

LESSON 29: Journey and Calling



REFERENCE

Page 492 [NOW-AND-ALWAYS:
PERSONAL VOCATION]



WHAT YOU NEED

- (3) LSM: 'Discussion Questions'
- (4) Bibles

AIM

- To consider life as a journey and to acknowledge that we all need to continually grow and learn

OUTCOMES

- KUI Learners understand maturity as a recognition of the need to grow continually.
- DAP Learners appreciate the need for continual growth to maturity.

TEACHER'S NOTE

The basic image in this lesson is 'journey'. Look for ways to explore this in the context of life. If life is a journey, where are we headed? What are the obstacles or challenges we might meet on the way? Are we prepared for them? What do we need to take on life's journey? These and similar questions form an outline for the lesson.

LESSON OUTLINE

1 Life As a Journey

- Introduce the lesson by telling the learners that different people have different views on life. Invite learners to share their views.
- Propose the image of life as a journey. Ask them to think of the questions that arise when one thinks of going on a journey.

2 Life's Challenges

- Ask the class to respond to the following: "What are the questions and challenges that face young adults as they leave home (on their life's journey) to study, work or whatever?" As the learners give responses list them on the board.
- When the list seems complete, pose a second question: "Which items on the list are concerned with self, and which call one out of oneself."

3 Maturity

- Divide the class into groups of four or five learners each.
- Provide each learner with the Lesson Materials page 'Discussion Questions'.
- In groups ask them to discuss the four questions.
- Take some feedback, especially around the last question.

4 Direction

Setting out on a journey requires a choice of direction. Conclude the lesson by reading or asking a learner to read Matthew 2:1-12. Ask learners to reflect on the following questions:

- What does this reading teach me about journeying?

- What is my guiding star?
- Invite learners to share the insight and inspiration they gained from the gospel.
- Close the session by inviting one learner to close the reflection time with prayer.

OTHER IDEAS

5 Giving and Receiving

Invite learners to do the following exercise:

Listed below are a number of occasions in which you might be asked to "go out of your way" to help another. For each item indicate the degree to which you yourself find this situation difficult to do (letting 1 equal the least, and 5, the most degree of difficulty). Then, under each line, suggest what each activity can do to enrich your life or what it can teach you about growing in love for others.

Visiting or writing to a grandparent. 1 2 3 4 5

Helping a younger brother or sister with schoolwork. 1 2 3 4 5

Intentionally not going out on a date in order to spend a night with the family or talking to your parents. 1 2 3 4 5

Doing extra work around the house without being asked when you see your parents are especially bogged down. 1 2 3 4 5

Taking the trouble to talk to a student at school who appears to have few or no friends.

1 2 3 4 5

(James Finley. 1969. *Your Future and You*, Notre Dame: Ave Maria Press, p 16)

MATERIALS

LEARNER

CIE. 2005. 'Discussion Questions'



Lesson Materials



Discussion Questions

1. What are the pros and cons of continuing to live at home after finishing school?

2. Maturity is the ability to think of others. What do the passages below tell us of what Jesus taught concerning the gift of self?

Ephesians 2: 1 – 11

Mark 8: 34 – 38

John 16: 1 – 4

3. What are some of the marital situations in which a couple will of necessity have to give of themselves in order to discover the meaning of love? For starters, discuss the following: prolonged financial or health problems, career conflicts, children. Etc.

4. As a group complete the following sentence.

For us to reach full maturity we will need _____

LESSON 30: My Vocation



REFERENCE

Page 492 [NOW-AND-ALWAYS:
PERSONAL VOCATION]



WHAT YOU NEED

- (1) LSM: 'Today, tomorrow, together'
- (3) Bibles
- (3) Darkened room
- (3) Candle & Music

AIM

- To give learners a time to reflect upon the idea of being called

OUTCOMES

- KUI Learners understand the concept of vocation or calling as an invitation from God.
- DAP Learners have a positive attitude to prayerful or reflective living.

