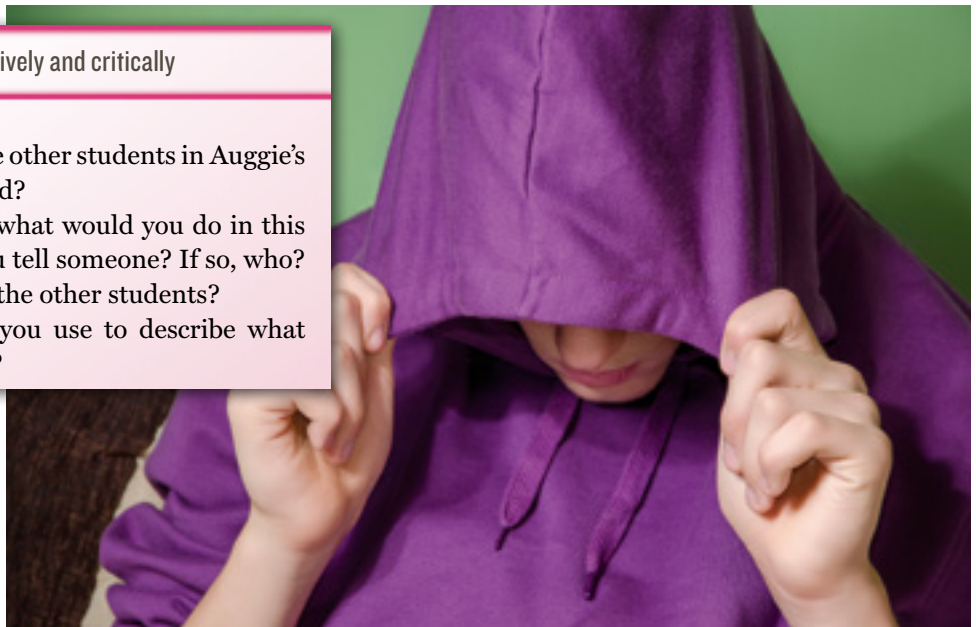
'Just ditch him,' said Julian.

I don't know what Jack answered because I walked out of the class without anyone knowing I had been there. My face felt like it was on fire while I walked back down the stairs. I was sweating under my costume. And I started crying. I couldn't keep it from happening. The tears were so thick in my eyes I could barely see, but I couldn't wipe them through the mask as I walked. I was looking for a little tiny spot to disappear into. I wanted a hole I could fall inside of: a little black hole that would eat me up.

Thinking creatively and critically

WHAT DO YOU THINK?

1. Why do you think the other students in Auggie's class acted as they did?
2. If you were Auggie, what would you do in this situation? Would you tell someone? If so, who? Would you confront the other students?
3. What words would you use to describe what happened to Auggie?



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 the most important thing 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 within our relationships we are treated fairly and that in turn we treat others fairly. At a global level, our relationship 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"? Human beings have an innate sense of what is fair. It is often our earliest experience of justice. Children express their frustration 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

Justice as **retribution** means that when someone does something wrong, they are punished. We often associate this term with a country's legal system. If you commit a crime, you go to jail. If you break the speed limit, you receive penalty points.

Learning with others

GROUP WORK

- Discuss these questions as a group:
 1. Is retribution as a form of justice necessary? Why?
 2. Justice as retribution isn't just about criminal justice. You probably signed a code of conduct for your school. What are these rules and what happens if you break them?
 3. At home there are most likely rules your parents or caregivers set for you. What happens if you don't follow these rules? Are they fair?

4. Equality

Feeling that you are equal to others no matter your gender, creed, education, 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 where they live, their gender, their 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 rights. These are called **human rights**. 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 rights are. We have already learned about the UDHR in Module 10 Morality. Its purpose is to protect everyone's 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 rights are so that they will know when they are being violated.

When human rights are not well known, or when they are ignored by people, 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 '12.1.3 UN Universal Declaration of Human Rights' to read this declaration' and watch a video exploring this understanding of justice. Then write up your own understanding of what justice is based on this information.



Evaluating my learning

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 following examples 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 take flight without the protection of parents or other family members.

