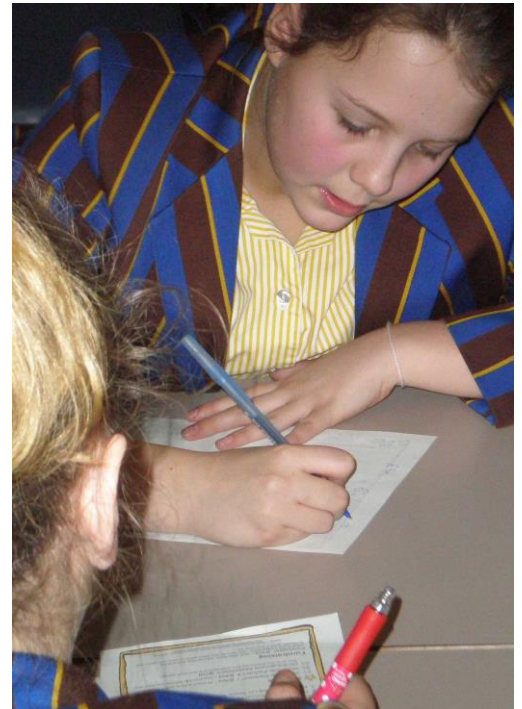


Y7-Y8 learning journey

Let's go on a journey - a journey of learning through Year 7-8 RE where you are no longer an adult but a secondary pupil, learning about global justice using CAFOD resources within your school's People of God: Called to Serve curriculum.



Year 7, week one

You are eleven years old, newly arrived in secondary school. You are now among the youngest pupils in the school, only a few weeks after being among the oldest, and possibly even a prefect, in your primary school. Instead of being familiar with your surroundings, you are finding your way around a huge and unfamiliar site. Instead of being surrounded by people you know well, you know only a few of the hundreds of people around you.

You are beginning to learn a new level of independence. You may be travelling to school independently of your parents for the first time. You may be feeling excited, fearful, or a mixture of the two.

During your new school's induction programme you realise that this is a Catholic school, where people try to treat each other as Jesus taught. You realise that some of the prayers and liturgies that you remember from primary school will also be experienced here and that there are staff, and perhaps named older pupils, who will help you to feel at home.

Year 7, units 1 and 2

After your school's induction period, your teacher introduces the first unit for the year: How can we know what is true? - Who is God? This followed by unit 2: Who is Jesus? - Is Jesus special?

Your teacher shows clips from CAFOD's video wall of young people around the world talking about what they believe about God and about Jesus. You are interested to see that young people like you from other countries also believe in God and Jesus. You are challenged by their willingness to talk about their faith so openly and are prompted to clarify your own beliefs. You have opportunities to explore your own beliefs and to find out what the Church teaches as you journey through these two units.

During unit 2, it is Advent. Your teacher starts each lesson with a short reflection from CAFOD's Advent calendar for young people and challenges you to take the action for that day. You feel that you are part of a global preparation for Christmas.

Year 7, unit 3

In this unit, as you discuss what it means to belong and as you talk about the Kingdom of God, you also discuss what Jesus meant by 'Thy kingdom come'. You watch a short film from CAFOD where people from different cultures pray these words. You are moved to realise more deeply that you are part of a global family, God's family. You explore what earth would look like if God's will were done on earth as in heaven.

You read stories from communities where CAFOD partners work. These remind you again that the Church is wider than your own school, parish and family. You are inspired by people overseas who are serving the Kingdom.

Year 7, unit 4

Your teacher asks 'Is there more to life than meets the eye? What are the signs of Catholic identity?' and you discuss how the Church sees the world in a very special way. You learn that, with this new way of seeing, even the most ordinary objects in the world reflect something of God. You write poems about 'each sacramental thing'.

Your teacher shows you a composite image of people in the UK and overseas. Together you identify aspects of God that are reflected through these people and reflect that God is not only visible in ordinary objects of our world, but even more so in its people. Your teacher shows you a poem written by a gap year student who has been overseas with CAFOD about how God is reflected in an ordinary person that she met while visiting poor communities. You learn that, in a very particular way, God is present in the poorest and most vulnerable people. You start to look for God in the people around you.

You study the sacraments of Baptism and Eucharist. When you're looking at Eucharist, your teacher uses some activities from CAFOD and you learn that the Church teaches that we can only live the Eucharist fully if we also serve the poorest and most vulnerable people. Together you design Eucharistic banners to hang in a new church and inspire parishioners to live out the Eucharist in their daily lives when they leave Mass. You find out more about how unequal the world is and how many are living in extreme poverty, and some of the reasons for this. You want to do something about it and your class chooses some ways you can help to make a difference.

Year 7, unit 6

It is almost the end of Year 7 and you feel much older than you did in September. In your final unit your teacher asks, 'What are the joys and challenges of life and of living as People of God?'

Again you see clips of young people on CAFOD's video wall. This time they are talking about how they and their communities live out their faith as people of God. You're glad to hear them speak up. You think your faith is important too, but as you're getting older you're feeling more embarrassed about speaking about your feelings and beliefs. These clips provide an opening for you and your friends to share more about what you really think. You also grow in hope for the world - if young people all over the world are trying to live as God wants, then the world really can become a more just and peaceful place.

You learn about inspiring people, including local saints and martyrs, who live or lived as people of God. After looking at CAFOD saints cards and finding out about CAFOD partners as well as saints, your teacher shows you a video of the life of Blessed Oscar Romero and you use a timeline to find out more. You are inspired by how Romero bravely spoke up for people in poverty who were being oppressed. Your class adapts the Romero PowerPoint in CAFOD's resources to prepare a presentation about Romero and other inspiring people for your year group assembly.

