

# **ON THE PATH OF SALVATION-11**

Catechetical Textbook Series of the Syro-Malabar Church

## **Teachers' Guide Standard 11**

# **CHRISTIAN LIFE IN THE CHURCH & SOCIETY Vol.1**

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## **Introduction**

“They devoted themselves to the apostles’ teaching and fellowship, to the breaking of bread and the prayers” (Acts 2:42). This verse from the Holy Bible describes the growth of the Early Church. It was the apostles’ preaching that led people to fellowship, to the breaking of bread, and to prayer.

To nurture individuals in faith, worship, prayer, and Church fellowship, proper instruction is essential. Jesus passed down this method of training to the apostles, and those who experienced it helped the Church grow through the same approach. Today, this task continues through faith formation.

Every faith trainer should resemble the apostles who experienced Jesus and walked with Him. They are not just teachers imparting knowledge; they must be role models who embody knowledge, experience, and dedication. Only then can those being trained in faith formation truly grow into a life rooted in Christian faith.

As teachers of the faith, your instruction should lead children to worship, prayer, and Church fellowship. The concepts in this textbook should be introduced in a way that guides learners toward deep faith convictions.

This textbook is designed to achieve these goals through a formative approach, aligned with Church teachings, using carefully crafted questions, activities, and historical material. Jesus calls us to engage in faith training as the apostles did, imparting His teachings without limitations.

May this teachers’ guide be a valuable resource for all eleventh standard faith formation teachers.

**Bishop Jose Pulickal**

Chairman, Synodal Commission for Catechesis

## **Greetings**

The Church teaches that catechesis involves activities designed to help people believe that Jesus is the Son of God and to train them to live with Him, thereby building up His body, the Church. Catechesis is essential not only for children but also for youth and adults.

While catechism is often viewed as faith training primarily for children, it is vital to remember that these children are the future of the Church. They must come to know, experience, and follow Jesus, and faith-formation teachers play a crucial role in making this possible.

Students should be trained with an awareness of the contemporary context and their mental state. Class activities should include questions, discussions, and analyses. The focus of training should be on satisfying learners' logic and independent thinking, leading them to strong convictions. This textbook has been prepared to support this approach. To achieve its purpose, teachers need to integrate content effectively and deliver it creatively. The goal of this book is to assist teachers in gaining more knowledge and growing in faith, enabling them to help students do the same.

It provides guidance on how ideas should be presented, explained, and internalized. However, these methods should not be applied blindly. A teacher succeeds when they adapt and present content in a manner appropriate to their specific context. The goal of this book is to assist teachers in achieving this. As we read, "Christ is to be formed" in the students, He must also be formed in us.

I would like to express my heartfelt thanks to the Chairman of the Synodal Commission for Catechesis, His Excellency Mar Jose Pulickal, and all those who contributed to the writing of this book.

May Jesus make our mission successful.

**Fr. Dr. Thomas Melvettath**  
Secretary, Synodal Commission for Catechesis

## **Textbook Approach**

The first part of the Standard 11 textbook, *Christian Life in the Church and Society*, is designed to help students understand the foundational elements of Christian life and guide them in living an exemplary Christian life within both the Church and Society.

### **Formative Approach**

The formative approach in education is focused on helping learners acquire knowledge that leads to personal growth and ultimately transforms society. Similarly, catechism should facilitate faith formation, deepen personal faith experiences, and encourage a committed Christian life. This life encompasses a comprehensive understanding of Jesus, the Church, sacramental life, moral values, prayer, and social responsibility.

This textbook is structured to help students understand and absorb the material effectively, using what is known as the Formative Approach.

### **Characteristics of the Formative Approach**

**Student Centered:** This approach builds on students' skills, circumstances, and existing knowledge, guiding them to conceptual understanding through activities that leverage their unique talents and abilities.

**Teacher as a Facilitator:** The teacher's responsibility is to create the right conditions through carefully designed learning activities that draw out the thoughts and abilities of the children, guide them toward the concept, and lead to its complete understanding and perfect codification.

**Textbook:** Textbook is designed in such a way that it is self-explanatory and is like a self-conversation with the child. It presents information in a concise and engaging manner, aiding in retention (Auto Scanning) and encouraging further exploration (Extended Study).

**Evaluation:** The formative approach includes various forms of evaluation, such as:

- **Term Evaluation:** To assess conceptual understanding.
- **Self-Evaluation:** Activities and questions that allow students to assess their own learning.
- **Peer Evaluation:** Group activities where students evaluate each other's work.
- **Continuous Evaluation:** An ongoing assessment that incorporates all these elements to gauge overall quality.

**Integrated and Inclusive Content:** Teachers should incorporate the Holy Bible, Church teachings, basic prayers, historical facts, and more into the curriculum, adjusting the presentation to match the students' level of understanding.

**Classroom Process:** Classroom activities should be designed to encourage problem-solving using prior knowledge, stimulate independent thinking (Praxis), and promote the use of skills and creativity. Teachers should intervene as needed to ensure content is fully understood and retained, preventing any gaps in learning.

Through the formative approach, the goal is to help students develop their own ideas and convictions, enabling them to live a spiritual and moral life within society.

Achieving this requires thorough understanding and preparation by the teacher. Sunday schools and teachers should have access to essential reference materials, such as the Catechism of the Catholic Church, Youcat, and other relevant resources. The use of technology is also crucial in supporting this approach.



## **Lesson Plan Preparation Guidelines**

The goal of the formative approach is to stimulate the learner's thinking and knowledge, guiding them to logically incorporate ideas into personal convictions and good habits. Teachers are responsible for making this goal achievable. The textbook and teacher's guide serve as supplementary materials, but a teacher's foresight and understanding of the learner's level are crucial for success. Consequently, the lesson plan is a systematic record of efforts to convey the lesson's ideas to the learners.

While each teacher's approach may vary, a uniform format is essential.

### **Rough Structure of the Lesson Plan**

- Chapter
- Objective
- Convictions
- Habit
- Key Concepts (The teacher can also go beyond the textbook content by incorporating 1 or 2 additional insights or information that address the specific needs of their learners.)
- Teaching Aids
- References
- Terms to be explained (Consider the students' level of understanding and awareness.)
- Time Duration
- Lesson Analysis
- Activity
- Introductory Prayer
- Lesson Presentation
- Codification
- Follow-Up Activity
- Assessment Note

## Evaluation

The ultimate goal of faith formation is to renew students' lives and foster a heaven oriented perspective. Evaluation should extend beyond assessing textbook concepts to measure how well these broader goals have been achieved. There is a growing need for a comprehensive change in assessment methods across all levels of the faith formation process. Evaluation methods should align with the objectives of faith formation, the textbook, and its content.

Term Evaluation and Continuous Evaluation are essential components of the formative approach to assessment.

### A. Term Evaluations

Ongoing term evaluations continuously assess how well faith knowledge, concepts, and Church doctrines have been covered, and whether Christian attitudes are being integrated into daily life. These evaluations primarily involve written tests administered throughout the year.

- Unit Tests
- Quarterly Examinations
- Annual Examinations

### B. Continuous Evaluation (CE)

Continuous Evaluation assesses changes in learner attitudes and behaviors over time. Class teachers are responsible for implementing this process. The following areas should be considered for continuous evaluation:

- **Classroom Engagement:** This includes participation in activities, follow-up on assignments, and attendance.
- **Sacramental Life:** This includes participation in the Holy Eucharist, reception of the Sacrament of Reconciliation, approach towards sacraments and overall involvement in Church activities etc.
- **Organizational Activity:** This involves assessing participation in parish activities, involvement in church organizations, and development of moral attitudes.

Effective continuous assessment relies on class teachers maintaining accurate and detailed records.

### **C. Self-Assessment**

A formative approach also includes opportunities for learners to engage in self-assessment and peer evaluation.

This book utilizes a monologue interactive style designed for fluent reading by children.

To present this textbook effectively, teachers should understand its concepts, embody proper Catholic attitudes, and develop the ability to guide students on a spiritual and moral path in social life. The formative approach of the textbook requires thoughtful preparation and careful consideration by the teacher.

# Textbook Analysis

## Features of the textbook

**Chapter 1:** Emphasizes the meaning and scope of Christian life, summarizing lessons from catechism classes from Standard 1 to 10.

**Chapter 2:** Introduces Jesus as a historical figure and reveals His profound identity as Lord and God.

**Chapters 3 to 6:** Provide a comprehensive study of the core aspects of faith as outlined in the Catechism of the Catholic Church (CCC). The focus is on what we believe, what we celebrate, what we observe, and what we pray, all structured around the framework of the CCC.

**Chapter 7:** Explores the Christian conscience and its significance in guiding moral decisions.

**Chapters 8 and 9:** Highlight the importance of scripture in the Christian life.

**Chapter 10:** Stresses that being good is not enough, but we must also be strong to fight evil.

**Chapter 11:** Gives the basic conviction that the Christian life is a life of joy.

**Chapter 12:** Encourages students to live as "the salt of the earth and the light of the world," serving as eternal witnesses for Jesus.

## Divisions of Lessons

- **Cluster One:** Chapters 1 to 6.
- **Chapter 1:** Sets forth the meaning and uniqueness of the Christian life.
- **Chapter 2:** Enables us to understand the fundamentals of the Christian life through the conviction that Jesus is a man who lived in history.
- **Chapters 3, 4, 5, and 6:** Address the four pillars of the Christian faith: belief, liturgical celebration, the commandments of God, and the importance of prayer.

- **Cluster Two: Chapters 7 to 9:**

Chapters 7 to 9: Delves into the formation of Christian conscience, which is essential for guiding our moral lives. It then connects this conscience to the foundation of the Christian life—the Holy Bible—and emphasizes living a life grounded in the Word of God.

- **Cluster Three: Chapters 10 to 12**

Chapters 10, 11 & 12: Highlights the importance of overcoming evil in our social lives, experiencing the joy that the Christian life offers, and our mission in society.

## Colours and Symbols

The layout incorporates a variety of colors and symbols. A relevant image has been added to the chapter title to enhance its meaning, and icons are included wherever possible to further support the content.

### a) Colours

- **Light Blue:** Represents ideas and Church teachings that need to be codified and learned.
- **Red:** Signifies key facts and messages that are central to the faith and must be believed.
- **Light Green:** Provides additional information related to concepts, which are supplementary and not subject to evaluation.
- **Pale Rose:** Highlights quotations and notable figures that support and validate the concepts presented.
- **Light yellow:** Highlights activities, questions, additional explanations, and examples related to the lesson.

### b) Symbols



**Blue Question Mark:** Used to assess the children's prior knowledge and guide them into the lesson through questions.



**Activities:** Tasks that children are expected to complete both in and out of the classroom.



**Assessment Questions:** These are designed to guide children toward imbibing the key concepts.



**Convictions and Decisions:** Refers to the beliefs and decisions that need to be made based on these beliefs. It is the teacher's responsibility to guide the children toward understanding and applying these convictions.



**Word of God:** Refers to verses that need to be read and understood in connection with the concepts being taught.



**Word of God:** Refers to verses that need to be read and understood in connection with the concepts being taught and students are exhorted to by-heart it.



**Resolutions:** Each chapter guides students towards making practical decisions about actions to be implemented.

## Questions

**Blue Question Mark:** These questions, found in the lesson, are meant for the teacher to ask in order to clarify the concept. They help assess prior knowledge and stimulate critical thinking.

**Assessment Questions:** These questions are usually found in the right side of the textbook. These are evaluative questions designed to assess learning.

**Additional Questions:** Teachers are also encouraged to ask other relevant questions related to the lesson

## Module

A module is considered complete when key ideas are introduced, reinforced, and followed up with lesson activities or teacher-planned activities. This serves as the lesson plan. Teachers should ensure that the modules are well-organized, paying close attention to the total time allocated and the time allotted for each lesson.

**Gospel Study:** “Let Us Read the Word of God” section ensures that students read the Gospels of Matthew, Mark, and Luke at least once in class 11. This reading will introduce students to the parallel Gospels and help them develop a deeper personal relationship with Jesus. Teachers are responsible for making the necessary arrangements for this study.

### **The Holy Bible/Prayers/Teachings of the Church**

The verses and prayers associated with the chapter concepts are essential for evaluation. Ensure that by the end of each chapter, children have learned the verse in, "Read the word of God" we are try to read the Gospels of St. Mathew, St. Mark and St. Luke.

Every chapter includes Word of God, prayers, historical facts, saints, and Church teachings. The chapter’s objective is fully realized only when both the teacher and students engage thoroughly with these elements.

Each parish should have access to books related to Church teachings (both individual and general) referenced in the textbook, allowing teachers and students to consult them for clarification and deeper understanding.

This book is designed with a monologue-interactive style, making it easy for children to read and engage with fluently.

### **Summary**

The Standard 11 Catechism textbook is most effective when teachers thoroughly understand its content, embrace Catholic values, and guide students in leading spiritual and moral lives. Teachers must approach the textbook with careful planning and preparation, ensuring that students receive a well-rounded, formative education in the faith.

