



T. Coakley/Leanne O'Brien



RELIGIOUS EDUCATION

**TEACHERS' EDUCATION
RESOURCE FOR
POST PRIMARY SCHOOLS**

Young girl,
Kodaljodi Community
Odisha, India

ACTIVITY 1: FACE VALUE

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| AIM: | To know and understand the importance of personal and community values. |
| TIME: | 45 mins. |
| YOU NEED: | Flip chart/white board, markers, Teachers' notes page 3, Teachers' notes page 7. |
| CURRICULAR LINKS: | Northern Ireland (NI) Fully Alive KS3 yr10 lesson 11 knowing my values and staying true to my values. GCSE RE Spec B Ethics, Philosophy and Religion in Society. Republic of Ireland (ROI): Section F: The Moral Challenge: Part 2 Sources of Morality, Key concepts: Moral vision, Tradition. Stewardship. |
| KEY SKILLS: | Communicating effectively; Being creative; Working with others. |
| KEY WORDS: | Values. |

1. Ask the students what they believe values are. Explain to your students that values are what you see as important in your life and in your relationships with others. Examples of values are dignity, acceptance, faith etc. Discuss each of these with your students.
 2. Invite the students to sit comfortably in their chairs, close their eyes. Read the following piece to them:

Sit comfortably in your chair...Close your eyes...Take a deep breath in...Hold...and breathe out.... Become aware of your day... Let go of the business of each lesson.... Breathe out any tension from your day... Breathe in fresh clean air...

Imagine you are looking up at the clouds in the sky.... These clouds are filled with positive values...What positive values are most visible? Which values are not as easy to see?... How are the values written in the cloud?... Are they in colour?...Are there other designs on the cloud?... Now think about your values....Where did you get your values?... Did someone pass them on to you?... Who was that person?... How do you feel when you think of that person?...Imagine that person is standing beside you...What would you like to say to that person?... Now open your eyes.
 3. In pairs, invite students to share what values they saw in the clouds? Each pair should then share these values with the class.
 4. Invite the students to list some of the values they saw in the clouds and write these on flipchart paper. Circle the top three-five values they name.
 5. Invite the students to discuss where they think their values came from.
 6. Divide the class into groups of four or five. Ask each group to discuss the following question: "How do these values impact positively on the community you live in and on the wider world?".
 7. Read the passage about Trócaire's values on page 3 of the Teachers' notes and follow this discussion by reading the Seed Mothers story, available on page 7, in the Teachers' notes.
- Explore the following questions with the students:
- What are the key values being presented in this piece on Seed Mothers?
 - How do these values connect with Trócaire's values?
 - Why are these values important to the Seed Mothers?
 - Do you share some of the same values? If so, which ones and why? If not, why do you think your values are different?

Trócaire works in partnership with people, families and local community organisations. The families we work alongside want to be able to provide for themselves and to live a dignified life where basic needs are met and human rights realised. Families want to have control over their own lives and the decisions affecting them. Through local community organisations, Trócaire supports people in changing their lives and transforming their community.

ACTIVITY 2: NO MAN IS AN ISLAND.

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| AIM: | To illustrate that we are all interconnected as one human family. |
| TIME: | 40 mins. |
| YOU NEED: | Flip chart paper, markers, a copy of both John Donne's quote for each student and a copy of Kofi Annan's quote for each student, both downloadable from trocaire.org/education . |
| CURRICULAR LINKS: | Northern Ireland (NI) Fully Alive: KS3: Yr10, Lesson 14: What makes something fair?; Lesson 15: Justice and Human Rights. GCSE RE: Spec B: Ethics Philosophy and Religion in Society. Republic of Ireland (ROI) Section F: Morality Part 4: Religious Morality in Action: Justice. Section A: Communities of Faith Part 1: Co-operation Part 2: Vision. |
| KEY CONCEPTS: | Sharing; Roles; Cooperation; Commitments; Service; Leadership. |
| KEY SKILLS: | Thinking skills; Communicating effectively; Showing creativity and initiative when developing ideas and following them through. |
| KEY WORDS: | Mortality; Inclusive; Interconnected; Community; Civil Society. |

Read aloud John Donne's famous quotation:

"No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less,.....Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee."

