

Make Jesus Real

A
BOOK
FOR
LIFE

TEACHER RESOURCES SECTION 9 – FAITH & SPIRITUALITY



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SECTION 9

FAITH & SPIRITUALITY

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QUOTES

“Spiritual opening is not a withdrawal to some imagined realm or safe cave. It is not a pulling away, but a touching of all the experiences of life with wisdom and with a heart of kindness, without any separation.”

— Jack Kornfield

TAKE AWAY FROM SECTION 9

Discover what faith actually is and how it is connected to our own spirituality.

INTRODUCTION

Faith is something that we live everyday so it is displayed for all to see. It is all about making a commitment and involves trust. For Catholics, it involves having belief in the words and actions of Jesus which in turn creates hope for us and others in the future. We can't see God but if we have faith in Him, it means we trust, have confidence and a strong belief in Him. Spirituality has to do with having a sense of peace and purpose. It also relates to the process of developing beliefs around the meaning of life and connection with others and in what we believe and trust in life.

LEARNING INTENTIONS

We are learning that...

- i) many of the Catholic seasons such as Lent and Christmas give us the opportunity to not just learn about our faith but to live it
- ii) many other religions exist and we have many things in common with each other
- iii) to have faith can entail many different things
- iv) spirituality has a close connection to the First Nations People in Australia.

ACARA CONNECTION

YEAR 5/ 6 – HPE

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058).

HASS

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122).

SUCCESS CRITERIA

Students will be able to ...

- i) understand that they can explore their own spirituality and the meaning of faith
- ii) connect the Catholic seasons to meaningful virtues and habits that will help them in their lives both now and in the future – e.g. giving, sacrificing etc.
- iii) explore other religions and demonstrate how they compare to Christianity
- iv) self reflect and journal their thoughts on faith and spirituality.

SCRIPTURE

Hebrews 11:6

And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him.

OTHER RELIGIONS

SPIRITUALITY: having a sense of peace and purpose. It also relates to the process of developing beliefs around the meaning of life and connection with others.

see pages 130

see page 30 Respect

ANALOGY: an agreement, likeness, or correspondence between the relations of things to one another.

Display a definition of 'Spirituality' that can be displayed in the classroom. Ask students to investigate their own definition. You may wish to workshop this on the whiteboard.

9.1 Spirituality and Australia's First Nations People

'Aboriginal spirituality is defined as at the core of Aboriginal being, their very identity. It gives meaning to all aspects of life including relationships with one another and the environment. All objects are living and share the same soul and spirit as Aboriginals. There is a kinship with the environment. Aboriginal spirituality can be expressed visually, musically and ceremonially.'

(Grant, 2004)

First Nations People have a deep spiritual connection with the land. Their relationships are not only with people but also with their environment: the land, the animals, the plants, the skies, the waters, the weather and the spirits.

The land and spirituality

<https://www.supportingcarers.snaicc.org.au/connecting-to-culture/connections-to-value-and-belief/>

1. Ask students to explore the link with Uluru and the spirituality of the Anangu tribes of Central Australia, the indigenous peoples of the Western Desert. For instance:
 - a) the name of the religious and cultural tradition of the Anangu people
 - b) the importance of Uluru as a spiritual site.
<https://www.worldhistory.org/Uluru/>
2. Imagine
 - a) Pose a scenario where a group of tourists visit a well-known cathedral. Then have them play chopsticks on the organ, stand on pews while peeling an orange, or climb up the walls to get a better look at the stained glass windows. Lead a class discussion on the appropriateness of this behaviour.
 - b) Now pose another scenario where a group of tourists visit and climb Uluru. The tourists climb the rock, discarding orange peel along the way, carving their names to leave their mark, and reaching the top of the rock to get a better view of their surroundings.
 - c) Invite students to draw an analogy between the two scenarios and discuss whether either scenario is OK, and if not, why not.

PLURALISIM: a theory or system that recognises more than one ultimate substance or principle.

see page 129

9.2 World religions

We live in a **pluralistic**, multicultural world – living with others whose culture, language, beliefs, customs and values might be different from our own.

Students attending Catholic schools do not necessarily come from a background of Catholicism, or Christianity, but may have a personal experience of spirituality that is underpinned by a different religious faith. Learning about different religious faiths can help us to better understand and improve our relationships with others.

1. Ask students to choose a religion that is not Christian and name four countries where this religion is practised.
2. Can they name four similarities where this religion aligns with Christianity?
3. Can they contrast with four differences?
4. Investigate six religious holidays that are observed in Australia that are not Christian.

see page 128

9:3 Faith must be lived

This collection of spiritual reflections is a resource for young people, groups, conferences, teachers and volunteers. It has been prepared for young people to take some time out to reflect on different areas of life and look at them from a Christian point of view. Each reflection is based around a theme and contains a reading, discussion questions or activities.

https://www.vinnies.org.au/icms_docs/167972_High_School_Conference_Resource.pdf

9:4 WEST

Remind students that WEST also represents the sacraments.

Welcome – baptism

Encourage – Eucharist

Sorry – Reconciliation

Thank You – Confirmation

see page 121

9:5 Quick Activities

1. Prayer and praise jar

Start a **prayer and praise jar** where students can write down their prayer requests or praises

2. Saint of the Week

Choose a **Saint of the Week** to learn more about - maybe explore the names of the students.

3. Start a prayer chain

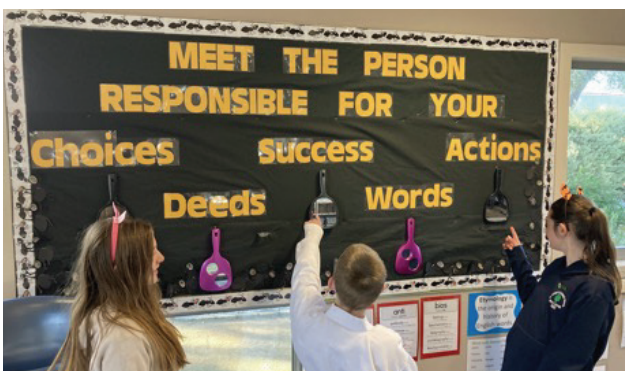
Choose a spiritual topic and ask a student to begin the prayer and others add on to it – great ownership in this activity.

4. Sitting with Jesus

As a teacher, pretend that Jesus is sitting next to you and begin a conversation with Him. Invite the students to talk with Him as well.

5. A mirror board

Having faith in yourself and members of your class needs constant reinforcement. Why not construct the following board in your class with mirrors hanging down. To have faith we must firstly have faith in our own choices and actions. Also have a reference to Jesus on the board.





6. Reminding steps.

Using Gospel Value words (kindness, have faith, reflect etc) or phrases such as 'You are loved', 'We believe in you', 'Jesus loves you forever', 'Live Jesus in your heart', etc.



7. A Positive Wall

A school in Hobart asked all the classes and teachers to select their positive words. They read them everyday or trace their fingers over the words.



8. A Prayer Wall

Create a prayer wall that the whole school community is invited to use. Keep a sticky note pad and pen near the wall to make it easy for those people passing the wall to stop and add their own prayer.



9. Faith Quote Wall

Google positive sayings or statements about faith, print out, and display them around the school