TEACHER'S NOTE

This whole lesson is quiet and reflective. Encourage this from the start of the lesson.

LESSON OUTLINE

1 Vocation

Help learners to reflect on the idea of calling or vocation:

- If I am called to something, what does this suggest? Who is calling?
- What is the basic calling of every human being?
- What are some of the special callings that people receive?

2 Influences

Give learners the Lesson Materials page 'Today, Tomorrow, Together', and ask them to do Part A. This encourages them to reflect upon some of the influences that have played a significant part in their lives until today.

3 Tomorrow

Ask learners now to do Part B of the Lesson Materials page privately. It puts before them a challenge regarding their future.

4 Reflection

- Establish a quiet environment in the room – darkened room, music, maybe a candle.
- Get the learners to relax – take them through a relaxation exercise.
- Then, ask them the following questions, allowing for a suitable pause between them.
 - At the moment what are your plans for the next five years?
 - Are these plans dependent upon outside factors, e.g. money, results, people etc?
 - What or who will cause you to change them?
 - Have you prayed about these plans?
 - Why / why not?
 - What could happen if you let God in?

5 Scripture

Conclude by reading John 10: 14-17.

OTHER IDEAS

6 Invite a Speaker

Invite the Vocation Director in your diocese or parish to come and address the learners about the different kinds of vocations in the Church.

7 Careers and Career Choices

Link this lesson with the Life Orientation learning outcome concerning careers.

MATERIALS



LEARNER

- Michael Pennock. 1984. 'Today, tomorrow, together' in *Your Church and You*, Notre Dame, Indiana: Ave Maria Press, p 122. (Adapted)

Lesson Materials



Today, tomorrow, together

Part A

List some institutions, which have touched your life and give a brief picture of their influence upon your life:

1. Your family: _____

2. Your school: _____

3. _____

4. _____

5. _____

Part B/...

Lesson Materials  **TODAY, TOMORROW, TOGETHER (cont)**

Part B

Below are four scripture references, which express the Gospel challenge for people. Read each reference and summarise the thrust of each message in the space provided. Then in the second column write down how this could impact on your future, if you lived it to the full.

Quote	Summary	Impact
Mt 28: 18 – 120		
Matthew 5:16		
Mt 6:19 – 26		
Mt 5:9		

LESSON 31: Vocation in the Church



REFERENCE

Page 493 [SOONER-OR-LATER: PATHS WITHIN THE CHURCH]



WHAT YOU NEED

- (2) LSM: 'Body Builders'
- (3) LSM: 'The Priest's Calling'

AIM

- To reflect upon a few issues around vocation or calling within the faith community
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OUTCOMES

- KUI Learners realise that the faith community is built upon people who are committed to it in one way or another
 - DAP Learners appreciate the role played by the ministers in their faith communities.
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TEACHER'S NOTE

It is possible that time will not allow you to do step 4. If there are only a few minutes, perhaps a brief general discussion could be held.

Other Ideas raise issues that need to be faced by the faith community. However, if you do decide to raise one of them, it should not become the central focus of the lesson.

Broaden your treatment from 'priest' to 'minister' if necessary.

LESSON OUTLINE

1 Introduction

Review the concept of vocation as one of people being called to serve – in whatever role. Within the faith community, there are a few particular roles that are unique. These are the focus of this lesson.

2 Body Builders

- Divide learners into groups of four or five learners
- Provide the learners with the Lesson Materials page 'Body Builders'.
- Let the learners do the exercise in their groups.
- Take feedback.

3 The Priest's Calling

- Provide each learner with the Lesson Materials page 'The Priest's Calling'.
- Ask learners to do the exercise.
- They share responses to no. 1.
- Then facilitate exercise no. 2.