According to the UN, more than a million refugees had crossed into Europe by the end of 2015. The majority were fleeing conflict in Syria and Afghanistan. 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 the world's response to the refugee crisis would be 'a test of our humanity'. He has challenged world leaders to do more for the protection of refugees and migrants. He insists that migrants and refugees should be helped and treated with respect at every stage of migration.

Log on to the digital library and look up '12.1.4 Share the Journey' to find out more about the Share the Journey campaign launched by Pope Francis in 2017.



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.

HOLDING ON TO HOPE

When we read or hear about stories of injustice in our world, 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.

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 with the photograph seen here. It is an image of a Syrian refugee named Zahra (7) who 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 due to the war and that she hoped that they could remain in touch. Shortly thereafter, Mariella

Log on to the digital library and look up '12.1.5 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.



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. The situation highlights how two young girls' lives can be so different due to circumstance but how the seemingly small action of a young child can have such a positive and impactful effect.

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 well-being 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 on a large scale. Examples include banana, coffee, oil palm, rubber trees, sugar cane and cacao.

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



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, deforest-



ation, 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?

Saint John Paul II often raised concerns about humans 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, when everything is viewed as property for use by humans. He said, '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 (Wisdom 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 call for the need to care for the earth.



within creation, and their duty towards nature and the Creator, are an essential part of their faith' (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 bacteria, has its place and purpose in the web of creation. Creation is a gift from God that invites all people and all of creation to live and work together as a community on this fragile planet. The entire universe, in its many relationships, speaks of God's love.

Log on to the digital library and look up '13.4.4 We Are One – Mitakuye Oyasin' to listen to a song from the Native American tribe, the Lakota, about the interconnected relationship between all of creation, understood by them in this phrase 'Mitakuye Oyasin'.





Thinking creatively and critically

WHAT DO YOU THINK?

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



Thinking creatively and critically

DIGITAL WORK

- ▶ Log on to the digital library and look up '13.4.5 Why We Need to Care for the Earth' to see a video in which a climate activist, a scientist, a parent, a student, an ecologist and a Catholic priest give their opinions on why we need to care for the earth. Then with your partner, reflect on these questions. Share your thoughts 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 about?
 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 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. In Module 10 Morality, we learned that we have personal, interpersonal and global relationships. We can act either justly or unjustly in all of those 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'.

Saint 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 ‘13.4.6 Trócaire’s Climate Justice/Injustice Tree’ to see an infographic on how climate injustice affects the world’s population. Then look up ‘13.4.7 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 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’*, 6o). 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 ‘13.4.8 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,



plants and trees were placed upon the earth by God before any other living thing (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 every 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 Jane Mellett and Lorna Gold. Jane walked the Climate Pilgrimage to bring the message of Pope Francis's *Laudato si'* to the Climate Conference (COP24) in Poland. 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'.

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. Yeb Sano, the leader of our pilgrimage, reminded us

Log on to the digital library and look up '13.4.9 Champion of the Earth 2019 – Ant Forest' and '13.4.10 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.



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 of whom had lost their entire families due to the climate crisis.



THE 'CLIMATE PILGRIMAGE' ARRIVES AT KATOWICE, POLAND

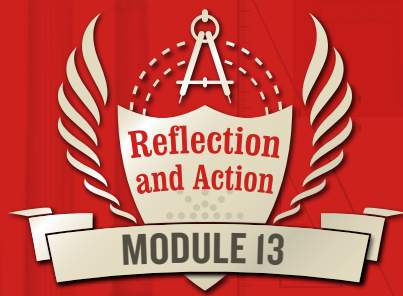
They are the real faces and human stories behind the scientific data and facts.

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. Pope Francis calls on us all to act:

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)

REFLECTING ON LEARNING

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



**Reflection
and Action**

MODULE 13

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.
- ❖ Use what you learn from watching the videos (see below) to develop and inform your speech.

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.

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.



Option 2: School Earth Walk

- ▶ Working in groups of five, create your own Earth Walk using the video found in digital link 13.3.6 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 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 help 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 the document and then see how they can be applied to your own school environment. Create a poster of your 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.