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## Chapter 1

# Christian Life: Meaning and Depth

### A. Lesson Analysis

Philosophies give meaning to life. The Christian vision of life is unique. This chapter analyses the facts that in order to have that beautiful Christian life, one must accept Jesus as Savior and Lord, be baptized and become a member of the Church, live according to the words of Jesus and the teachings of the Church, be mission-oriented, aim for heaven, and live with holiness.

**Objective:** Students learn that human life must have a meaning and a vision, and that the most noble and unique of these is the Christian vision of life and what it takes to acquire that Christian life.

### Convictions

1. Philosophies provide meaning to life.
2. Christian vision of life is unique, goal oriented and timeless.
3. The Christian way of life is embracing Jesus as Saviour and Lord and leading a heaven-oriented life in union with the Church.

**Habit:** I will think seriously about my life, its meaning, purpose, etc. I will find the meaning and purpose of my life in the Christian life. I will enjoy, appreciate, be proud of, and proclaim the uniqueness and beauty of the Christian life I lead.

### References

- Holy Bible
- Catechism of the Catholic Church
- Youcat
- Textbook
- A Pilgrimage through the world religions Lokamathangaliloode Oru Theerthayaathra, Dr. Vincent Kundukulam, Mangalapuzha Seminary

## Key Concepts

Philosophical views give meaning and purpose to human life.

There are many philosophical views in the world. The most unique and complete of them all is the Christian vision of life. This is because the Christian vision of life is a vision that embodies the fullness of divine revelation.

To lead a Christian life, one must accept and proclaim Jesus Christ as Savior and Lord, receive baptism, and live according to the Gospel of Jesus and the teachings of the Church with heaven as the ultimate goal, and live with holiness and mission-orientation. The Christian life is a lifestyle of witnessing to Jesus.

## Teaching Aids

Chart paper, marker, white paper, newspaper cuttings about the Church's missionary work, magazine features, videos, mobile, laptop, or projector to display the videos etc., supporting texts.

**Terms to be explained:** Philosophical views, self-realization, mystical body

## Philosophical views

Philosophical views are thoughts that give meaning and purpose to life. It is used to denote the study of the inner nature of the universe and humans. (The term "Philosophical Views (Dharshanam)" was first used in Kanada's Vaisheshika Sutra. Dharshanam arises as part of the effort to discover principles. The term also means scientific thinking. There are six darshanams known as Shad Darshanams. They are Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, and Uttara Mimamsa).

## Self-realisation

There is a thirst in every person's soul. That thirst is not fully satisfied by material gains or pleasures. Instead, the soul enjoys complete happiness, peace and bliss when it experiences God as supremely good and merciful. Self-realization is the name given to that state.

## **The Church, the Mystical Body of Jesus**

The Church is not just a group of people who believe in Jesus, it is the body of Jesus. When Jesus asked Saul, who persecuted the Church, “Why do you persecute me?”, Jesus was implying that the Church is his body. St. Paul testifies that Jesus is the head of the Church and we are all members of his body (Col 1:18). Thus, a person who becomes a member of the Church through the sacraments becomes a member of the Body of Jesus, which is the Church itself. This symbol of the Church, the Body of Jesus, emphasizes the unity and love between the members and the presence of Jesus, the Head of the Church.

### **B. Lesson Presentation**

This chapter consists of two modules that can be completed in 2 hours.

**Module 1:** The Uniqueness of the Christian Vision of Life, Life: Different Philosophical Views

**Time Duration:** 30 Minutes

**Introductory Prayer:** The teacher begins the class with a prayer, preparing the class meditatively by singing short hymns such as bhajans, giving short reflections on life and finding the meaning and purpose of life.

#### **Activity 1: Sharing the idea**

What is the purpose of life? Is it necessary to find meaning and purpose in life? These questions are asked by the teacher in the class and the interested children share their answers.

Through this activity, students realise the importance of finding a vision and philosophy of life.

#### **Activity 2: Group Study**

Using the clues given in the textbook, each group brainstorms and presents to the class about the various philosophical views of life that exist in the world.

### Activity 3: Group discussion and poster preparation

After learning about the different philosophies of life, let each group discuss the uniqueness of the Christian life and present the findings to the class and codify them with the ideas given in the textbook. The unique characteristics of the codified Christian life are written on a chart paper and displayed to the class.

**Codification:** Finding the meaning and purpose of human life is essential. There are different philosophical views in the world. The most unique of them is the Christian vision of life. Faith is born from an encounter with the living God and one discovers the Christian vision of life from this encounter.

### Follow-Up Activities

Assign the three activities on page 10 of the textbook.

- Difference between ambition and philosophical view of life.
- Why should I embrace the unique Christian vision of life?
- Write the Gospel verse that has influenced your life the most.

**Module 2:** What is Christian Life? How Can I Live a Christian Life?

**Time Duration:** One and a half hours

### Activity 4: Skit Presentation

Present small skits in the class about Bible characters and events that profess faith in Jesus.

**Codification:** The first thing one must do to lead a Christian life is to firmly believe in the Holy Trinity and accept and proclaim Jesus Christ as Savior and Lord.

### Activity 5: Reading the Holy Bible and Meditation

Give Biblical verses about baptism to each group. Let each group read the verse and talk to the class about the relevance of baptism.

**Codification:** In order to lead a Christian life, one must receive baptism and become a member of the Church.

### **Activity 6: Speech**

Each student from the group shall come prepared in advance and present a speech to the class how the teaching of the Church guides us in the contemporary social and Church life. For example, speech can be prepared based on Church teachings on issues such as abortion, euthanasia, capital punishment, and nature conservation.

### **Or Else**

Let the children share about the relevance and experience of God's word in personal life.

**Codification:** To lead a Christian life, one must live according to the gospel of Jesus and the teachings of the Church.

### **Activity 7: Testimony**

Children should find people in various missionary fields and introduce them to the class with the help of newspaper cuttings, mobile phone, laptops or projectors (it should contain the theme of living with mission-orientation).

### **Activity 8: Picture/Word Analysis**

As a group, analyses the symbols of heaven in the Holy Bible and their meaning and message.

**Codification:** To lead a Christian life, live a mission-oriented life.

### **Activity 9: Discussion**

Ask each group to analyses in detail Pope Francis' six calls to holiness and find out how they can apply them in their personal lives and present them to the class.

**Codification:** The Christian life is a call to holiness and a way of life.

## **Follow-Up Activity**

Assign the activities on page 14 of the textbook.



### **Let Us Read the Word of God**

The Gospel According to Matthew Chapters 1-7



### **Let Us Illumine Our Hearts**

"For this is the will of God, your sanctification"  
(1 Thess 4:3).



### **My Resolution**

In all circumstances of my life,  
I will proclaim Jesus as my Saviour and Lord.

## Chapter 2

# Jesus: The Historical Person

**Note** ⇒ Refer to the homework section  
**Module 3: Activity 3 (Prepare in advance)**

- Ricciotti Summary
- Map of the Holy Land

### A. Lesson Analysis

This chapter examines the historical evidence confirming that Jesus, the Son of God, lived as a man on earth. The evidence is categorized into four parts: the Gospels, early Christian communities, historical documents, and places and monuments.

**Objective:** Students will understand that Jesus, the Son of God and the Savior of the world, is a historical figure who lived, died, and was resurrected in this world.

### Convictions

1. Jesus is a historical person.
2. Jesus is fully God and fully man.
3. Jesus, the historical person and the Son of God, is the only savior of the world.

**Habit:** I will deepen my personal relationship with Jesus by learning about His personality and historicity.

### Reference

- The Holy Bible
- Catechism of the Catholic Church
- Youcat
- Textbook
- The Second Vatican Council Decree
- Christ the Historical Person: Ricciotti, Carmel Publishing Centre, Thiruvananthapuram, 2001
- History of Israel: Ricciotti, Carmel Publishing Center, Thiruvananthapuram, 2014
  - Jesus of Nazareth, part I, II & III, Pope Benedict XVI: Biblia publications, Thrissur, 2011

- Website: <https://earlychurchhistory.org/>
- Website: <https://www.perseus.tufts.edu/hopper/>
- “The Antiquities of the Jews”, Flavius Josephus, Internet Archive

## Key Concepts

1. Knowing the historicity of Jesus strengthens our faith and dispels doubts.
  2. Gospel references to Jesus are supported by verifiable historical facts.
  3. Early Church records and structures offer historical and archaeological evidence about Jesus.
  4. Secular and religious writings from Jesus' era provide additional proof of His existence.
  5. Places and monuments mentioned in the Bible connected to Jesus can be historically validated.
  6. Jesus, the historical figure, is the Son of God, our Savior.
- **Teaching Aids:** Chart Paper, Markers, PPT Presentation tools, Outline map of the Holy Land, Reference books.
  - **Terms to be Explained:** Historical Fact, Historical Person, Secular History, Oral Tradition & Written Tradition, Archaeology, Catacomb, “IKhThYS”

## Historical Truth

Historical truths are facts established beyond doubt using evidence and historical methods. They are more than just opinions or beliefs for anyone, they are convincing facts.

## Historical Person

A historical person is an individual whose existence has been confirmed as a fact through historical evidence.

## Secular History

A history that is not based on religion. It is an academic branch of scientific 'Methodology' which has been practiced by the world at large. Following the method accepted by the academic world for



investigation and validation of information, secular history becomes scientific. Opinions and beliefs in secular history are accepted only when substantiated by scientific evidence.

### **Oral Tradition, Written Tradition**

Many ancient works were created before developing the manuscripts. They were produced in acoustic form. Humans memorized them. They were written in letters after years or centuries. For example, in Indian culture, the Vedas, epics, and ancient Tamil classics existed as oral traditions for centuries before being written down in letters. Some works existed orally even after the invention of writing and were written down only much later or never at all. Examples are our folk songs and stories.

### **Archaeology**

It is the branch of science that studies history from objects made or modified by man. Ancient tools, paintings, caves, etc. are the subjects of study. Archeology helps us to know the history of the timeline before the invention of writing and the availability of literature. Archeology also helps to verify the objectivity of historical context from written records.

### **Catacomb**

For example: St. Sebastian, St. Callistus, and St. Nicola are major catacombs in Rome.

### **Reference**

Aforesaid reference books/ resources

CCC Part 1, Section 2, Chapter 2, paragraphs 422 -682

### **B. Lesson Presentation**

The chapter is divided into four modules to be completed within two hours.

Evidence in the Gospels for the Historicity of Jesus

Evidence from the Early Church about the Historicity of Jesus

Evidence by various historians for the historicity of Jesus

Evidence from sites and monuments for the historicity of Jesus.

## **Module 1: Evidence in the Gospels for the Historicity of Jesus**

**Introductory Prayer:** Teacher leads the prayer, emphasizing Gospel evidence of Jesus' historicity.

**Time Duration:** 30 Minutes

### **Activity 1: Poster Making**

- The teacher introduces the subject by asking the opening questions of the chapter.
- The need to know the historicity of Jesus is demonstrated through general discussion.
- Four categories of historical evidence of Jesus are introduced.
- Children are divided into four groups.

#### **Codification**

- The evangelists personally saw and heard Jesus.
- The Gospels were written between A.D. 65 and A.D. 95.
- The ancient manuscripts of the Gospels are available.
- The persons and events in the Gospels are historical.
- The Gospels reveal the historicity of Jesus.

### **Follow-Up Activity**

(Can be done as homework and presented in the class).

Prepare notes on the authenticity of historical information in the Gospels and present in class.

Create a chart of persons and events mentioned in the Gospels and present it in class

## **Module 2: Evidence from the Early Church about the Historicity of Jesus**

**Time Duration:** 30 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### **Activity 2: PowerPoint Presentation**

Students are divided into five groups, each tasked with collecting

information from books, internet and prepare a PowerPoint presentation on the following topics:

- The Early Christian Churches and the Historicity of Jesus.
- The First Believers and the Historicity of Jesus.
- The First Martyrs and the Historicity of Jesus.
- Writings of the Church Fathers about Jesus.
- Jesus as seen in the catacombs.
- Presentations are followed by general discussion and codification led by the teachers.

### **Codification**

The faith, life, and, constructions of the Early Church Communities provide evidence that Jesus is a historical person.

### **Follow-Up Activity**

Complete activities on page 18 of the textbook

**Module 3:** Evidence by various historians for the historicity of Jesus.

**Time Duration:** 30 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### **Activity 3: Seminar**

- Students are divided into four groups to collect information and prepare charts on the below
  1. Jesus in Jewish Scriptures
  2. Jesus in the writings of Josephus
  3. Jesus in the writings of Roman Historians
  4. The Jesus of the Apocryphal Texts
- Groups present their charts followed by analysis
- Codification of general discussion led by the teacher

**Codification**

Secular writings written during and immediately after the period of Jesus are evidence that Jesus is a historical person.

**Follow-Up Activity**

Complete activities on page 17 of the textbook

**Module 4:** Evidence from sites and monuments for the historicity of Jesus

**Time Duration:** 30 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

**Activity 4: Map making (cartography): Tracing the Gospel Landmarks.**

- Students form groups of four.
- A group explores the sociopolitical context during Jesus' time using the Gospels and Ricciotti's "Christ the Historical Man" (prior preparation required).
- Each group identifies important places and monuments related to the life of Jesus from the Gospels.
- They are marked on the map provided by the teacher.
- These maps are compared in class with the modern Palestine map.

