

Lesson: Search for Meaning

Contemporary expressions of the search for meaning.

Methodologies

(use of video clip – short piece played twice) encourage student self-reflection, build on positive, supportive climate in the group

Use of wall chart and silent reading

KEY CONCEPT: vocation, purpose, value

LESSON AIMS:

- To listen to what David Gale has to say about life's purpose
- To consider the concepts of value & purpose;

1. LEARNING OUTCOMES:

At the end of this lesson, students should be able to list their own values and identify a purpose to their lives and recognise the power and impact their choices make on their own lives.

2. TEACHER and STUDENT ACTIVITIES:

Play the clip of the interview with David Gale

🔗 <https://www.youtube.com/watch?v=tJT0sKkRcwc>

🔗 <http://www.wingclips.com/movie-clips/the-life-of-david-gale/purpose-of-life>

- *Students asked to reflect on and discuss what is meant by key statements from the clip*
- *Each student asked to reflect on hopes and desires their families have for them*
- *Post its completed and stuck on wall chart*
- *Silent walking to read of the hopes*

Play clip again further development

- *Personal Values exercise*
- *Complete values sheet / life wheel*

Self Actualisation: Values

Please tick your 7-8 top values in life from the list below:

- | | |
|---|--------------------------|
| ACHIEVEMENT | <input type="checkbox"/> |
| ADVANCEMENT (promotion) | <input type="checkbox"/> |
| ADVENTURE (new & challenging experiences) | <input type="checkbox"/> |
| AFFECTION (love, caring) | <input type="checkbox"/> |
| BALANCE (work/life balance) | <input type="checkbox"/> |
| CO-OPERATION (working well with others, teamwork) | <input type="checkbox"/> |
| CREATIVITY (being imaginative, innovative) | <input type="checkbox"/> |
| ECONOMIC SECURITY (steady, adequate income) | <input type="checkbox"/> |
| FAME | <input type="checkbox"/> |
| FAMILY HAPPINESS | <input type="checkbox"/> |
| FREEDOM (independence, autonomy) | <input type="checkbox"/> |
| FRIENDSHIP (close relationships with others) | <input type="checkbox"/> |
| HEALTH (being physically & mentally well) | <input type="checkbox"/> |
| HELPFULNESS (assisting others, improving society) | <input type="checkbox"/> |
| INNER HARMONY (being at peace with oneself) | <input type="checkbox"/> |
| INTEGRITY (honesty, sincerity, being true to oneself) | <input type="checkbox"/> |
| INVOLVEMENT (participating with others, belonging) | <input type="checkbox"/> |
| PERSONAL DEVELOPMENT (using your potential) | <input type="checkbox"/> |
| PLEASURE (fun, laughs, leisurely lifestyle) | <input type="checkbox"/> |
| POWER (control, authority, influence) | <input type="checkbox"/> |
| RECOGNITION (respect from others) | <input type="checkbox"/> |
| RESPONSIBILITY | <input type="checkbox"/> |
| STATUS | <input type="checkbox"/> |
| VARIETY | <input type="checkbox"/> |
| WEALTH (making money) | <input type="checkbox"/> |
| WISDOM (understanding life, discovering knowledge) | <input type="checkbox"/> |

HOBOOY TO DO RATHER!

