**Year 7 Mission: Following in the Footsteps of Jesus**

## Unit Focus
In this unit students will explore a contemporary understanding of Christian Mission as ‘following in the footsteps of Jesus’ by identifying him as a healer, nourisher, restorer of dignity and friend of the poor and oppressed everywhere in the world. Students will learn about Jesus’ qualities from selected Gospel passages and Catechism extracts and from religious art work. They will study the lives and work of people who have tried to follow Jesus in this way – St. Francis of Assisi, a widely popular saint and Pauline-Marie Jaricot, the founder and inspiration of the work of Catholic Mission. Students will be encouraged to participate in the Church’s Mission by class or individual activity related to the global context of poverty and oppression and be encouraged to develop a regular habit of prayer for mission.

### UNIT OUTCOMES

By the completion of this unit students should be able to:

1. **IDENTIFY and discuss examples from the Scriptures and the Catechism of Jesus as healer, nourisher, restorer and friend of the oppressed.**

2. **CITE people in various contexts who have tried to follow his example and, in particular, describe and outline the life and works of St. Francis of Assisi and Pauline-Marie Jaricot.**

3. **IMAGINE, workshop and initiate courses of action that further the mission of Jesus to heal, nourish, restore and befriend in a local or global context.**

### Missiology in brief

**for the students**

We have a responsibility to use our humanity for the benefit of others.

### Duration

2 weeks – Ideally the first 2 weeks of Term 4 (Tasmania – Term 3) to coincide with World Mission Day/Week.

### Scripture

- **Luke 4: 38-42** Healings at Simon’s House
- **Luke 5: 12-27** Jesus Cleanses a Leper and Jesus Heals a Paralytic
- **Luke 6: 6-12** The Man with a Withered Hand
- **Luke 13: 10-18** Jesus Heals a Crippled Woman
- **Luke 9: 10-18** Feeding the Five Thousand
- **Luke 14:7-25** Humility and Hospitality and The Parable of the Great Dinner
- **Matthew 6: 25-35** Do Not Worry
- **Matthew 5: 1-12** The Beatitudes
- **Matthew 18: 1-6** True Greatness
- **Mark 10:17-32** The Rich Man
- **Mark 12:41-45** The Widow’s Offering

### Catechism of the Catholic Church

- **nn. 781–829** The Church – People of God
- **nn. 830–856** The Church is Catholic
- **nn. 897-913** The Lay Faithful
- **nn. 1700–1709** Man: The Image of God
- **nn. 1928–1948** Social Justice
- **nn. 2083–2094** You shall love the Lord
- **nn. 2196** You shall love your neighbour

### Student Context

Students at the beginning of senior school will be learning the skills of careful reading, research and notation. (O1) Their study of History or HSIE will reinforce interest in facts about people and societies in the past and the task of examining the life of a saint and an important lay-person will be similar to project work from primary school years which most students enjoy. (O2) Teacher-led group work on the missionary/community/charity possibilities for a particular class will involve everyone in some form of direct action; possibly seeking sponsorship for fundraising, or letter-writing to overseas missionaries or organising visits to the elderly, the sick, the disabled. There is also the interest in miracles and the Prayer for the Beatification of Pauline-Marie Jaricot. (O3)

### Developing Partnerships

- Invite people who work in the charitable field, particularly missionaries, to talk to the class.
- Organise for the class to participate in school assemblies and religious occasions, eg: as Scripture readers during the teaching of this unit.
- Organise a visit to a local library for a tour and explanation of simple cataloguing and researching methods.
- Organise a visit to a cathedral or church or relevant gallery that has religious art work and set the task for the students to write a short response on what they see.
- Organise a visit to a local St. Francis of Assisi Church or school or Franciscan Monastery.
- Encourage students to involve their family and friends in support of the concept of community work, volunteering, etc.
- Give students classwork assignments to write letters to remote missionaries and/or the children in their care.

### Curriculum Links

**History or HSIE** – for context and biography.

**Social Studies** – for understanding and workshopping ideas.

**Computing** – Internet searches, word processing, desktop publishing.

**Art** – icons, stained glass, Aboriginal art, book illustrations.

**Music and Languages** (Italian, Spanish, French) – context.
Give a simple outline of the course and the classwork that each student will be expected to complete for assessment, making the topic as appealing as possible. (O1,2,3)

Explain to students that they will need to collect and record information given in the lessons, jointly arrived at with other students during group-work exercises, discovered from library research, accessed from the Internet, using their R.E. exercise book to collate it all for assessment and future reference. (O1,2,3)

Encourage students to ask questions, share information, work in groups, discuss the topic with their parents. (O1,2,3)

Make handouts of the suggested Catechism extracts and (if class sets of the same Bible are not available) Scripture passages, and spend initial lesson time focusing students’ attention on the careful reading of them. (O1)

Have volunteer readers (or all students taking turns) to read these passages aloud. (O1)

Draw out the contemporary relevance of these passages and edicts by teacher-led questions and class discussion. (O1)

Quiz the class about their knowledge of biblical times and discuss and whiteboard their responses. (O1,2)

Show a video about life in biblical times or a video illustrating one of the New Testament stories, using handout notes or whiteboard key facts to be copied. (O1)

Make a handout about Pauline-Marie Jaricot – using the extract from Prayer Box II p.38/39 – ‘The Relentless Missionary’. (O2)