**Codification**

Jesus' words in the Gospel reflect the socio-political situation of the time. All places and monuments mentioned in connection with the life and works of Jesus in the Gospels are historical.

**Follow-Up Activity**

The activities on page 19 of the textbook are prepared by different groups as homework and presented to the class.



## **Let Us Read the Word of God**

### **The Gospel According to Matthew**

### **Chapters 8 -14**



**Let Us Illumine Our Hearts**  
And if Christ has not been raised, then our proclamation has been in vain and your faith has been in vain (1 Cor 15 :14).



**My Resolution**  
As a young person I will follow the example of Jesus in my life.

## **The Life of Jesus**

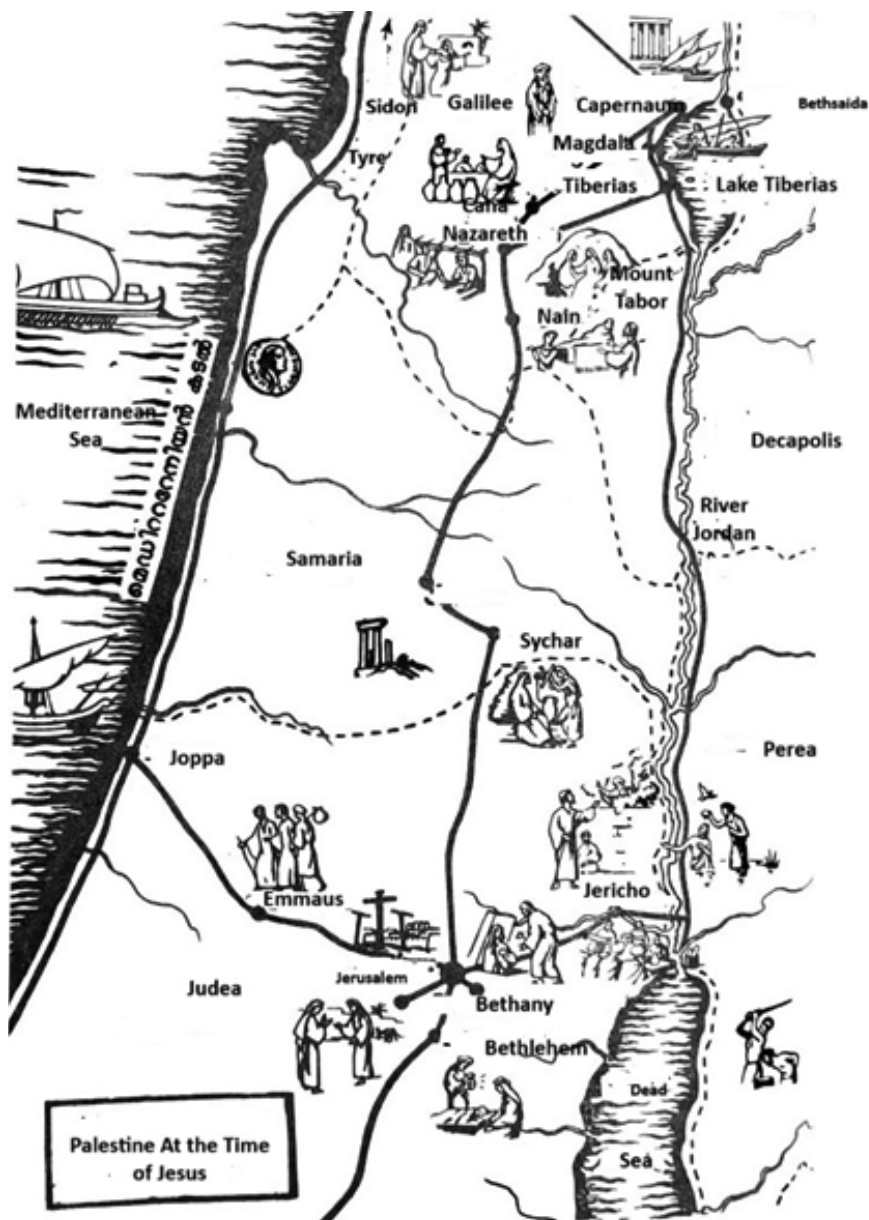
### **(Reference, Ricciotti, ‘Christ the Historical Man’)**

- **Birthplace**
  - The Mediterranean Coast connecting southern Syria and Egypt.
  - Even today this area is known as Palestine.
  - Jordan is the only river in Palestine.
  - This river flows into Lake Tiberias rather the sea.
  - Lake Tiberias is also known as Lake Gennesaret.
- **Rulers during the time of Jesus**
  - Herod (BC 40- 04)
  - Archelaos (BC 4- AD 6)
  - Antipas (BC 4- AD 40)
  - Philip (BC 4- AD 34)
    - All three were sons of Herod
  - Pontius Pilate (AB 26-38)
    - Roman Governor
  - Augustus Caesar (BC 27- AD 14)
  - Tiberius Caesar (AD 14-36)
    - Roman Emperors

**Appearance of Jesus:** There are various descriptions of Jesus' physical appearance. One of the most well-known is the account by Lentulus, a legendary figure believed to be a predecessor of Pontius Pilate. It is as follows:

"At that time there came a man (if at all he is called a man) who is called Jesus Christ. He is still alive. People call him a prophet, but his disciples call him the Son of God. He raises the dead and heals all kinds of diseases. He is of normal height and has a serene face. He has a radiant figure. Those who look at that serene face cannot but fall in love with him. His hair is golden brown in color, shiny, and falling to his shoulders. The hair is parted in the middle of the forehead, as the Nazarenes usually do. His forehead is smooth and serene. The face has a light, bright shade, without wrinkles or moles. The nose and mouth are flawless. The beard is full and of the same color as his hair. It's not that long; split in the middle. His gaze is innocent and deep. The eyes are bright and lively with a gray-blue tint. Although his scolding is terrifying, his preaching is calm, loving, joyful, and serious. He has been seen crying, but never seen laughing. Tall and well-proportioned in stature with graceful fingers, delighting the audience, moderate in conversation and serious in nature. He is the most handsome among all the sons of men making the words of the prophet true." (Dobschutz, op. cit., p. 319).

(Source: Ricciotti, 'Christ the Historical Man', Carmel Publishing, TVM, 2001, p. 226).



## Chapter 3

# Christian Faith: Content and Characteristics

- Note ⇒ Module 2 - Homework Section
- Module 3, Children are paired a week earlier
- Difference between the 2 forms of The Creed

### A. Lesson Analysis

Seeking God is the natural quest of man. However, due to the limitations of human intelligence, God has to reveal Himself to man to know Him fully. Therefore, the vision of God is fully revealed through the Gospel by the Messiah; That is the uniqueness of the Christian faith. This chapter delves into the content and characteristics of the Christian faith, as well as the Creed, drawing insights from the Catechism of the Catholic Church.

**Objective:** To help children understand the uniqueness and completeness of the Christian faith, deepen their grasp of its virtues, and strengthen their conviction in the truths of the faith.

### Convictions

1. My Christian faith is my response to God who revealed himself, loved me, and gave his life for me.
2. The content of Christian faith is what Jesus taught; The summation of it is the creed.
3. Faith must be reflected in life.

**Habits:** Reflect on the Creeds and integrate their teachings into daily life.

### Reference Books

- Holy Bible
- Catechism of the Catholic Church
- Youcat
- Second Vatican Council Decrees

### Key Concepts

- Humanity has always been in search of God, and religions are manifestations of this quest.



- Human intelligence alone cannot fully grasp God, leading to incomplete answers. However, Jesus Christ reveals God fully and completely.
- Faith is man's response to God, who has revealed Himself, loved us, and sacrificed Himself for our salvation.
- Faith is both a divine gift and a human effort. It is a "mystery," rational in nature, and the foundation for eternal salvation.
- The fourfold content of the Christian Creed includes what we believe, what we celebrate, what we live by, and what we pray.
- The Catholic Creed encompasses 12 truths of faith that are systematically organized into three key parts: faith in the Holy Trinity, faith in the Church, and faith in eternal life.

**Teaching Aids:** Chart paper, markers, PowerPoint presentation techniques, reference books.

**Terms to be Explained:** Search for God, Faith, Creed, Truths of Faith

## **Search for God**

Human beings are instinctively driven to seek and understand the divine force responsible for the creation and governance of the universe. His search is evident throughout history in forms such as ancient cave paintings, rituals, forms of worship and prayer practices.

## **Faith**

Faith has various meanings. In the ordinary sense, it refers to a mental certainty. Without faith, navigating daily experiences would be impossible. In the textbook, the word "faith" is used in a deeper sense, which is explained in detail on page 23 of the textbook.

## **Dogmas of Faith**

The dogmas of the faith are declarations that require the unconditional obedience of all God's people to the teaching authority handed down from the Messiah. Through these declarations, the Church dogmatically presents God-revealed truths or truths that are intrinsically connected to divine revelation. For example, teachings

concerning the Immaculate Conception of Mother Mary illustrate these truths. Additionally, there exists a hierarchy of truths within Catholic teaching, as outlined in the CCC (CCC 88-90).

## **References**

- Supplementary Texts
- CCC Part 1: paragraphs 26-1065

## **B. Lesson Presentation**

This lesson is structured into three modules, designed to be completed in two hours.

1. Man's Search for God and Christian faith
2. Content and Characteristics of faith
3. The Creed of the Catholic Church

**Module 1:** Man's search for God and Christian faith

**Time Duration:** 30 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### **Activity 1: Analyze the cartoon**

- Introduce the topic through a general discussion on Theism, using the cartoon in the textbook as a reference point.
- Highlight how different individuals and cultures throughout history have offered varying answers to their search for God.

Emphasize that these answers are incomplete due to the limitations of human intelligence. Guide students to logically understand that humanity can truly know God only when He reveals Himself.

### **Limitations of Human Intelligence (Additional Information)**

- Many things are impossible and difficult for the human mind to comprehend. For example, we cannot understand the concept of 'eternity'; but it makes sense. So is the eternal God.
- Human intelligence is limited by time and space.
- Through discussions, students recognize that the faith revealed by Jesus, the Son of God, is perfect and complete.
- The truths revealed by Jesus in the Gospels are timeless and perfect. The Church respects all religions. The Church teaches that there is an element of truth in all religions. However, the Church invites everyone to seek the fullness of truth in openness. The Church asks her children to live and proclaim the faith taught by Jesus, the Messiah.
- The children read the textbook, and find the answers to the questions, "What is faith?" and "What are the characteristics of faith?" and present them to the class.

### **Codification**

- Humans have an innate desire to seek God. Their findings are valuable but remain incomplete. The truths of faith revealed by Jesus Christ are perfect. These truths are preserved and proclaimed by the Church.

### **Follow-Up Activity**

- Assign the activities on page 22 of the textbook as homework. Students will prepare their notes and present them to the class.
- Do the first activity on page 23 of the textbook

### **Module 2: Content and Characteristics of Faith**

**Time Duration:** 45 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### **Activity 2: Theatrical Presentation**

Divide the class into six groups.

Assign each group one characteristic of faith.

The group will identify relevant examples from the Bible or daily life and prepare a short skit to illustrate their understanding and present in class.

This is followed by general discussion and codification.

Four pre-prepared students will present the four main contents of the CCC. Each student will provide a 2–3-minute explanation of their topic, supported and guided by the teacher.

#### **Codification**

- Christian faith is unique, essential, and precious. It must be accepted, safeguarded, and nurtured.

### **Follow-Up Activity**

- Assign the activities on Page 23 of the textbook as homework. Students will prepare their notes and present them in the next class.

### **Module 3: The Creed of the Catholic Church**

**Time Duration:** 45 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

#### **Activity 3: Role Play**

- Divide the class into 15 pairs a week in advance.
- Assign one of the 12 articles of the Creed and 3 parts of the creed to each pair.
- Each pair will study their assigned topic with the help of the textbook and the Catechism of the Catholic Church.
- Students will role-play the topic they have learned in class by engaging in a conversation between two people, such as a mother and child, teacher and child, Christian and a non-Christian, etc.
- This is followed by general discussion and codification.

#### **Codification**

Regularly studying, meditating on, and professing the creeds of the Catholic Church brings direction and purpose to our lives.

## Follow-Up Activity

- Discuss “How to protect and nurture faith?” based on CCC 162 and page 24 of the textbook.
- Complete the activities on Pages 25 and 26 of the textbook.



### Let Us Read the Word of God

The Gospel According to Matthew Chapters 15-21



### Let Us Illumine Our Hearts

"Very truly, I tell you, anyone who hears my word and believes him who sent me has eternal life" (Jn 5: 24).



### My Resolution

Nothing can separate me from my faith in Jesus.

## Two Forms of the Creed (Additional Information)

Youcat 24 - What does my faith have to do with the Church?

No one can believe alone and by himself, just as no one can live alone and by himself. We receive the faith from the Church and live it out in fellowship with the people with whom we share our faith.