At the end of the unit, you have a class reflection time when you make your own El Salvador-style cross depicting your own community, and remembering that on the cross Jesus understands and is with those who are suffering. Your liturgy helps you to offer your concerns to God. It ends with watching the Emmaus story presentation with images from different countries. Your teacher helps you to reflect that Jesus is alive and always there to help us.

Year 8, unit 1

You have returned from the summer holidays feeling more mature and more confident – you are no longer one of the youngest pupils in the school.

The year's RE lessons begin with a unit about why promises matter and about what it means to be a Covenant people. You explore the different types of promises that people make, and some of the biblical covenants. You learn that unconditional love was God's response to the Hebrew people in the Bible, even when they broke the covenant. At the end of the unit you watch CAFOD's PowerPoint of people around the world sharing what God's unconditional love means to them. It helps you to reflect on what God's unconditional love means to you.

Year 8, unit 2

Your teacher asks you whether one person can change the world. You have wondered this yourself. You'd like to be someone who can change the world.

You talk about some people who *have* changed the world. You watch CAFOD's PowerPoint about Nelson Mandela. You are inspired by his words, 'You can be that great generation'. You reflect that, perhaps, if one political prisoner can change South Africa, you could do something great too!

As your class explores the Ten Commandments and the Beatitudes you start to realise how very different, challenging and exciting Jesus' teaching was. Your teacher has printed illustrations of the Beatitudes from CAFOD's website and displayed them around the classroom. Your group chooses one and creates a short sketch to show how it can be lived today.

Year 8, unit 3

Your class is studying how Catholics live as Covenant people. You began by talking about why people celebrate and recalling some of your own celebrations. You were struck by how many of them involved special meals and you are beginning to realise why Jesus left the Eucharist as a celebratory meal for his disciples. At the same time you learn that Eucharist makes present Jesus' sacrifice.

When you move on to look at how Christians can find the strength to live sacrificial love too, your teacher talks about Confirmation. You will be confirmed in your parish this year, but some people in your class have already been confirmed. You are interested to hear their impressions. You look at CAFOD's Confirmation resources. You watch the Pentecost PowerPoint for Confirmation and realise that the Pentecost story is still being brought to life all around the world. You are now even more eager to be confirmed.

Year 8, unit 4

You are pondering the question of whether there are limits to forgiveness and how to live out reconciliation. Your class thinks about situations at home, in your local area, in your country and around the world where forgiveness is needed.

You watch CAFOD's animation about Rwanda. You reflect that, if people can start to be reconciled even after a genocide, perhaps forgiving the mate who offended you last break time is not so difficult after all.

Year 8, unit 6

Your teacher has explained that you'll be studying your final RE unit this year with CAFOD.

In the first lesson, there is an image on the whiteboard as you come into the classroom and your teacher invites you to try to work out the story behind the picture. You think that it is someone welcoming a neighbour to have a cup of tea. You find out that the man in the picture is a refugee. You reflect that you can show love to your neighbour even when you possess very little, and that 'neighbour' means anyone in need, however far away.

You go on to explore how acting justly is an essential part of loving our neighbour.

You do an exercise to work out how you decide what is fair, or just. You write down an injustice and why you think it is unfair. Then you grade some of the things that influenced your opinion – like other people’s opinions, or whether it is against the law, or the fact that you wouldn’t want it to happen to you. You’re interested to see that other people’s opinions are very important to you. Your teacher helps you to see that your faith has influenced you too – perhaps more than you thought at first.

Your teacher introduces Catholic Social Teaching (CST) by showing you a fast-paced video called ‘CST in 3 minutes’. This is interesting - it’s a whole new concept to you. You have to pay attention because the animation moves very quickly. Your teacher explains a bit more then you watch it again, looking out for particular points.

Then your teacher spreads out some colourful cards on your table and you do various activities, finding a definition of Catholic Social Teaching, then matching quotes from Catholic documents with scripture, movie quotes and CAFOD stories. You learn eight principles of Catholic Social Teaching and find them easy to remember because you can visualise the images on the cards but – just in case - your teacher gives you a placemat for the rest of the unit to remind you.

You watch one-minute films on CAFOD’s video wall, each showing a young person in the UK, Myanmar, Bolivia or Uganda and how their community is living out one principle of CST. You talk about how your class could live by CST principles.

Your teacher gives you some scenarios where you are faced with a dilemma and you discuss in groups what you would do and why. In the plenary you realise that the reasons you have given are related to CST principles. You ponder whether these are strong influences for you because you have had a Catholic education.

You read Matthew 25 together. You look at the actions mentioned in the passage ‘Whatever you did to the least of these...’ and mind map ways that these actions combat injustice. You talk about how you can live justly and you supplement CAFOD’s PowerPoint of Matthew 25, adding photographs of how people live justly in today’s world.

Your teacher gives you a session about the CST principle ‘Stewardship of Creation’ and how this principle addresses a number of injustices. You learn about Pope Francis’ encyclical *Laudato Si’* and you watch CAFOD’s animation. You are impressed that the Pope is so up to date and is trying to help the world to change.

You are given a couple of lessons to investigate how Catholics work for justice, locally, nationally and globally, and are given an investigation sheet to record your findings. You share your research with a partner then talk as a class about what you might do together as an act of justice.

Finally, your class takes time to reflect, as you watch CAFOD’s *Fullness of Life* animation. You ponder that the Church has lots of good things to say about justice and that, as part of the universal Church, you are beginning to play your part too so that everyone can enjoy life to the full.