Use ‘Lessons for Today’ (Prayer Box II p.38). Look at what we can learn from Pauline-Marie Jaricot to introduce the topic of what we as Catholics mean by ‘prayer’ and ‘intercession’ and develop this into a lesson on the concept of the Beatification of saints. Mary MacKillop and Pauline-Marie Jaricot could both be used as examples. (O2)

Use the ‘Dairy Monthly Mission Intentions’ from the Prayer Box II p.10/11 to encourage students to make prayer for mission a regular habit. (O3)

Make a handout about St. Francis of Assisi and the Franciscan Order and question the class about why St. Francis is still so popular among all Christians – what is so ‘topical’ about him? (O2)

Explain the work of a Missionary now and in the past, perhaps using examples from the past in the context of the Pacific region, eg: Torres Strait, the Pacific Islands, Papua New Guinea and in the present from East Timor and the Philippines. (O3)

Show the video Faces: The Mission of the Australian Church (38 mins) from Mission Mad! (O2,3)

Discuss and whiteboard in list format the students’ response to the question, ‘how can ordinary people follow in Jesus’ footsteps today without necessarily being called to be saints or Overseas missionaries?’ (O3)

Organise a school Mission Mass during Mission Week. A planning guide for this can be found in Prayer Box II p. 51 and also resource material from ‘Praying the Mass’ in Mission Mad! p.8. (O3)

Use ‘Fundraising Ideas that Make a Difference!’ in Mission Mad! p.12. (O3)

Introduce students to www.catholicmission.org.au on the Internet. Give students suitable Internet references within this or other relevant sites current for the month and year of your lesson. Set homework exercises for those with computer access at home and book library time on computers (if available) for other class members. (O3)

Make a handout of a typical Internet page from www.catholicmission.org.au and discuss the potential of such technology for good in the world, eg: global awareness, news-gathering, keeping in touch, giving education, medical, spiritual, support to remote communities, etc. (O3)
A Sample Unit of Work
Incorporating a selection of Teaching, Learning and Assessment Strategies

Focusing Activity
• Distribute copies of the Mission Today newsletter (current or past issues). Using the newsletter workshop the topic, ‘charity and giving in today’s context’. Relate the workshop discussion to the Bible story of The Widow’s Offering and the virtues of Faith, Hope and Charity.
• Ask the class for their views and that of their parents on the problems of homeless youth, poverty, and family breakdown as a result of contemporary evils such as gambling addition, alcoholism and drugs, etc. What should we as Christians do about these things?

Jesus as Healer, Nourisher, Restorer and Friend of the Oppressed
• Teach a lesson around reading the Scriptures and/or the Catholic Catechism and direct the class to relevant passages. (O1)
• Generate worksheets for written work and have some of the students’ individually read passages aloud which could be tape-recorded and edited into a resource for another R.E. class. (O1)
• Choose students with an interest in art to produce illustrations for posters to accompany the spoken word tape. Alternatively, this could be done using computers and drawing packages as a further learning exercise. (O1,2)

People Following Jesus’ Example
• Visit a St. Francis of Assisi church or a Franciscan Order monastery or school in your vicinity early in the topic and collect information for a joint class work assignment on The Life and Times of St. Francis or on The Franciscans Today. (This excursion could be combined with another subject for timetabling efficiency.) (O2,3)
• Produce a joint effort poster and new pamphlet about Pauline-Marie Jaricot incorporating the Prayer for her beautification and a brief focus on the promotional/fundraising work of Catholic Mission. Students can make use of their word-processing and desktop publishing skills, their creativity and research abilities, and most importantly, their group-working and team-building skills for the production of this art work. (These lessons could be held in the school library or art room or computer suite.) (O2,3)

Courses of Action for Us Today
• Workshop our Catholic concept that Jesus calls the Church to be missionary and that ‘I am called to live and share in the mission of Jesus. For example: ‘What can we do? Where do we get information? What difference will our efforts make? How can we influence others to follow our example? Where do we look for inspiration in the Scriptures, the Catechism, the lives of other followers of Jesus?’ (O1,2,3)
• Use the Prayer Boxes I and II to discuss and encourage prayer for mission and writing and praying own prayers. (O1,3)
• Plan a Mission Action Day (M.A.D./Make a Difference) for the second week of the topic. (Resources for this are available in Mission Mad! A Multi Media Mission Module.) (O3)
Formal and Informal Assessment Strategies

Self Assessment
Students, at the end of the unit, could write a paragraph of self-reflection on ‘What I have learned about mission and about myself’ and/or ‘Monthly Intentions – How I will Pray for Mission’. Teacher adds only comments which are positive – no corrections or negatives. (O3)

Peer Assessment
Students and teacher develop criteria to assess their exercise book work, their tape-recorded readings, the joint class work poster and pamphlet (if these activities were incorporated into the unit). Students rate their co-workers input in group-work activities, i.e. level of participation, behaviour towards others, organisational and leadership skills demonstrated. (O1,2)

Teacher Assessment
The teacher may observe and record data on the students’ ability to listen, take notes, undertake independent research, produce quality written work, behave appropriately on excursions or out-of-school visits, show initiative and, most importantly, commitment in classwork and/or out of school activities related to Catholic Mission. The teacher may also note empathy with the topic on the part of non-Catholic students. (O1,2,3)

RESOURCES
Teacher

Audio Visual

Music

Internet
www.catholicmission.org.au

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