Faith is the most personal thing a person has, yet it is not a private matter. Anyone who wants to believe must be able to say both “I” and “we”, because a faith you cannot share and communicate would be irrational. The individual believer gives his free assent to the “we believe” of the Church. From her he received the faith. She was the one who handed it down through the centuries and then to him, preserved it from falsifications, and caused it to shine forth again and again. Believing is therefore participation in a common conviction. The faith of others supports me, just as the fervor of my faith enkindles and strengthens others. The Church emphasizes the “I” and the “we” of faith by using two professions of faith in her liturgies: the Apostles’ Creed, the →CREED that begins with “I believe” (*Credo*), and the Great Creed of Nicaea-Constantinople, which in its original form starts with the words “We believe” (*Credimus*).

## Chapter 4

# Christian Life: Celebration of Faith

Note ⇒ Module 1: Activity 1 – Share memories on receiving sacraments.

Activity 2 – Places associated with Liturgical Times.

Module 2: Activity 1 - Seminar Presentation.

Additional Note - What Are the Sacraments?

Why Chrismation and Ordination leave an indelible mark on the soul?

### A. Lesson Analysis

This section focuses on the second pillar of the Catechism of the Catholic Church, which addresses the "Sacraments." It explores how the Church proclaims, celebrates, and integrates the "Mysteries of Christ" into our lives.

**Objective:** To help believers understand and illuminate the Mysteries of Christ and the true nature of the Church in their lives, and to inspire them to be witnesses to others.

### Convictions

1. The liturgy and all celebrations of faith are not mere rituals, but are the proclamations of my strong Christian faith.
2. Celebrations of faith help to glorify God and purify myself.
3. The Church desires my active and fruitful participation in the liturgical celebrations.

**Habit:** Participate in sacraments and other devotional practices with preparation and faith.

### References

1. Catechism of the Catholic Church
2. Youcat
3. Second Vatican Council Documents
4. The Holy Bible
5. Church History, Xavier Koodapuzha

### Key Concepts

1. Worshipping God is the celebration of faith; eternal salvation is the ultimate goal.

2. Liturgy is the proclamation and seasonal celebration of the Paschal Mystery.
3. Liturgical Celebrations include sacraments, sacramentals, Liturgy of the hours, popular piety, and festal celebrations.
4. Faith Celebrations aim to make the Mysteries of Christ, which fulfills the divine plan for human salvation, a tangible reality for the faith community.

### **Teaching Aids**

1. Books related to the Liturgical Calendar
2. Videos on various sacraments being administered
3. Pictures of various festal celebrations of the Church
4. CCC 1066-1690

### **Terms to be explained**

Paschal Mystery, Mysteries of Christ, Liturgy, Myron, Exorcism.

## **B. Lesson Presentation**

### **Module 1**

**Time:** 45 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### **Activity 1: Let's Share Memories**

Children share their experiences of receiving sacraments in their faith lives and discuss these occasions.

#### **Codification**

Worship is a celebration of faith, with the goal of eternal salvation. Sacramental occasions lead us to celebration. The administration of the sacraments is part of the liturgy, which commemorates the mysteries of Christ.

**Activity 2: Group Work:** Different groups in the class identifies places that correspond to liturgical seasons (e.g., Nativity - Bethlehem, etc.,). (Refer Additional notes given).



**Codification**

The liturgy is a chronological commemoration of the mysteries of Christ. According to the Apostolic traditions, there are variations in liturgical seasons.

**Follow up Activity**

Can you find the Apostolic Traditions and Locations of the 24 Individual Churches in the Catholic Church?

**Module 2**

**Time:** 45 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

**Activity 1: Seminar Presentation**

Depending on the number of children, divide into maximum five groups. Each group will be assigned a celebration associated with a liturgical season for their seminar presentation.

**Indicators:** Each group will discuss the rituals and celebrations of their assigned liturgical season and present a report in the class.

**Further Discussion: Indicators**

1. Can the efficacy of the sacraments be affected by the personal purity of the celebrant?
2. How is the efficacy of the sacraments related to the preparedness and attitude of the recipient?
3. Can the Church alter the number of sacraments?
4. Why are some sacraments received only once?
5. Do our festal celebrations contribute to spiritual renewal?

## **Codification**

- Sacraments work in the ritual itself. The purity in personal life of the celebrant can help the preparedness of the recipient; However, purity and preparedness are equally important.
- Sacraments do not vary in number since they were instituted by Jesus Christ. The Church has no authority to alter the number of sacraments.
- Sacraments that leave an indelible mark on the soul, are administered only once.



### **Let Us Read the Word of God**

The Gospel According to Matthew Chapters 22-28



### **Let Us Illumine Our Hearts**

"Those who eat my flesh and drink my blood have eternal life, and I will raise them up on the last day" (Jn 6:54).



### **My Resolution**

I will participate in the holy sacraments and all acts of piety with preparedness and faith.

## Additional Notes

### What Are Sacraments?

The sacraments are visible signs instituted by Jesus and administered by the Church that sanctify and strengthen us by imparting the divine life. The word "sacrament" comes from the Syriac word "khudasha," which means purification, sanctification, holy. The Hebrew word for sacrament is "khdsh." It means to set apart, to set aside for God. It has the same meaning of the word "Sacramentum" in Latin.

### Places Associated with Liturgical Seasons

- Annunciation: Galilee, Nazareth, Judea
- Nativity: Bethlehem, Jerusalem
- Epiphany: Jordan
- Lent: Desert, Gethsemane
- Resurrection: Sepulcher, Hades, Jerusalem
- Apostles: Zion, Jerusalem
- Kaitha: Catacomb, Colosseum, Rome
- Elijah, Holy Cross, Moses: Mount Tabor
- Dedication of the Church: Rome

### Why Chrismation and Ordination leave an indelible mark on the soul?

**Chrismation (Youcat 205):** In Chrismation the soul of a baptized Christian is imprinted with a permanent seal that can be received only once and marks this individual forever as a Christian. The gift of the Holy Spirit is the strength from above in which this individual puts the grace of his Baptism into practice through his life and acts as a "witness" for Christ.

**Ordination (Youcat 250):** Through his ordination, the transforming, healing, saving power of Christ is grafted onto the priest.

## Chapter 5

# Christian Life: Law and Morality

Note ⇒ Module 1, Activity 2 The section, places. Module 2, Activity 1.  
Seminar Presentation

### A. Lesson Analysis

The lesson focuses on God's Commandments, the Third Pillar of the Catechism of the Catholic Church, and explores the laws that guide and govern a Christian life.

**Objective:** Human beings are called to obey laws founded on divine moral principles. Following these laws brings joy and peace to personal and social life and helps us lead a moral life in union with Jesus.

### Convictions

1. Law must be obeyed to create a situation of goodness and justice.
2. Not only the goal but also the means must be good.
3. As a Christian, I owe it to myself to live a virtuous life.

**Habits:** Acting and behaving according to rules applicable in specific areas of life.

**Reference Books:** Catechism of the Catholic Church, Youcat, Holy Bible, Prayer Book, Second Vatican Council Decrees.

### Key Concepts

1. Laws are rules established by responsible authorities to protect the public interest. Authority is the distinct ability to create rules for social life and enforce obedience from individuals.
2. Laws are grounded in the divine moral principles of doing good and avoiding evil.
3. The indwelling of the Spirit of God is the source of human dignity and glory.
4. Freedom is the ability to make decisions based on one's intellect and will, choosing to act or refrain from acting according to personal choice.

5. Natural, divine, ecclesiastical, and state laws are revealed forms of moral law. (The methods through which these laws are revealed should be explained.)
6. The morality of human actions is determined by the object, motive, and circumstances surrounding the action.
7. It is the capital sins and heavenly virtues that influence whether emotions are considered bad or good.
8. There is no obligation to obey laws that contradict divine laws and moral principles.
9. Cultivating the habit of doing good reflects a virtuous attitude.

**Teaching Aids:** Videos, Newspaper clippings, Pictures (e.g., road accidents), Flowcharts, Bylaws of Sunday School and other pious organizations etc.

**Terms to be explained:** Law, Morality, Authority, Emotion, Virtue, Freedom, Common Good, Capital Sins.

**Emotions:** Emotions are mental states that involve three stages: subjective experience, psychological response, and behavioral response.

**Empathy:** The individual is able to analyze and understand the emotions of others based on his own perspective.

Emotions	
Positive	Negative
Love	Hatred
Happiness	Sadness
Courage	Fear
Pride	Anger
Faith	Loss
Surprise	Disgust
Hope	Shamefulness

All of these are essential for a person. We must develop the mental maturity to control and absorb them with equanimity. This is emotional maturity.

## **Common Good**

Respect for the individual, social welfare, development, and justice, as well as equity in the distribution of resources, must be maintained and protected.

## **The Will**

The cognitive process that involves the use of knowledge, intelligence, and reasoning to make decisions.

## **Human Dignity**

What distinguishes humans from other living beings is that God's spirit resides within us.

## **Authority to Teach**

The authority to teach in the name of Jesus Christ involves the responsibility to interpret the Word of God, both in written form and through tradition. This responsibility is administered by the Congregation of Bishops.

## **Ecclesiastical Doctrines**

Ecclesiastical Doctrines are authentic teachings resulting from the authority of the magisterium of the Church.

## **Encyclical Letter**

An encyclical letter is an exhortation given by the Pope on a specific subject to the whole Church. Encyclicals are issued for the benefit of the Church, aimed at rectifying errors or providing instruction on issues that challenge faith or morality.

## **Morality**

Morality is the preservation of divine goodness and the living out of holiness.

### **Eastern Church & Western Church**

In AD 293, Emperor Diocletian divided the Roman Empire into four provinces. By AD 395, it was divided into two provinces: the Western Roman Empire, centered on Rome, and the Eastern Roman

Empire. Today, the Latin Catholic Church refers to the Western Church, while the Eastern Churches include congregations formed by the evangelization of the Apostles east of Rome. All non-Latin rites fall under this category.

## **References**

- CCC1744 - Independence
- CCC1951 - Laws
- CCC1897 - Authority
- CCC1736 - Responsibility for one's action
- CCC1961, 2 - Divine Laws for Common Good
- CCC85, 86, 2041 - Precepts of the Church
- CCC2419-23 - Doctrines of the Church
- CCC1767 - Passions
- CCC1750-1754 - Ethics of human action
- Youcat Questions
- 280,286,325 - Ethics of human action
- 315,177,318,319 – Virtuous Life
- 294,301 ,302 – Capital Sins

## **B. Lesson Presentation**

The course is to be presented in four modules that can be completed in two hours and fifteen minutes.

1. What are Laws / Why the laws?
2. Illuminated Levels of Moral Law
3. Ethics of Human Actions
4. Virtuous life

## **Module 1**

**Time Duration:** 40 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

## **Activity 1. Read and Explain**

- Divide the children into two groups.

## **Group 1:** Read Luke 18:18-33

**Group 2:** Given a newspaper report, picture, or video of a vehicle accident.

- Each group will read/watch their assigned material and present a brief summary to the class. The teacher will then lead a general discussion and codification.

## **Discussion pointers**

What was the young man's need, and what methods did Jesus suggest in response?

What are the circumstances under which accidents occur?

Questions are provided to the groups, and they are asked to present their findings. The teacher will then ask general questions to consolidate the ideas. Based on this, public discussions and codification will follow.

### **Codification**

1. To inherit eternal life there must be legitimate living, spiritual growth and life with Jesus.
2. Failing to follow the rules of life leads to failures and losses. All these can be avoided by following the rules.
3. Rules are guiding signposts on the journey to the goal.

**Further Discussion:** The teacher asks questions to facilitate further discussions.

- What are the rules for?
- Who makes the rules?
- Is the law a barrier?
- What is the law?

(Each question should be discussed one at a time. During the discussion, encourage students to find answers from the lesson, focusing on concepts like law, authority, freedom, etc. Ask them to read out their answers. Other related concepts should also be explained as needed)



**Codification:** Articles 1, 2, 3, 4, and 5, along with their appendices, as well as the laws in their various forms, are codified.

### Follow-Up Activity

- Can a society or movement survive without laws?
- Why do organizations and movements have by laws and constitutions for nations? Make notes.

## Module 2

**Time Duration:** 40 Minutes

### Activity 2: Prepare Notes

The class is divided into four groups (or individualized if there are few children). Assign each group a topic: Natural Laws, Divine Laws, Church Laws, or Laws of the Nation. Students should read the relevant textbook section and prepare a brief note for presentation and codification.

#### Codification

Codification should be done only after ensuring that all the key points in the "Illuminated Levels of Moral Laws" section of the textbook are thoroughly covered.

### Follow-Up Activity

1. Read the verses from Exodus 20:1-17 and Matthew 5 & 7 chapters.  
Reading in the class would be more appropriate.
2. The listed section of the text can be done as homework.

Protection of children is a natural law

No idolatry – God’s commandment (Old Testament)

Do not destroy life – God’s commandment (Old Testament)

No marriage among siblings – Church commandment

Payment of Tax – State law

Sin of Suicide – God’s commandment

To act mercifully – God’s commandment (New Testament)

1. Ask to memorize prayers, God’s Commandments, Beatitudes, Precepts of the Catholic Church, Acts of Mercy, and Divine Virtues. Check on subsequent working days.

## Module 3

**Time Duration:** 30 Minutes

### Activity 3: Debate

Divide the class into two groups and give the case study given in the textbook. Organize a debate on the topic: “For doing good, can evil be justified?” (This activity can also be done in a class of only two students)

#### **Codification**

Action becomes good only when both the goal and means are good. An act turns morally justified when the object, the motive, and the situation are good.