Devotions Upon Emergent Occasions, 1624

1. Go over each line and clarify vocabulary.
2. Discuss the following questions with your class:
 - Do you think the language used in this quotation is inclusive? Does it exclude a group of people?
 - What do you think Donne meant when he said 'No man is an island'?

"No man is an island..." Donne suggests that no man can exist by himself. He states that we are all interconnected, and someone else's loss is also our loss. Someone else's death is a death of our own. "Each time the bell rings, mankind loses...never send to know for whom the bell tolls; it tolls for thee." It is a reminder of our own mortality and the interconnection of life.
3. In pairs, invite students to discuss whether most people in Ireland would agree or disagree with John Donne's quotations, state a reason for their position.
4. In recognition of the fact we are all connected, in groups of 4 or 5, invite students to discuss examples from everyday life or from history where people came

together. In groups of 4 or 5, invite students to discuss examples from everyday life or from history where people come together in recognition of the fact that we are connected. Examples could include the Asian Tsunami in Dec. 2004 or the recent global economic crisis.

5. Answer the following questions:
 - Why did this incident or event affect us, as one human family?
 - What connected human beings from all over the world to this event?
6. Display and read aloud the following quote by Kofi Annan, former Secretary-General of the United Nations:

"The United Nations once dealt only with governments. But now we know that peace and prosperity cannot be achieved without partnerships involving governments, international organizations, the business community and civil society. In today's world, we depend on each other."

Kofi Annan, UN Secretary General, Davos, January 1999.
7. As a class, discuss what Mr. Annan meant by his statement. Explain that non governmental organisations (NGOs) and volunteers are part of civil society. Civil society is often described as a group of people or an organisation who come together because they share a common interest.



Trocaire Alan Weintraub



EXTENSION ACTIVITY: Take a look at the photos online at www.trocaire.org/education/lentschools and match some photos to each stage in activity three. Then organise a display of your findings for your school.

ACTIVITY 3: SOCIAL ANALYSIS

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| AIM: | To identify key development issues. |
| TIME: | 80 mins. |
| YOU NEED: | India country brief – page 4-5 Teachers notes; Handout 1 and photos downloadable from trocaire.org/education/lentschools, flip chart paper, coloured markers. |
| CURRICULAR LINKS: | Fully Alive KS3 Yr10. Lesson 16 The needs of the wider world. GCSE RE: Spec B Religion & Morality. Republic of Ireland (ROI): Section F. Morality. Part 4: Religious Morality in Action. |
| KEY CONCEPTS: | Decision-Making; Truth; Justice; Respect; Integrity. |
| KEY SKILLS: | Decision-making; Critical thinking; Communicating ideas. |
| KEY WORDS: | Social analysis. |

1. Explain that when people's basic needs are not being met or when people's human rights are being abused these are often referred to as 'development issues'. Examples include: the right to food, clothes, water or shelter. Can the students think of any other things that might be classified as a development issue?
2. Circulate the India country brief to each student and ask them to read quietly.
3. In pairs, ask the students to identify key development issues from the country brief.
4. Take feedback from each pair of students and write this feedback on the board.
5. Then, divide the students into groups of four or five. Ask each group to pick an issue of interest to them from the country brief or from the downloaded photos and circulate the social analysis handout.
6. Ask each group to apply this simplified model of social analysis to each group's issue by answering the questions accompanying each stage and displaying their findings/discussion under the headings below on flip chart paper.
7. Invite each group to provide feedback on their learning from the social analysis process.