HERE'S HOBOOY TO DO

HERE'S

①

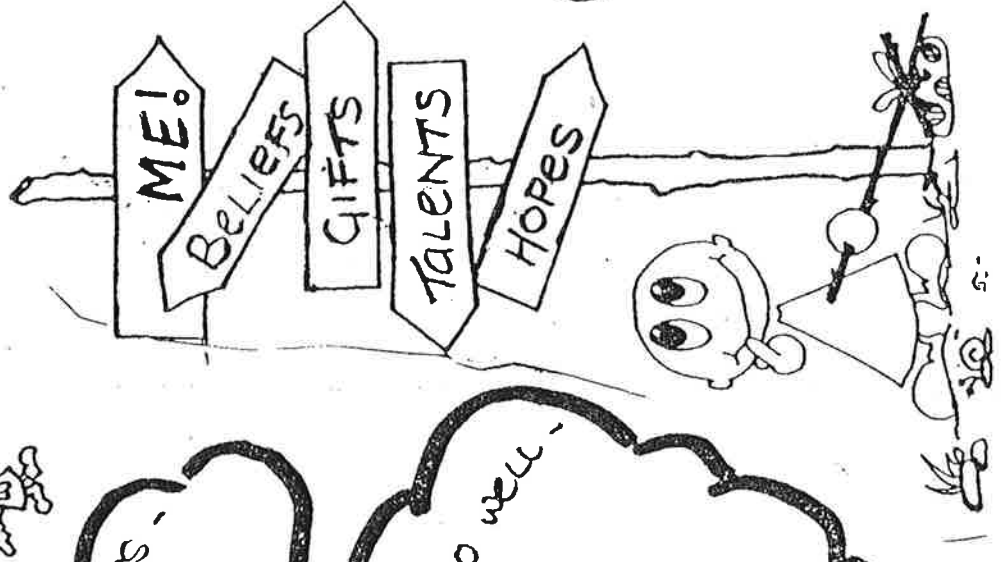
MY STRONGEST BELIEFS/VALUES -

3 THINGS I DO WELL -

3 WORDS TO DESCRIBE ME -

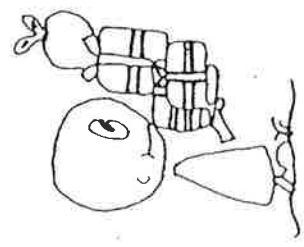
3 THINGS I LIKE ABOUT MYSELF

HOPES FOR THE FUTURE :-



You are ok. You are not afraid. You are all that that is to be. We need to be.

There is only one person with your talents, your experience, your gift.



MY VALUES

Directions: Read through this list of values that was compiled in a study of young people. If you value something that is not on this list, add your value, or values to the list. Circle the five values that are the most important to you:-

Rank the five circled values. Put a 1 by the value that is your top value; a 2 by the next most important, and so on.

1. being popular	14. having a happy home life
2. going to church	15. being loyal to friends
3. being nice-looking	16. having designer clothes
4. having friends	17. getting good grades in school
5. having money	18. being independent
6. listening to music	19. having dreams for my future
7. helping people	20. being happy
8. travelling	21. having good health
9. knowing myself	22. keeping things in order
10. being honest	23. having responsibility
11. being smart	24. standing up for what I think
12. being mature	25. making my family proud
13. being good in sports	

Your Top Five	1	2	3	4	5
What were your choices from the					

Lesson: Christianity

Jesus and his life and times.

Methodologies: use of text book, pair work, personal story, profile

KEY CONCEPT: attitude, vision

1. LESSON AIMS:

- Outline the characteristics of the Kingdom as preached by Jesus
- To understand Jesus' vision of the Kingdom of God

2. LEARNING OUTCOMES:

Reflect on beatitudes and increase our understanding of what they mean for us today

Relate beatitudes to our own lives

Opening activity – choose 5 things you would buy with credit card no financial Limit page 84

The Beatitudes

Jesus taught us a very specific set of attitudes/values as indicators of how to live.

- Play clip: <http://safeshare.tv/w/OHBzXqllCH>

Read Beatitudes (see Seek & Find pp84-85) – what do they mean for us today?

Do they make sense? Are they realistic?

Give personal account – letter

Write a brief account of the person?

Age, name, family. Male/female, character

Disclose detail share personal story.

“Blessed are the gentle, for they shall inherit the earth.”

You taught us to act gently, to respond to situations rather than simply react. From your inner strength in God, you tried to overcome negative things by doing good. You taught us always to be sensitive to the needs of others, not to cast the first stone. When people hurt us, to try to understand them, to make allowances. You often said “You don’t know the full story...”. Being at peace within yourself, you radiated this to us, we and many others always felt “special” & of value when we were with you. You specialised in healing rifts. You were the kind of person with whom each of us could communicate: - our daily chats whether at home or on the phone are evidence of that.

“Blessed are those who mourn for they shall be comforted”.