**Object:** It is what the mind consciously directs.

**Intention:** The journey of the mind towards the goal.

**Circumstance:** The environment or reason for doing an action.

- Emotions are good when they lead to morally good actions and detrimental otherwise. Emotions and feelings can be elevated as positive or lowered as negative. It is when they are reduced to vices that they become sins.

## Module 4

**Time Duration:** 30 Minutes

### Activity 4: Capital Sins and Corresponding Virtues

- Ask students to individually write the Capital Sins and their corresponding Virtues.
- Review and correct any mistakes found.
- The teacher will give each student mixed slips containing Virtues (Wisdom, Justice, Fortitude, Temperance) and Capital Sins.
- Students are to match the correct Virtue with its corresponding Capital Sin.
- Afterward, students will present their answers to the class.

### **Codification**

Virtues are our attitude of doing good by habit. The textbook contains a definition of each of the basic virtues. Capital sins are the sins that give birth to other sins and dwell within us.

### **Follow-Up Activity**

Failure to transform emotions into virtues is the cause of social evils  
– Prepare Commentary.

### **For Recollection**

- Students are asked to take short notes in an engaging manner or recall ideas presented from the beginning of the lesson.



#### **Let Us Read the Word of God**

The Gospel According to Mark Chapters 1-5



#### **Let Us Illumine Our Hearts**

"In everything do to others as you would have them do to you; for this is the law and prophets "  
(Mt 7:12).



#### **My Resolution**

I will abide by the rules derived  
from the morality of the divine law.

## Chapter 6

# Christian Life: A Life of Prayer

### A. Lesson Analysis

The concepts in this lesson are drawn from the fourth pillar, Prayer, in the Catechism of the Catholic Church and can be presented across two modules.

**Objective:** We can remain in constant communion with God through prayer. We recognize that teachings and rituals gain meaning through prayer, guiding us to live a prayerful life

### Convictions

1. Christian life is incomplete without prayer.
2. The Holy Qurbana is the supreme prayer.
3. My Christian life can be illumined by various forms of prayers and rituals

**Habit:** Participate in family prayer every day and pray continuously.

**Reference:** Holy Bible, Catechism of the Catholic Church, Youcat, Prayers, Textbook.

### Key Concepts

1. Christian prayer is the personal and active relationship with the Holy Trinity.
2. Why should we pray?
3. Various forms of Christian prayer
4. Sources and attitudes in prayer
5. Expressions of prayer
6. Importance of the Lord's prayer.

### Teaching Aids

Pictures of prayer, charts, word cards, etc.

### Terms to be explained

Meditation, Contemplative Prayer, Eternal Salvation Manifestations, Hope, Fasting, Charity. Meditation and Contemplative Prayer is explained in the text book.

**Hope:** The attitude that motivates human actions and expects the good with firm confidence. (The divine virtue of hope is the confident expectation of receiving eternal life and the graces to merit it CCC 1443).

**Eternal Salvation:** The attainment of salvation (complete sanctification from sin) accomplished by Jesus through His death and resurrection. The fruit of eternal salvation is eternal life with Jesus (CCC 1023-1026).

The three forms of penance include prayer, fasting, and almsgiving. These forms reveal repentance in relation to self, God, and others. Almsgiving is brotherly sharing, while fasting involves acts of self-denial undertaken voluntarily (CCC 1434, 1438).

## References

- Occasions Where Jesus Prayed: Matthew 17:1-8; John 11:38-44; Luke 22:14-20 (CCC 2598 to 2606).
- Prayer: CCC 2561
- Forms of Prayer: CCC 2626 to 2643
- Sources of Prayer: CCC 2652 to 2660
- Expressions of Prayer: CCC 2700 to 2711
- Postures of Prayer: Youcat Question 486

## B. Lesson Presentation

**Introductory Prayer:** “Lead, Kindly Light..” Hymn

### Module 1

**Time Duration:** 60 Minutes

The lesson starts with questions about the song that is heard during prayer.

- Who wrote this song?
- What is the theme of the song?
- What attitude is embodied in this song?

**Codification:** (Refer to "Why Should We Pray" on page 47 in the text book, and add 6 the points)

This prayer hymn was written by Cardinal Newman.

Distribute slips with verses about the occasions when Jesus prayed and ask students to locate these passages in the Bible.

The question of why Jesus prayed is open for discussion. The textbook outlines the concept on page 48 and provides definitions of prayer on page 49.

Do you pray? How do you pray? Why do you pray?

These questions are clarified on page 47 in the text book.

Each child receives a slip with the names of various forms of Christian prayer and is asked to find their definitions and explanations from the text book. Necessary clarifications are provided. The lesson concludes by highlighting that the Holy Qurbana is the highest form of prayer.

### **Follow-up Activity: Provided by the teacher**

#### **Codification**

#### **Module 2**

**Time Duration:** 60 Minutes

#### **C. Lesson Presentation - Key Concepts**

CCC 2700/2708/2210 - These sections are read by children. They are asked to share their understanding and codify. Expressions of Prayer: This includes Vocal Prayer, meditation, and contemplative prayer

#### **Activity - Recite the prayer, "Our Father..."**

Who taught this prayer?

How many petitions are there in this prayer?

What is the attitude expressed in this prayer?

A codified chart of these questions is displayed to illustrate sources and attitudes.

Students are instructed to read the attitudes listed in the textbook and write the corresponding terms on the chart.

The teacher also emphasizes the significance of family prayer and the help from the Holy Spirit.

The prayer book is given; the religious virtues are recited and discussed. Explain the definition of prayer taught in the first module, which emphasizes fasting; the teacher also highlights the importance of almsgiving.

### **Codification**

Meaning of Prayers and Postures is explained. Follow up activity is given to prepare a chart on the same.



### **Let Us Read the Word of God**

The Gospel According to Mark Chapters 6-10



### **Let Us Illumine Our Hearts**

"Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you" (Mt 7:7).



### **My Resolution**

No matter how far away I am,  
I shall always participate in  
family prayer and pray every day.

## Chapter 7

### Christian Conscience

#### Note

- Give an opportunity for children to read St Thomas Moore in Module 1.
- The project in Module 2 should be introduced to students the previous Sunday.
- This lesson can be organized as a seminar

#### A. Lesson Analysis

This lesson focuses on understanding the Christian conscience and its formation within individuals. This lesson emphasizes that every Christian's actions should be rooted in goodness, guided by the Christian conscience. These decisions are influenced by factors such as the Church, family, and social media.

**Objective:** To enable children to choose good actions in every aspect of life, following Jesus' teachings.

#### Convictions

1. As a Christian, my whole life should be according to the rules of the Christian conscience.
2. Continuous effort is needed to form a Christian conscience.
3. Constant vigilance is required to preserve Christian conscience.

**Habit:** Making decisions and choices according to the Christian conscience in every life situation.

**Reference:** Catechism of the Catholic Church, Youcat, Holy Bible, Textbook, Second Vatican Council Decree.

#### Key Concepts

- Conscience is the divine voice within a person guiding them to discern between good and evil and to choose good rejecting evil.
- We are prone to errors because we might fail to recognize the voice of conscience due to various reasons.



- Every Christian should strive to cultivate a moral conscience from among the different types of consciences.
- Developing a moral conscience is an ongoing process.
- Moral conscience is cultivated through understanding good and bad, a commitment to truth, clarity in decision-making, autonomy in judgment, empathy towards others, and respect for nature.
- In every Christian, the Christian conscience should be formed with the attitude of Jesus, thus distinguishing it from the moral conscience.
- The attitude of Jesus Christ, the guidance from the Word of God, the special help of the Holy Spirit, and adherence to the teachings of the Church are essential for the formation of a Christian conscience.
- Parents and the church community have an indispensable role in the formation of Christian conscience.
- We must exercise prudence and discretion in our use of social media, as they significantly influence conscience formation

## **Teaching Aids**

Videos, pictures, charts and games

## **Terms to be explained**

Christian Conscience, Moral Conscience, Sinful Conscience, Perplexed Conscience, Scrupulous Conscience, Lax Conscience, Tender Conscience, Erroneous Conscience, Frozen Conscience,

Consideration to others, Consideration to Nature, Encyclical Letter, and Apostolic Exhortation.

## **B. Lesson Presentation**

### **Module 1**

**Time Duration:** 60 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson

## **Discussion (Conscience: The Inner voice, Importance of conscience)**

The teacher discusses the martyrdom of the Coptic saints, who were murdered on February 12, 2015, using pictures or videos. The students are then asked to compare this incident with the life of St. Thomas More. The students can discuss in groups and present their findings.

### **Discussion Points**

Did these 21 people and St. Thomas More have the opportunity to save their lives?

Were they given a chance to save their lives by their murderers?

What similarities are there in the paths chosen by these two?

Why do you think they might have chosen death?

What are the similarities between these two incidents in our contemporary living conditions: the persecution of Christians in different parts of India, Africa, and Europe?

### **St. Thomas Moore**

St. Thomas Moore was a staunch Catholic who was the chancellor to King Henry VIII of Britain. When the king divorced his wife, Queen Catherine, and the Church refused to allow him to marry a woman named Anne Boleyn, Henry installed himself as head of the Church in Britain. When he refused to accept the king as the head of the Church in Britain, Thomas Moore was arrested and charged with treason. On July 6, 1535, he was charged with treason and executed. His last words at the time of his death were, "I die the King's good servant, and God's first." He was canonized as a martyr saint by Pope Pius XI in 1935.

(NB: This portion should be handed over to students in advance, to be read out in class.)

### Summary of Discussion

For these 21 people, Thomas Moore, and every person who lost their life because of Christian faith in different parts of the world, the way to save their life was to give up their faith in Jesus and commitment to the Church. They chose to hold onto their faith even at the cost of their own lives.

Each of them had the liberty to choose what to abandon and what to embrace.

They heeded the inner voice that guided their decisions and cautioned them against certain actions. Likewise, conscience is the internal voice that resonates within us.

The teacher then discusses the key points of the 'Conscience: The Inner Voice' section of the textbook in connection with the discussion that took place just now.

**Game:** Mix and Match (Is Conscience Likely to Err?)

**Study Materials:** Each group will receive a set of cards, one with virtues written on them and another with corresponding original sins

Name of Capital Sins (One set)

Pride	-	Humility
Greed	-	Generosity
Anger	-	Patience
Gluttony	-	Temperance
Envy	-	Charity (Brotherly Love)
Sloth	-	Enthusiasm
Lust	-	Modesty

Divide the class into two or four groups. Each group will receive a set of cards.

Containing the names of the virtues. Do not let the groups see the virtues on the cards beforehand. Place these cards face down on the desks in front of each group. There are three stages in this game..

In the **first stage**, the teacher will pick a card with a sin written on it and read it aloud. Each group then selects a card from the ones on

their desk and brings it to the teacher. They earn 10 points if the virtue on their card corresponds to the sin read by the teacher, and lose 5 points if they choose incorrectly. This process repeats for each of the seven cardinal sins, and the group with the most points at the end wins this stage.

**Second stage of the game:** The teacher shuffles a set of cards with virtues and places them in front of each group. Again, the groups don't know which virtue is on each card. The teacher reads out one of the capital sins, and each group selects a card from the pile. They can choose to hand over their card to the teacher or keep it, earning points accordingly. They earn 10 points if the virtue on their card corresponds to the sin read by the teacher, and lose 5 points if they choose incorrectly. The group with the highest total points wins this stage.

**Third stage of the game:** As in the previous stages, each group receives a set of cards with virtues. But this time they can see which virtue is on each card. When the teacher calls out the capital sin, the groups quickly look for the corresponding virtue on their cards and bring it to the teacher. Points are awarded or deducted to the first team that hands over the card to the teacher. This process repeats until all sins have been called out, and the group with the most points overall is declared the winner. (Groups cannot present a second card.)

**Debriefing:** In the first phase of the competition, the groups did not know what virtues were on the cards they had. Therefore, it was not always possible to hand over the exact virtue corresponding to the sin read out by the teacher. However, it was possible to get the correct virtue occasionally by chance. The reason for the inconsistency was due to the groups' lack of knowledge about the cards (ignorance). Therefore, their selection was based on chance rather than objective decision-making.

In the second phase, the groups can decide whether the virtue they receive is correct or not and react. However, the virtue they select is not necessarily the exact match. Therefore, their response may not always be correct. The virtue corresponding to the capital sin men-

tioned by the teacher might be hidden among the cards in front of the group, representing a partial level of knowledge.

In the third phase, the groups can see which virtues they have. Based on their prior knowledge, they can respond to each sin with specific virtues. Here, they have complete knowledge and understanding, allowing them to make the right choice. However, if they lack this knowledge, their selection will not be accurate.

This game is very relevant regarding the formation of conscience. The first stage of this game indicates individuals whose conscience is not properly formed; they don't know what the right response is, and this ignorance greatly hinders the formation of a right conscience. In the second stage, groups can decide whether or not to respond with the virtue they have. However, they might not receive the right virtue. The true virtue may still be hidden, showing a lack of formation. Here, too, some groups may go wrong. They might give the teacher the virtue they have even if it doesn't match the corresponding capital sin. Sometimes we respond without knowing if our action is right or wrong, which could be due to sudden emotions, selfishness or the influence of others. Following the directions of an ignorant person in the group can also lead to incorrect responses.