Harri and Samala Paraja,
Odisha, India

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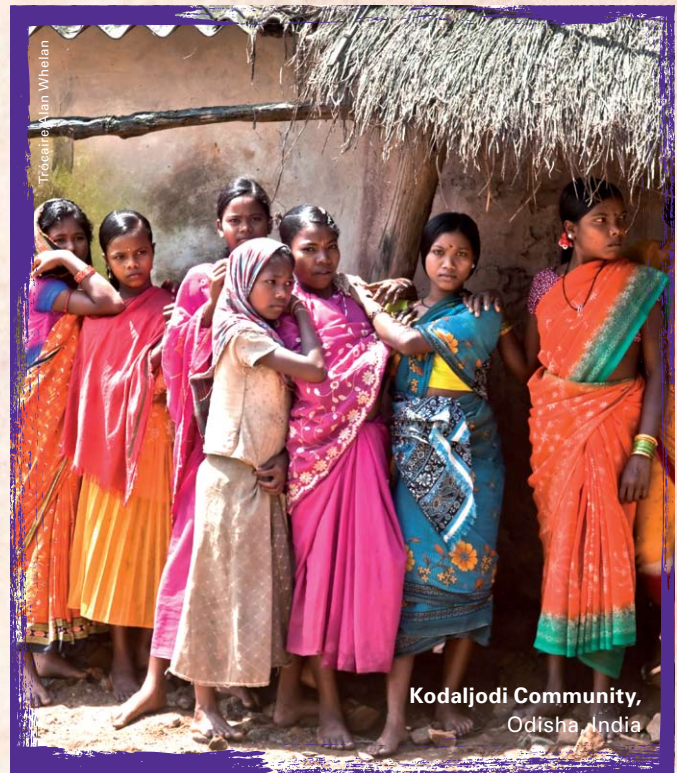
ACTIVITY 4: COMMUNITY & PARTICIPATION

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| AIM: | To understand what is meant by community. |
| TIME: | 40 mins. |
| YOU NEED: | Copy of handout 2 and 3 downloadable from trocaire.org/education/lentschools , flip chart paper and markers. |
| CURRICULAR LINKS: | Northern Ireland (NI): Fully Alive:KS3 Yr10. Lesson 9: Acting Fairly; Lesson 10: Unfair Systems. GCSE RE: Spec B Religion & Citizenship Republic of Ireland (ROI): Section A:Community of Faith, Part 1: Community. |
| KEY CONCEPTS: | Communication; Community breakdown. |
| KEY SKILLS: | Managing information; Thinking; Decision-making; Working with others, Communicating. |
| KEY WORDS: | Community. |

COMMUNITY

1. Invite the class to look at cartoon 1 and discuss the following questions:
 - What is a community?
 - Who is your community made up of?Write answers on the flip chart.
2. In pairs invite the students to examine cartoon 2 and discuss:
 - What might be some of the reasons why two members of the community are excluded?
 - What are the things necessary to promote a more inclusive community?

In India, tribal communities do not follow the Hindu religion and fall outside the traditional caste system, yet this group still remain marginalised. Access to formal education is limited often resulting in poor awareness of their rights. Some of the barriers to development experienced by the tribal communities in India are discussed in handout 3.
3. Divide the class into groups of four or five and circulate two of the statements from handout 3 to each group.
4. Ask the students to consider the following questions:
 - In what ways do the difficulties experienced impact on this tribal community?
 - Do you think the community would like this barrier to be removed? Explain your answer.
 - For each example suggest ways to overcome the challenges faced.
 - Remember it is important that each example must be addressed in a way that is respectful of the tribal cultural context.



Kodaljodi Community,
Odisha, India



DOWNLOAD: Go to trocaire.org/education/lentschools and download the cartoons for this activity.

✝ PRAYER SERVICE ✝

TIME: 40 mins.

YOU NEED: Reflective music, coloured paper, pencils, candle, Bible:
Mark 13: 21-32.

1. Turn on reflective music.
2. Circulate coloured paper and pencils.
3. Ask students to draw the 'values' as they saw them in the clouds.
4. Invite students to place their drawings in front of a lit candle.
5. Read the following Gospel Passage:
Mark 13: 31-32 "He told them another parable: The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
6. Invite your students to reflect on the following:
 - The mustard seed is a small seed, with an amazing ability to grow and provide for all.
 - What small thing has someone done for you that has made an impact on your life?
 - How is God inviting you to make a difference in someone else's life? Even someone you may never meet?

Mark 13: 31-32 "He told them another parable: The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the

PRAYER FOR ALL:

*"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny."*

– Mahatma Gandhi

Loving Father, help me to notice the situations in my life where I can live out my values, to serve your Kingdom, to make a difference in the world, even to people I may never meet.

"Be the change that you wish to see in the world."

– Mahatma Gandhi



Ambika Paraja,
aged 9,
Odisha, India



EXTENSION ACTIVITY: Log onto the website www.trocaire.org/education/lentschools and take a look at the digital presentation on Trócaire's values.

Trócaire



Trócaire is the overseas development agency of Catholic Church in Ireland.