You always allowed yourself to be touched by the pain of others. You taught us to feel deeply, to care for others no matter what it costs in time and emotion. You lived your life as someone that was always there for us. From you we learned not to go it alone in life, to come home, to talk about things, to share our stories. Above all, you have taught us to know our need for God & at this time of suffering, each of us is like the person in the well-known poem “footprints” who when looking back at scenes from his life questioned the Lord why at the most difficult times there was only one set of footprints. The Lord replied: “My precious, precious child, I love you & I would never leave you. During your times of trial & suffering, when you saw only one set of footprints, it was then that I carried you”.

To many people you are a wonder. A busy housewife, a successful businesswoman with a talented craft; to us you are all these and more. The words of the Memorare, your favourite prayer come to mind, as we try to explain what you are to us as wife and mother.

“Remember O most Gracious Virgin Mary that never was it known that anyone, who fled to thy protection, implored of thy help or sought thy intercession, was left unaided”.

Never have we sought your help, prayers or protection without being aided. Your constant prayers, your listening ear, your balanced, unjudgemental advice, your gentle guidance has brought us through many daily ups and downs.

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So today, we surrender to the will of God, believing that somehow all will be well, knowing that the final solution will not be in this world but in the next where there will be no more crying or mourning or pain. One day we will find you again. This hope will not fill the emptiness we feel at this moment but it will help us to cope with our loss.

“And the stately ships go on
To their haven under the hill;
But O for the touch of a vanished hand
And the sound of a voice that is still”.

(Tennyson)

Your Loving and very grateful Family.

Lesson: Prayer

Sacred Spaces

In this lesson we will plan a class pilgrimage.

We noted in a previous lesson that people go on pilgrimage for a number of reasons. Firstly take some time to reflect on what it is you would like to experience on your own pilgrimage. Take some time now to reflect on what might be the goal of your pilgrimage. Use the following questions to sketch your thoughts and write the responses in your RE Journal.

Personal Reflection

- What troubles me now?
- What do I want to pray for?
- What do I want to get out of the pilgrimage?
- What have I learned from the pilgrims to sacred places?
- What would I like to experience?
- What would I like to cleanse from my life at this time?
- What am I grateful for?



The Thinker is a bronze and marble sculpture by Auguste Rodin held in the Musée Rodin in Paris. It depicts a man in sober meditation battling with a powerful internal struggle.^[1]

Divide the class into groups - each group has responsibility for organising the following aspects of the pilgrimage:

- Sacred space
- Ritual
- Reflection
- Music
- Prayer
- Sacred text
- Coordination

The sacred space committee

Research the place of your pilgrimage.

- What is the tradition associated with it?
- Draw the place; identify the key points of the site.
- What aspect of the environment draws you to this place?
- Research the place and any traditions associated with it.

(Your teacher will advise if contact should be made with the local authority/ council officials where your pilgrimage involves going on lands in state care or care of the county council (e.g. graveyards)

Task: *Present your findings to the class. Your presentation can take the form of a drama or powerpoint presentation of the story of the place. You could also consider explaining the story of the sacred place through song, mime, music or recitation.*

The ritual committee

Do not underestimate the importance of keeping the traditions and rituals associated with the sacred space. Try to incorporate some of the traditional rounds and prayers associated with the place – or perhaps design your own ritual.

Maybe a symbolic act could take place at the gathering, a blessing for the journey.

Bring stones on the journey which hold a symbolism.

Plan for prayers, silence, singing and conversation en route, telling of the story associated with the place.

Ensure that there is some element of walking involved. Plan a route to the sacred place which will allow for people to get a sense of the rhythm of walking as a pilgrim. It is important to feel the shared journey with others.

Plan for silence

Plan that part of the walking is done in silence. It is important that everyone has agreed to respect the times of silence. Part of the pilgrimage is to allow each person to reflect. The pilgrimage is inclusive; those who are not of the Christian faith can join and reflect.

Task: *Write out the ritual(s) which you would like the group to participate in. Explain the reasons for the rituals, traditions associated with the place. Keep the rituals simple and easy to remember*

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Stop/Start/Continue

'Continue' I do more of

'Stop' I do less of

'Start' I try out