### **Codification of the Game**

The voice of conscience is likely to err.

If the right formation is not received, if the formation received is wrong, the voice of conscience may go wrong.

The formation of conscience can go wrong due to: selfishness, sudden emotions, the influence of others, lack of knowledge of right and wrong.

### **Classify and Discover (Questions for Identification; Different types of Conscience)**

Let the students sit a little apart. If possible, they can briefly go outside after receiving instructions. Individually, let students read through all nine types of conscience listed in their textbook and identify which

ones resonate with their own experiences. Emphasize that this exercise is not for grading or judgment. Explain that it is possible for one person to exhibit multiple types of conscience.

Encourage self-reflection as the core of this activity. After five minutes, bring the students back and organize them into small groups.

Next, using a chart or slides, the teacher describes different types of conscience. Give each group five minutes to match the statements from the 'Questions for Identification' section to the appropriate type of conscience. Each group should then present their findings to the class. The teacher can provide prompts, clues or additional comments to help students identify the conscience types after their presentation.

### **Codification of the Activity**

Different types of consciences - a moral conscience, a sinful conscience, a perplexed conscience, a scrupulous conscience, a lax conscience, a tender conscience, an erroneous conscience, and a frozen conscience – operate within us in various situations. Among these, the moral conscience stands out as the most superior. Moral conscience is the judgment of reason that discerns the moral quality of an act that a human being is about to do or is currently doing (CCC 1778). As Christians, it is imperative that we must strive to develop a moral conscience.

### **Brainstorming (The Necessity of Formation of Moral Conscience)**

The class engages in a general discussion based on the above topics (Is Conscience Likely to Err, Different Types of Conscience, and Questions for Identification).

### **Brainstorming Steps**

The teacher poses the question to the class: Is there a need for moral conscience formation?

Organize the children into groups.

The teacher states the rules of brainstorming

Any idea related to the topic can be expressed (the group earns points

if anyone from the group shares ideas).

There should be no judgment or comments when a child expresses ideas.

Encourage the flow of ideas.

Ideas may be repeated in different ways

Give one minute for the children to think about the topic.

Select a volunteer to write down ideas (use a flip chart, blackboard, or whiteboard).

Begin the brainstorming session

Number the ideas and group similar ones together under each number.

When ideas start to slow down, add any final points. If the volunteer has more ideas, let them write it down.

Ask for clarifications on any concepts as needed during the discussion. Finally, review and discuss the generated ideas collectively.

### **Codification**

Decisions of conscience can be fallible. It is essential to train the mind to take decisions in favour of good. Individuals may have various types of conscience in addition to the moral conscience. Factors such as selfishness, sudden emotions, and external influences can hinder one from making decisions in favour of goodness. Moral conscience formation occurs in individuals who are consistently guided by moral principles in their decision-making.

### **Follow-Up Activity**

Using a chart or presentation slide, the teacher outlines the key points to consider in the development of moral conscience.

Points to consider in moral conscience formation

- Gain Knowledge about Good and Evil
- Be open-minded to the truth
- Take clear decisions

- Uphold Freedom
- Be considerate to others
- Be considerate to nature

## **Module 2**

**Time Duration:** 60 Minutes

**The Game:** Wheat and Chaff (Why Christian Conscience?)

The teacher prepares eight cards with the eight points (one point in each card) to distinguish moral conscience and Christian conscience as given under ‘Why Christian Conscience?’ in the text book.

The teacher distributes eight cards to the two groups. Groups will have two minutes to categorize the cards into two groups: Moral Conscience, Christian conscience. They are not allowed to refer to the textbook during this time. After 2 minutes, one representative from each group shares how the cards were classified. Other groups may disagree during the presentation. The teacher may intervene based on the textbook points. Points to be awarded to groups that classify the cards correctly.

### **Debriefing**

A Christian conscience is a moral conscience shaped by Christian teachings. Through the classification activity, we recognise that the core distinction lies in putting into practice the teaching of Jesus. The Christian conscience involves more than performing good deeds; it embodies goodness rooted in the actions and teachings of Jesus, which guide our conduct.

Next, with the aid of a chart or presentation slide, the teacher explains that the basis of the Christian conscience is the lifestyle of Jesus. Also, the teacher elaborates on the factors that influence the formation of Christian conscience.

### **Guiding Factors for Christian Conscience Formation**

1. Jesus Christ
2. The Word of God



3. Holy Spirit
4. The Teachings of the Church

### **Important Teachings of Church for the Formation of Christian Conscience**

1. Precepts of the Church
2. Documents of the Second Vatican Council
3. Catechism of the Catholic Church
4. Encyclicals issued by Popes from time to time on various subjects
5. Apostolic Teachings
6. Teachings of the Syro-Malabar Synod

### **General Discussion:** What I Got from My Parents? (The Role of Parents in Christian Conscience Formation)

The teacher starts a class discussion on the inheritance received from parents (physical traits, speech patterns, beliefs, actions, personality traits, character attributes, and material wealth etc.). Each child is encouraged to share what they have inherited from their parents.

### **Codification**

Children will imitate their parents' words, behaviour, character and moral values. Parents play an irreplaceable role in shaping a person's conscience. They should also instill in children an understanding of their future roles as parents, reminding them that their thoughts, words, and actions should align with the example set by Jesus.

**Project:** Role of SMYM in the Formation of Christian Conscience (Role of the Church Community in the Formation of Christian Conscience)

The topic should be given to the groups on the previous Sunday. Allow the class at least 10 minutes to plan in their respective groups. Instruct them to present their project report to the class the following week. It is good to have the Director and SMYM office bearers present during the project presentation. Present the project in detail,

focusing on the core parts of the project.

It is recommended to provide a general format for the project report as below.

### **Sample format of project report**

- Introduction
- The effectiveness of Church organizations in the formation of Christian conscience.
- An assessment of the up-to-date activities of SMYM in the formation of Christian conscience
- Policy Document of SMYM for the Formation of Christian Conscience in the Parish

### **Conclusion**

Following the presentations, there will be a discussion about the project reports presented by the groups. The Director and office bearers are encouraged to share their opinions during this discussion.

#### **Codification**

The parish community plays a crucial role in the formation of Christian conscience. It is essential for individuals to have good Catholic friends to aid in this formation. S.M.Y.M. can significantly contribute to shaping the Christian conscience of young people, playing a pivotal role. Youth involvement in S.M.Y.M. activities and parish life are encouraged to foster this development.

### **Video & Discussion:** (Role of Media in Christian Conscience Formation)

Children will watch a video (Link: <https://www.youtube.com/watch?v=Lw-YPKR0grk>). How the teacher presents the video is very important. It is presented as a test of concentration. In the video, there are two groups of players: one in black jerseys and the other in white jerseys. The video is about the players passing the football. The task is to count how many times the ball is passed by players wearing the

white jerseys. Children should focus their attention exclusively on those in white jerseys. They should not focus on the players wearing black jersey.

Start the video and pause it when the question is displayed. Allow children to share their answers, which may vary. The correct answer is 12 passes. Next, ask if anyone noticed ‘a man dressed in black with a noose around his neck’ passing through the scene. Most likely, many may not notice, especially those focused solely on the white jerseys. However, some might have seen it due to their lack of focus.

Replay the video to show the man dressed in black with the noose. Congratulate those who correctly answered 12 passes.

### **Debriefing**

The teacher's intention was not to test the children's attention or concentration. Instead, ‘the man in the black robe with a noose around his neck’ was deliberately passed in front of the children without their noticing. The teacher achieved this by diverting their attention to something unrelated but engaging for them—the football game. This tactic demonstrates how similar strategies are employed by groups with vested interests through various forms of media today. Through videos, songs, dances, movies, discussions, and advertisements, the media presents us with content that captures our attention and aligns with our preferences. Without our knowledge, these mediums often serve as vehicles for conveying ideas and agendas of those behind them.

Next, the teacher discusses the story of the frog in boiling water. The teacher initiates a discussion based on this story and the previous video. How do opinion polls, reels, videos, and movies on social media and other platforms influence our conscience? (Role of Media in Christian Conscience Formation)

## **Codification**

Social media plays a major role in conscience formation. Not everything we see in the media is true and there are often specific agendas behind the scenes. We must learn to recognize the truth behind the news, understand the reality behind the views and discern the intentions behind the opinions presented.



### **Let Us Read the Word of God**

The Gospel According to Mark Chapters 11-16



### **Let Us Illumine Our Hearts**

"But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you everything, and remind you of all that I have said to you" (Jn 14:26).



### **My Resolution**

In every situation I will act solely according to my Christian conscience.

## Chapter 8

# Holy Bible: Word of God

### A. Lesson Analysis

This lesson examines the descriptions of the Bible, the precious treasure entrusted by God to the Church.

**Objective:** To gain knowledge of the Holy Bible that guides us to lead a happy life, discern God's will, recognize the Bible as the Word of God, and read it prayerfully.

### Convictions

1. The Holy Bible is the Word of God.
2. Sacred Scripture is the written Word of God. Sacred tradition is the Word of God in verbal form.
3. The most authoritative book concerning the Christian faith is the Holy Bible.

**Habit:** Read the Word of God daily to understand His message.

**Reference:** Catechism of the Catholic Church, Youcat, Holy Bible, Church History

### Key Concepts

- The Holy Bible is the most influential book in the history of human development.
- The Holy Bible is a divinely inspired book.
- Divine revelation is the process by which God reveals Himself to the world.
- Jesus is the fullness of divine revelation.
- The Church is the interpreter and preserver of divine revelation, transmitted through the apostles.
- Both Sacred Scripture and Sacred Tradition must be accepted with equal reverence.
- The Holy Bible contains a total of 73 books: 46 in the Old Testament and 27 in the New Testament.

- The Holy Scripture holds both literal and spiritual meanings.
- The right to interpret God's Word primarily rests with the Church.

## **Teaching Aids**

The Holy Bible, Charts, Slips, Videos

## **Terms to be Explained**

The Holy Bible, The Sacred Tradition, Divine Inspiration, Divine Revelation (Refer the textbook)

## **References**

- CCC 66
- CCC 67
- CCC 80, 81
- Divine Revelation 9
- Youcat 8
- CCC 115, 118
- Divine Revelation 12

## **B. Lesson Presentation**

### **Module 1**

**Time Duration:** 60 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson

### **Activity 1**

**General Discussion** (Time Duration: 10 Minutes)

The teacher asks the question, "What do you know about the Bible?" The responses are codified and misconceptions are corrected.

#### **Codification**

The Holy Bible is the most influential book in the world. It has been translated into several languages so that everyone who reads it can understand it.

## Activity 2

After explaining the words ‘Divine Inspiration’ and ‘Divine Revelation’, the teacher gives four notes to the groups.

1. Divine Revelation through the created universe - Genesis 1
2. Divine Revelation through Messengers - Genesis 12 (The Call of Abraham)
3. Jesus is the fullness of Divine Revelation - John 1, Hebrews 1:1-2, CCC 66
4. Divine Revelation and the Church - 1 John 1:1, CCC 67

After reading the references, the groups discuss the content. One person from each group then presents the ideas and codification is done with the help of the teacher.

### Follow-Up Activity: Lear the names of the 12 apostles

#### Codification

1. Divine Inspiration of the Bible
2. Divine Revelation is the process by which God reveals Himself to the world.
3. God reveals Himself through the created universe.
4. God revealed Himself through messengers.
5. Jesus is the fullness of Divine Revelation.
6. Divine Revelation continues through the Church.

## Module 2

**Time Duration:** 60 Minutes

### Activity 3

The teacher explains the Holy Bible, as the transmission of the Word of God (Transmission of Revelation), and the Holy Tradition. Following this, the names of the 46 Old Testament books, each written on a slip, are distributed to the students. The students then categorize these 46 books into Pentateuch, Historical, Wisdom, and Prophetic books.

### Follow-Up Activity

1. Complete the list of Old Testament books provided in the textbook.
2. List and chart the New Testament books as outlined in the textbook.

**Codification:** According to the Catholic tradition, the Holy Bible is classified into the Pentateuch, Historical Books, Wisdom Books, Prophetic Books, Gospels, Acts of the Apostles, Epistles, and the Book of Revelation. Both the Holy Scripture and the Holy Tradition should be accepted and honored with the same respect and reverence.

## Activity 4

The teacher explains the canonical nature of the Bible, the translations of the Holy Bible, and other related topics through charts and videos.

**Terms to be explained:** Canon, Septuagint, Vulgate, Peshitta

## Activity 5

An interpretation song (turgama) from the Holy Bible is sung by all. Thereafter, the teacher asks the students to read the prose part of this song.

Explain the meaning of the prose read from the Bible.

Four groups are assigned four scripture passages. Each group is tasked with identifying both the literal and spiritual meanings of their passage. For example:

1. Crossing the Red Sea (Exodus 14:21-22)
2. The Good Shepherd (John 10:11-18)
3. Parable of the Sower (Matthew 13:3-9)
4. New Heaven and New Earth (Revelation 21:1-4)

The literal and spiritual meanings of these passages are provided below. Check whether the students have written them correctly, and if not, clarify the correct meanings.