4 Job Description

Ask learners in the same groups as before to reflect on how a priest should serve the

GRADE 12 Religious Community

community (parish) and then write up a job description for one of the following: parish priest, pastor, or bishop. Ask them to include the following elements:

- a. Job title
- b. Statement of purpose
- c. Key responsibilities
- d. Qualifications (including educational)
- e. Salary

Ask learners to share and discuss their description with their classmates.

(Michael Pennock. 1984. *Your Church and You*. Notre Dame: Ave Maria Press, p121)

OTHER IDEAS

5 Some Other Issues

Research and debate one of these topics.

1. Clerical Celibacy

- a. What is clerical celibacy?
- b. When and why did the Roman Catholic Church develop the discipline of clerical celibacy?
- c. Should priests be allowed to marry?
- d. What is the pope's stand on this issue?
- e. Interview at least two priests to get their opinions on this topic.

2. Ordination of Women.

The role of women in today's church is a burning issue. Women's rights movements in the larger society have also made all impact on the church. Many historical factors, which we don't have the space to study here, have been responsible for making our church male and clerically dominated. Today, though, many Catholics are trying to figure out the proper role of women in the church. The issues involved have often focused on the topic of ordination of women to the priesthood. Do some research on this lively topic.

- a. What are the arguments for and against the ordination of women?
- b. What position has the official teaching authority taken on this issue?
- c. What do you think?
- d. Interview your mother, father, a nun and a priest to get their opinions on this topic.

Report their views.

(Michael Pennock. 1984. *Your Church and You*, Notre Dame: Ave Maria Press, p 276)

MATERIALS

LEARNER

- Michael Pennock. 1984. 'Body Builders' in *Your Church and You*. Notre Dame, Indiana: Ave Maria Press, p 34
- James Finley. 1969. 'The Priests' Calling' in *Your Future and You*, Notre Dame, Indiana: Ave Maria Press, p 124



Lesson Materials



Body Builders

St Paul described the church as the Body of Christ. This image implies that every member of the church has a certain task in contributing to the work of the church, to building up the Body of the Lord. Break into small groups (four or five). Name a person from your class or parish who seems to fit each of the descriptions below.

_____ *Church Public Relations Director*: a person excited about the good news and glad to share it with others

_____ *Church Bellringer*: a person who calls people together to celebrate

_____ *Church Organiser*: a person who plans things and sees that they get done

_____ *Church Janitor*: a person who works in the background and quietly does things that no one else seems to want to do

_____ *Church Counsellor*: a person who can listen to others and bring them the understanding they need

_____ *Church Cook*: a person who adds just the right amount of salt to every event so that everything goes all right

_____ *Church Social Worker*: a person who stands up for others and is concerned with social justice

_____ *Church Social Director*: a person who adds life to every event

_____ *Church Mouse*: a person who can always be counted on to be around

_____ *Other*: (Write your own – either to describe you or someone you know.)

Lesson Materials



The Priests' Calling

1. In order to better understand the priest's calling to be with others, imagine you are a priest facing each of these situations. On a scale of one to five, indicate the extent to which you would find each situation rewarding or unrewarding. (Let one equal the least rewarding, and five, the most rewarding.)

A priest is needed to help form and moderate a youth group for the high school students of the parish.

 1 | 2 | 3 | 4 | 5 |

A girl who is a senior in high school is pregnant and is considering having an abortion.

 1 | 2 | 3 | 4 | 5 |

A small group in the parish wants a priest to pray with them and to help them grow in their own prayer life.

 1 | 2 | 3 | 4 | 5 |

A married couple wants help in learning how they can save their marriage from divorce.

 1 | 2 | 3 | 4 | 5 |

A man dying of cancer wants a priest to visit him regularly in his home.

 1 | 2 | 3 | 4 | 5 |

An engaged couple needs help preparing for marriage.

 1 | 2 | 3 | 4 | 5 |

2. After sharing your responses to this exercise, on the blackboard make a list of the qualities or characteristics you think a priest should have in order to minister effectively to others. For example, common sense seems to be important for anyone giving advice to others. Be sure to give reasons for each characteristic.

