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| 1A | CHOOSING RIGHT | Students analyse the decision-making process from a psychological perspective and are asked to consider why their decisions matter both in this life and eternally. The tasks lead them to consider why belief or non-belief in God is the fundamental decision for each person. | PRESENTATION  WORKSHEET X2  ANIMATION | 1B | RIGHT TO CHOOSE | Through a game, students assess their knowledge about, and interest in, the wider world. This leads to activities which enable them empathise with those who suffer the violation of their human rights and examine why solidarity is essential as members of the Body of Christ. | PRESENTATION  SCENARIOS  WORLD GAME  RIGHTS QUIZ  VIDEO CLIP |
| 2A | **MY REALITY** | Using scientific examples, the view that empirical measurement is the only reliable guide to reality, is challenged. The tasks enable students to analyse the apparent contradictions in the material world and relate this to the spiritual realm. | PRESENTATION X2  WORKSHEET X2  VIDEO CLIP  ANIMATION | **2B** | **THE REALITY** | This lesson introduces religious persecution through the medium of actual drawings from Syrian children. The link between religious freedom and human dignity is examined to explain the Catholic Social Teaching. Newspaper style reports showing ‘Faces of Persecution’ are presented in groups. | PRESENTATION  SYRIAN CHILDRENS’ DRAWINGS  CASE STUDIES |
| 3A | **TRUE OR FALSE** | How each person views God is challenged. Students consider where their concept of ‘god’ comes from and the tendency we have to create ‘god’ in ‘our image’ rather than allowing him to create us in his. The power of outside influences, projection, faulty perception and brain chemistry are examined. | PRESENTATION  WORKSHEET X3  VIDEO CLIP | **3B:** | **TRUE LIFE, FALSE IDEAS** | Basic facts about the reality of persecution are given in this session and the work of ACN is presented through video clips and witness reports. A research task and speech for the following lesson is explained. | PRESENTATION  VIDEO CLIP  Q&A  TASK OUTLINE |
| 4A | **KNOWING GOD** | This lesson demonstrates how belief in God is a relationship of love. C.S Lewis’ Trilemma is explained to show why Jesus could not have been just a ‘good person’ or a ‘moral leader’. | PRESENTATION X2  GAME  ANIMATION  REFLECTION  VIDEO CLIP X3  WORKSHEET X2 | **4B:** | **KNOWING GOD’S CHILDREN** | This is an independent learning, multi-media research lesson. The presentation has a large number clips, talks, links and facts for students to personalise their learning in preparation for their speech. | PRESENTATION WITH MULTI MEDIA LINKS AND WEB ADDRESS FOR STUDENT ACCESS |
| 5A | **BUILDING A WALL** | Through examples, art, video clips and reflection, students examine how and why we resist coming to know God better. | PRESENTATION X2  VIDEO CLIP X4  ANIMATION | **5B** | **BUILDING A KINGDOM** | The #Go2Mass campaign is described with reference to Catholic Eucharistic teaching.  Students are shown how their prayers at Mass will help our persecuted brothers and sisters. | PRESENTATION  WORKSHEET  CLIPS  DISCUSSION |
| 6A | **RESPONSE** | This lesson gives space for prayer, silence and the chance to make prayer card or bookmark. Images from the Slovakian artist Ladislav Zaborsky (who was imprisoned under the Communists for his Catholic art) are interspersed with prayer catechesis from Fr John Bartunek in an animation. | PRESENTATION X2  ANIMATION  WORKSHEET 2 | **6B** | **RESPONSE** | This lesson motivates students to actually #Go2Mass for someone who can’t and gives time for them to plan and prepare for their participation in the campaign. | PRESENTATION  VIDEO CLIP  ANIMATION |
| 7A | **ASSESS-MENT** | An Assessment for Learning task which can be given at the start. Students record key ideas each lesson throughout | PRESENTATION  TEMPLATE  SUCCESS CRITERIA | **7B** | **ASSESS-**  **MENT** | This assessment is in the form of a ‘Sketchnote’ which depicts/summarises/  condenses the 6 previous lessons. This too can be offered as an Assessment for Leaning task. | PRESENTATION  SKETCHNOTE EXAMPLE |