### 1. Crossing the Red Sea (Exodus 14:21-22)

- **Literal Sense:** Israel was saved by crossing the Red Sea as if on dry ground.
- **Spiritual Sense:** The faithful enter into a new life through baptism in Christ Jesus.



- **Symbolic Sense:** The Red Sea represents the danger of sin and death. Crossing it symbolizes liberation from sin and access to salvation.
- **Moral Sense:** God can save us even in the midst of great difficulties.

### **The Good Shepherd (John 10:11-18)**

- **Literal sense:** Jesus presents himself as the Good Shepherd who lays down his life for the sheep.
- **Spiritual sense:** Jesus' sacrificial dedication serves as a model for the faithful to protect and care for others.
- **Symbolic sense:** Jesus is the only perfect Shepherd, as only He can protect humanity from all spiritual dangers and lead them to eternal life.
- **Moral sense:** Highlights the necessity of virtues such as compassion, unselfishness, and sacrificial dedication in our relationships with others.

### **Parable of the Sower (Matthew 13:3-9)**

- **Literal sense:** The parable describes a farmer who sows seeds in different parts of his field.
- **Spiritual sense:** The seed symbolizes the Word of God, and the various types of soil represent different responses of people to the Word.
- **Symbolic sense:** This parable highlights the importance of evangelism and discipleship, emphasizing the necessity of grace for growth in faith.
- **Moral sense:** It urges us to prepare our hearts to receive the Word of God and to let go of anything that obstructs spiritual growth.

### **New Heaven and New Earth (Revelation 21:1-4)**

- **Literal sense:** John sees a new heaven and a new earth where there is no sorrow, no pain, and no death.

- **Spiritual sense:** It represents the fulfillment of the Divine plan, where the faithful are eternally united with God in perfect harmony.
- **Symbolical sense:** It signifies the complete reconciliation of humanity with God through Christ, the restoration of creation, and the manifestation of God's full glory in His kingdom.
- **Moral sense:** It inspires hope to endure the crises and sorrows of this world, assured by the promise of God's ultimate salvation.

### **Codification**

Knowledge of the Holy Bible deepens our love for it and inspires us to live according to its teachings.



### **Let Us Read the Word of God**

The Gospel According to Luke Chapter 1-5



### **Let Us Illumine Our Hearts**

"Long ago God spoke to our ancestors in many and various ways by the prophets, 2 but in these last days he has spoken to us by a Son" (Heb 1:1-2).



### **My Resolution**

I will read God's Word daily to receive guidance in life.

## Chapter 9

# Christian Life: Founded on the Word of God

**Note ⇒ Module 1: Biographical note (Home assignment)**

**Module 2: Formulation of Action Plan**

### A. Lesson Analysis

The purpose of this chapter is to instill convictions that guide the learner in discovering Jesus, the Word, in their life and living according to the Scriptures. It provides a clear outline of the transformative impact the Word of God can have on a person's life and offers guidance on how to nurture their Christian life, living in a way that facilitates these changes.

### Objective

To empower the learner to realize the power of God's Word and lead a life based on the Word of God.

### Convictions

1. The Word of God is not just words; it is the Word of God, God Himself.
2. The holy Word can transform, sanctify and redeem me.
3. Through the Word of God, I can move forward purposefully in life and overcome difficulties.

### Habit

The learner reads scriptures daily, realizes what Jesus says to him through the scriptures and leads his daily life accordingly.

### References

Holy Bible, Catechism of the Catholic Church, Biographies of saints.

### Key Concepts

- Word of God is living; Word of God is Jesus Himself.
- Word of God is Life-giving.

- Word of God is transforming; it teaches us what to do and what to avoid, how to correct our wrongs and turn toward good, and provides us with the means to stay on the path of righteousness.
- Word of God sanctifies us through God's holiness.
- Word of God has the power to save me from any situation.
- By finding Jesus through the Word of God, and living according to it, we become disciples of Jesus.
- Word of God heals us from all physical, mental and spiritual ailments.
- Word of God has the power to free any form of bondage.
- If the power of the Word of God is to work fully, we must live a life rooted in the Word.
- By reading the Word of God, listening to what Jesus says to us through it, understanding its meaning, and meditating on it, I am able to lead a life rooted in the Word of God.
- Living according to the Word of God, proclaiming it through our actions, and praying for God's grace to sustain this way of life are essential for living a life rooted in the Word.

**Teaching Aids:** Slides, charts, materials for game

### **Terms to be explained**

**I) Lectio Divina** (Divine Reading): It refers to reading the Word of God for personal prayer. It has five parts:

1. Prepare – Be Silent (*Silencio*)
2. Read (*Lectio Continua*)
3. Meditate (*Meditatio*)
4. Pray (*Oratio*)
5. Contemplate (*Contemplatio*)

**Lectio Divina:** This involves reading the Word of God for study. Begin each new reading from the passage you completed previously.

## Module 1

**Time Duration:** 1 Hour

**Preparation:** Divide the class into two or four groups based on the number of children. The teacher reminds the students that each group should find an example from history of someone whose life was changed by the word of God and be ready to present it in the next class. Each group will get a maximum of three minutes time to present. Also instruct them to inform the teacher if they find such a person. (The teacher should ensure that the same individual is not taken by more than one group).

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

The teacher asks for student's responses based on the lesson's introductory question, "How has Word of God influenced your life?" They are given two or three minutes to think silently before responding. After that, responses are received from everyone in a few sentences. Then, teacher describes with the help of a picture or presentation, the example of St. Augustine who made changes in life by the influence of the scriptures. Following this, as it was informed in the previous week, each group introduces the historical person whose life was transformed by the Word of God. The teacher then generally summarizes the discussion and the group's presentation.

NB: These examples of saints can be compiled by the class into a resource book or an article.

**Codification:** Jesus is the Word of God. Word of God can make radical changes in individuals. Word of God can make changes in the different dimensions of a person's life.

**Game:** Hidden Treasure (Purpose of the Word of God)

**Materials required for the game**

- Different Bible verses - that show God's love for us that encourage us that comfort us that show our faith in God, which can be used as prayers, and that express gratitude - can be written in a

chart. Cut two or three words together for each set of the Bible Verses. A group should have all the words of all the sets. The set given for all groups should be similar.

### **Some Verses That Can Be Used**

**Mathew 23: 13:** But woe to you, scribes and Pharisees, hypocrites! For you lock people out of the kingdom of heaven.

**Mathew 5:11-12:** “Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven.”

**Isaiah 41: 9-10:** “You are my servant; I have chosen you and not cast you off”; do not fear, for I am with you; do not be afraid, for I am your God; I will strengthen you; I will help you; I will uphold you with my victorious right hand.

**Romans 5:8:** “But God proves his love for us in that while we still were sinners Christ died for us”.

**John 3:16:** “For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life.”

**Mathew 19:26:** But Jesus looked at them and said, “For mortals it is impossible, but for God all things are possible.”

**Psalms 28:7-9:** The Lord is my strength and my shield; in him my heart trusts; so I am helped, and my heart exults, and with my song I give thanks to him. The Lord is the strength of his people; he is the saving refuge of his anointed. O save your people and bless your heritage; be their shepherd and carry them forever.

### **How to Play the Game**

The teacher gives each group one set of verses that have been split. The groups then spread out the words they got on the desks. Groups have to create a verse from the words given to them, according to the context announced by the teacher. Thus, points are awarded to the group that first delivers a verse that is closest and meaningful to the

context given by the teacher. E.g. Verse that shows God's love, my prayer, word that comforts me, etc. The teacher calls out five or six different contexts. Points are awarded to the group that delivers the verse first each time. Instead of insisting on the exact Bible verse, focus if the verse serve the intended purpose. The group with the maximum points is declared as the winner. At the end of the game, the learners can be encouraged to recite the verses perfectly as well as memorize them.

## **Debriefing**

Word of God can help us in any of our situations. Word of God can correct us, encourage us, make changes in us, comfort us, and strengthen us.

The teacher then leads the class on the role of Word of God in our lives.

## **Skit: (Life-Giving Word of God, Transforming Word of God)**

Teacher divides students into groups and reads the Gospel of Mark, chapter 5, verses 21 to 43. Jesus gave life to Jairus' daughter. Groups perform this passage as a skit. (Raising the son of the widow of Nain, Luke 7:11-17, Raising of Lazarus, John 11:38-44, Peter raising the disciple Tabitha in Lopa, Acts 9:36-41). Similarly, today, individuals often experience spiritual and psychological lifelessness. The teacher introduces the "word of life" to these individuals, offering guidance and hope. At the conclusion of the skits, the teacher provides a summary of the key ideas. The teacher explains, using a chart or presentation, that the Word of God brings transformation, giving life both spiritually and mentally, in four distinct ways.

**Codification:** God's word has the power to awaken my mind and soul in any situation because Jesus Himself is the Word. It transforms me by guiding me toward the good I should do (instruction), warning me against the wrong I should avoid (rebuke), showing me how to correct my path if I've gone astray (correction), and teaching me how to remain on the right path (training in righteousness).

## **B. Prepare a biographical note: Sanctifying Word of God**

Based on the previous point the teacher explains that the transformation of individuals through the Word of God leads to their sanctification. Based on the text book teacher explains what sanctity is. Teacher gives the example of St. Paul to the class. Teacher gives the students a home assignment to prepare a brief biographical sketch of a saint in India, who was influenced by God's word and attained sanctity like St. Paul. Teacher reminds the students to submit biographical sketch by next week.

### **Reading and discussing the Word of God: (Salvific Word of God, Word of God that Makes Disciples)**

**Luke 19: 1-10, John 4: 1-49** is given to the groups to read. In the classes with four groups, two groups are given the passage of St. Luke and St John's passage for the other two. But if there is only two groups in the class, give each group one passage each. The Gospel of St. Luke describes Zacchaeus' transition to salvation and the Gospel of St. John describes the transformation of the Samaritan woman into discipleship.

The groups that receive the Gospel passage of St. Luke read the passage and present the steps of salvation in the life of Zacchaeus. The groups that receive the Gospel passage of St. John read the passage and identify the stages of transformation of the Samaritan woman into discipleship and present it in the class. At the end of students' presentation teacher summarizes Zacchaeus' steps of transition to salvation and Samaritan woman's stages of transformation into discipleship.



### **Codification (Transition of Zacchaeus to salvation)**

- **Desire to See Jesus:** Have a strong wish to encounter Jesus.
- **Identify Obstacles:** Recognize what might be stopping you from seeing Jesus (like Zacchaeus being short).
- **Change Your Position:** Take action to overcome these obstacles (like Zacchaeus climbing a tree).
- **Obey Jesus:** Follow Jesus' instructions (come down when He calls).
- **Ignore Others' Opinions:** Don't worry about what others think when you choose to follow Jesus (even when people grumbled, Zacchaeus welcomed Jesus).
- **Welcome Jesus:** Invite Jesus into your heart and life (like Zacchaeus welcomed Him into his home).
- **Transform Your Life:** Let Jesus' love lead you to change your ways (Zacchaeus gave to the poor and repaid those he cheated).

### **Codification (Transformation of Samaritan woman into discipleship)**

- **Encounter Jesus in Your Everyday Life:** Meet Jesus right where you are, just as the woman met Him at the well.
- **Engage in Honest Conversation:** Talk openly with Jesus, asking questions and expressing doubts.
- **Be Transparent with Jesus:** Share your entire life, holding nothing back.
- **Seek Spiritual Fulfillment:** Ask Jesus for deeper, lasting satisfaction beyond just material needs.
- **Share Your Testimony:** Tell others about your experience and how Jesus has impacted your life.

Then, by linking the life experiences of Zacchaeus and the Samaritan woman, engage the class in a discussion about the practical steps Jesus (the Word), provides for the students to attain salvation and grow as disciples. After the discussion, the teacher summarizes and organizes these ideas with the guidance of the textbook.

## Codification

Jesus is the fulfillment of salvation. His word is the source of salvation, because, Jesus is the word of God. When we live according to God's Word, we become disciples of Jesus. To grow into discipleship, we must meet Jesus daily through His Word. We must recognize His plans for us each day. Our lives should be a testimony to others.

## Teacher Presentation

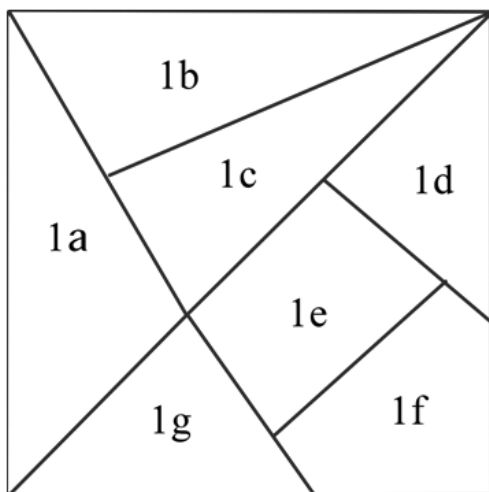
### (Healing Word of God, Liberating Word of God)

Then the teacher explains the next two roles of the Word to the class. After that, teacher codifies the seven roles of the Word with the help of black board, chart or presentation slides.