LESSON 32: Youth Movements and Groups



REFERENCE

Page 496 [ALREADY – OR – SOON:
YOUTH IN THE CHURCH]



WHAT YOU NEED

- (1) LSM: 'Reflections on Loneliness'
- (3) Presentation: Youth Movements

AIM

- To introduce learners to various youth movements and groups which may support them as they leave school

OUTCOMES

- KUI Learners know about some of the relevant youth gatherings, both in their area and possible places of future study or work.
- DAP Learners appreciate the existence of such groups.

TEACHER'S NOTE

"Finally – and maybe crucially, for this can be a vital link between school RE and adult faith – be sure to introduce the learners to those Church Youth Movements and Groups that they are eligible to become part of." (CORD Page 496)

The final format that you choose for this lesson will depend upon many factors, the most significant of these being:

- How many of the learners will leave their own parish next year – either for work or study?
- How many of them will be working or studying and remaining at home and in their own parish?
- Are there good youth groups in their parishes?
- Are you able to get people from the different youth movements in your parish, city or country to address the learners?

The lesson outlined below has three sections: (i) a reflection on loneliness, (ii) a discussion of the need for support, and (iii) a presentation on various youth movements. For the last section, the best would be to invite a few people from the different movements to talk with the learners. If this is not possible, try to get a few "flyers", handout, and posters. The last and least effective would just to give the learners the contact details for them to make their own contact.

LESSON OUTLINE

1 Reflection

Distribute the Lesson Materials page 'Reflections on Loneliness'. Make sure that everyone has a pen or pencil. Encourage them to write down their answers, as it helps them to formulate their impressions and their ideas. When finished, invite them to share their answers in small groups.

2 Discussion

Have a class discussion where learners focus on the following questions:

- What is loneliness, Is it good or bad? Are there times when we need support?
- What circumstances would seem to encourage or promote loneliness?
- How does loneliness affect us?
- What are some of the methods we use to run from loneliness?
- Should we run from loneliness?
- What role do friends (and family) have in helping us cope with loneliness?
- Is it true that activity, fun and doing things really overcome loneliness?
- If they don't what does help to overcome loneliness?

3 Presentation

Conclude this lesson by giving a presentation where you introduce learners to different Catholic Youth Movements in South Africa, that cover the areas that the learners will be going to for study or work the following year, that will help them get involved in the church activities even when they will not be in their parish or diocese. You can also introduce them to other ecumenical youth movements in order to cater for all learners in your class. You can provide the learners with some addresses and details of different youth movements. Consult the Southern African Catholic Directory online at <https://catholicdirectory.org.za/> .

OTHER IDEAS

4 Invite a Speaker

You can invite the Vicar for the Youth in the Diocese or the Youth Animator in your parish to come to your school and tell the learners the different Catholic youth groups in South Africa that they can be part of when leaving school next year. It will be very important and worthwhile for the speaker to tell the learners about each youth group's vision and mission, and how they strive to achieve and live the mission and vision of the Church.

MATERIALS

LEARNER

- Carol Gura. 1993. 'Reflections on Loneliness' in *Ministering to Young Adults*. Winona: Saint Mary's Press, p 63



Lesson Materials



Reflections on Loneliness

1. Recreate in your mind a very lonely time in your life, a time that you would not want to repeat. Describe where you were, the circumstances surrounding this lonely time. How did you feel? Did this lonely time have any lasting effect on you? What did you do to pull out of it? Take time to reflect on each aspect of the experience. When you are ready, try to describe the experience in the space below.

2. Now reflect on a time when you relished aloneness, a time when being alone seemed to be the perfect thing for you. Why did you need to be alone? How did you feel about the experience? How was this experience different from loneliness? Take time to reflect on each aspect of the experience. When you are ready, try to describe the experience in the space below.