## Follow Up Activity

### My Word

“For what will it profit them to gain the whole world and forfeit their life?” (Mark 8: 36) is the Word that changed the life of St. Francis Xavier. Likewise, it is possible to see such words in the lives of many saints. Similarly, each student is encouraged to find a verse from the Bible that inspires and strengthens them in their personal life. This verse should be shared in the next class.



## Module 2: To Lead a Word-Oriented Life

**Time Duration:** 60 Minutes

**Game:** Find the Square

## Materials required

Quarter of a chart paper cut into 7 pieces (of different shapes) in four sets.

## Game

Cut the square into seven pieces and mark the pieces in each set with consecutive numbers so that they may be distinguished. E.g. First set: 1a, 1b, 1c, 1d, 1e, 1f, 1g. Second set: 2a, 2b, 2c, 2d, 2e, 2f, 2g. Third set: 3a, 3b, 3c, 3d, 3e, 3f, 3g. Fourth set: 4a, 4b, 4c, 4d, 4e, 4f, 4g.

Each set of pieces is given to the groups. But before giving this, without the knowledge of students, keep one piece (1a) from the first set into the second set, one piece (2b) from the second set into the third set, one piece (3c) from the third set into the fourth set, and one piece (4d) from the fourth set into first set. Students should not know about this shuffle. The pieces replaced should not be of the same shape.

The teacher says that they have been given seven pieces of a square and the group that makes a complete square with these seven pieces will be the winner. The game starts. However, the students are not able to make a square as the teacher has kept one piece in another set. After two or three minutes, the teacher asks the groups to pause the game for a while. Each group is informed that they have a piece they may not need. It should be said that it is enough to check the numbers written on these pieces to identify which is the unwanted piece. It is announced that the first group that brings the unwanted piece to the teacher will get bonus points. The teacher receives the unwanted pieces brought by the groups and checks that they are correct. In this way, when the four groups brought one piece each, the teacher tells them that each of these pieces is actually needed by each group. Teacher asks one student from each group to come and collect the one they want. The game restarts when all groups have taken their required piece from the teacher. A point or prize is awarded to the group that builds the square first.

## Debriefing

The peculiarity of a square is that its four sides are equal. If asked which of these is more important, it can be said that all aspects are equally important. Seven pieces are required to make a square in this game. However, groups are not able to do this at the initial stage. That is because there was a piece in that set that they did not need. Besides, they did not have a piece they needed. When these seven pieces are joined together, each on the side where it should join, the square is obtained. Each group must first identify what they don't need, discard it, and then fill the gap with what is truly required.

We can easily relate this game to living a word – oriented life. The basics of this are intrinsic in this game. The square represents the word-oriented life of a Christian. Its four aspects are: My relationship with Jesus the Word, and the three relationships that stem from it: My relationship with Myself, My relationship with My Brothers, and My relationship with the Universe. When these four relationships are according to the scriptures, my life becomes Word-oriented. Instead of ranking their importance, it's more accurate to say that each one holds its own significance.

There are seven components to this Word-oriented life, which we will explore. If we are missing even a small part of this, we are not fully living a word-oriented life—similar to how the square couldn't be completed when one piece was missing in the first part of the game. Likewise, there are unnecessary things we add to our lives, such as habits, thoughts, attitudes, and actions, that hinder us from living a word-oriented life, much like the unwanted piece in the game. These need to be identified and removed, allowing us to embrace what truly matters. With the help of slides, charts, or a blackboard, the teacher will outline the seven essentials for living a word-oriented life.

## **Codification**

### **To live a Word –Oriented Life**

1. Read the Word of God. Ways to read the Word: Reading to pray; Reading to learn.
2. Listen to the Word of God: Just as Mary listened attentively (Teacher introduces this concept from the textbook).
3. Understand the Word of God: Recognise the message Jesus is conveying through the Word.
4. Meditate on the Word of God: Understand what Jesus wants you to do through His Word.
5. Act according to the Word of God: God's Word should come to actions: Here the teacher should introduce Mother Teresa's formula "You did it for me" for Word -oriented life. The basis of this is that whatever we do, do it for Jesus. The students should repeat these five words several times on the fingers of their right hand.
6. Proclaim the Word of God.
7. Pray for God's strength.

## **Formulation of Action Plan (Discussion and Digital Presentation)**

Teacher reads the Epistle of St. Jacob 2: 14-17 in the class. Then discuss in groups how we should shape our life styles based on the scriptures read and form an action plan. One member from each group should codify the ideas of their group. In this way the coded ideas from the four groups should be presented as a digital presentation in the next class. For this, the teacher assigns a group consisting of children from four groups.



### **Let Us Read the Word of God**

The Gospel According to Luke Chapters 6-10



### **Let Us Illumine Our Hearts**

"I treasure your word in my heart,  
so that I may not sin against you" (Psalms 119:11).



### **My Resolution**

I will memorize at least one verse  
every week and put it into practice in life.

## Chapter 10

# Grow in Goodness & Fight against Evil

### Lesson Analysis

This lesson analyzes the various ways in which sin operates in today's society and emphasizes that we Christians are duty-bound to combat it.

### Objective

Satan is the force behind all the evil deeds we witness in society. Therefore, this lesson aims to empower students to resist evil and combat Satan by following Jesus as their role model.

### Convictions

1. By God's grace I will be able to overcome and defeat the powers of evil.
2. Christians are indebted to overcome the temptations and fight against the powers of evil.
3. Jesus is my model in the battle against the evil.

### Habit

Students develop the habit of resisting evil whenever they encounter its forces in their work situations.

### Key Concepts

1. Christians are called to overcome temptations and fight against the powers of evil.
2. Like Jesus, every Christian should defeat the rule of evil through self-control and a holy life.
3. Jesus overcame Satan's temptations through forty days of fasting, prayer, and the Word of God.
4. Christian warfare against evil occurs in two phases: against internal forces of evil and external forces of evil.
5. The internal powers of evil include the lust of the flesh within us.

6. Christians are destined to combat two types of external evil: Satan and social evils.
7. Satan operates on four different levels in human beings: (1) Oppression (2) Obsession (3) Temptation (4) Possession.
8. Satan worship and the Ouija board are deceptive tools misguiding today's younger generation.
9. Social evils arise from the collective wrongdoing of individuals, causing widespread destruction.
10. People may unknowingly participate in societal structures that perpetuate social evil, lacking full knowledge or freedom.
11. Social evils can be fought in three ways: (1) Ideological (2) Organizational (3) Cultural.
12. Points to be alert of to defeat the power of the evil
  - Be vigilant against evil
  - Gain strength through the sacraments
  - Live according to the Word of God
  - Be powerful through constant prayer and fasting.
  - Live in communion.

## References

The Holy Bible, Catechism of the Catholic Church, Youcat, Documents of the Second Vatican Council.

## Teaching Aids

Charts, Pictures, Video Clips

## B. Lesson Presentation

**Module 1:** From the beginning till Ouija Board – Pg 91

**Time Duration:** 1 Hour

## Activity 1: Group Discussion

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson. Following the prayer, the teacher divides the class into

groups and assigns the students to read the following Bible verses in their groups.

**Gen 37:24, 25, 28, 36; Gen 39: 21-23; Gen 41: 37-56; Gen] 45: 1-23**

After the reading, the teacher instructs students to discuss and answer these questions

1. What are the virtues of Joseph?
2. What benefits did Joseph receive for doing good?
3. What blessings did others receive because of Joseph's goodness?
4. What happened to Joseph's siblings and the King's chief cook?

The group leaders then present the answers discussed by their groups.

The then teacher provides a detailed account of Joseph's life, elaborating on the key events. Using a chart, the teacher explains the factors that contributed to Joseph's success in life.

#### **Factors That Led to Joseph's Success**

(1) Love (2) Patience (3) Justice (4) Prudence (5) Innocence (6) Self-control (7) Intelligence (8) God's Grace

#### **Codification**

Christians are called to overcome the temptations and to fight against the powers of evil.

### **Activity 2: General Discussion**

The picture of Jesus praying in the Garden of Gethsemane is displayed in the class. Thereafter, through a general discussion lead by the teacher the following thoughts are codified.

### **Activity 3: Group Discussion**

#### **Codification**

Like Jesus, every Christian should overcome the rule of sin through self-control and a holy life. By gaining strength through forty days of fasting and prayer, Jesus overcame temptation and defeated the rule of Satan with the word of God.



The teacher asks the different groups to discuss and identify the good things the world loses because of the influence of evil and present them in the class. After the presentation of the students, the teacher is to explain the message Pope Francis delivered to the youth on August 1st, 2018.

### **Codification**

There are two levels in the Christian war against evil: the war against the internal forces of evil and the war against the external forces of evil.

### **The Carnal Desires We Need to Fight Against**

(1) Fornication (2) Impurity (3) Licentiousness (4) Idolatry  
(5) Sorcery (6) Enmities (7) Strife (8) Jealousy (9) Anger (10) Quarrels  
(11) Dissensions (12) Factions (13) Envy (14) Drunkenness  
(16) Carousing (Gal 5:19-21).

### **Activity 4: Display the Chart**

Students are asked to jot down in the notebook the carnal desires they need to fight against. Thereafter, the teacher displays the chart showing the carnal desires we need to fight against.

### **Codification**

The internal forces of evil are our sensual desires. Christians are called to combat two types of external forces of evil: Satan and Social Evil. Satan works in humans on four levels: oppression, obsession, temptation, and possession. Satan worship and Ouija boards lead the youth of the present generation astray from the right path.

### **Follow-Up Activity**

“It is possible to save the souls of the deceased by invoking them and preaching the Good News to them”. Is this statement correct or not? Why? Students are asked to answer this question as an assignment.

### **Lesson Presentation**

**Module 2:** From “War against Social Evils” till the end of the lesson.

**Time Duration:** 1 Hour

## Activity 1: Impact Of Social Evils – Video Clip

**Introductory Prayer:** The teacher leads the prayer based on the theme of the lesson.

The teacher then asks the students, "What are the social evils that we see constantly in today's society?" After listening to their answers, the teacher shows a video clip that portrays the tragic effects of alcoholism or drug addiction. After the video, the teacher displays a chart depicting the various social evils commonly observed in today's society.

### Different Social and Structural Evils

(1) Violence (2) Injustice (3) Differentiation (4) Oppression of women (5) Alcoholism (6) Drug (7) Consumerism (8) Media abuse (9) Child labour (10) Cyber Crimes (11) Unscientific waste management (12) Religious/political terrorism (13) Environmental pollution etc.

### Codification

Social evils arise from the actions of many individuals, which, over time, persist and become a source of destruction for many. Individuals may unknowingly or unintentionally participate in societal structures that perpetuate these evils, often without full awareness or freedom.

## Activity 2: Group Discussion

The teacher divides the class into groups and asks them to discuss, "What can we do about the widespread drug addiction and alcoholism in today's society?" The group leaders then present their findings to the class.

## Activity 3: General Discussion

### Codification

One can react to social evils in three different ways: (1) Ideological (2) Organizational, and (3) Cultural.

The teacher discusses with the students' key points to consider when combating the forces of social evil.

### **Codification**

Things we need to be alert of to defeat the power of the evil

1. Be vigilant against evil.
2. Gain strength through the sacraments.
3. Live according to the Word of God.
4. Be powerful through constant prayer and fasting.
5. Live in communion.

### **Follow-Up Activity**

What are the steps we need to keep in mind to nurture fellowship in the parish? Prepare a note and bring it to the next class.



#### **Let Us Read the Word of God**

The Gospel According to Luke Chapters 11-15



#### **Let Us Illumine Our Hearts**

"Do not be overcome by evil,  
but overcome evil with good"  
(Rom 12:21).



#### **My Resolution**

Memorise at least one Word of God every week and  
practice it in life.

## Chapter 11

# Christian Life: A Life of Happiness

### A. Lesson Analysis

This lesson explores the various ways to live a happy life in this world and experience the eternal joy of Jesus.

### Objective

Living a happy life in this world, we reach the eternal bliss that Jesus offers.

### Convictions

1. Wealth or worldly comforts does not lead us to eternal happiness.
2. The fullness of true joy is to find and experience the risen Jesus.
3. We can attain true happiness when we fulfill our obligation towards our brothers and sisters.

### Habit

Children are guided to develop the habit of living a happy life firmly based on the gospel, following Jesus as an example.

### Key Concepts

- The goal of a Christian life is to reach the eternal joy that Jesus provides.
- For the Christian life to be happy, one must align their life with the life of the risen Jesus.
- Neither riches nor comforts lead to eternal happiness; only those who find and experience the risen Jesus can experience true happiness.
- To live a joyful Christian life, we must receive the grace of the Holy Spirit.
- Despite enduring many sufferings and hardships, priests, nuns, and our parents live happily because of the power of the Gospel.
- For everyone to live a happy life in this world, they should know about Jesus. Christians have a duty to share this knowledge.

- All living beings are God's creation. Therefore, Christians have a responsibility to protect the universe and its creatures.
- When our saints faced poverty, sickness, suffering, torture, pain, and infamy in their lives, they have accepted them happily.
- The Christian life is a journey in search of eternal life, with Christians striving to build heaven on earth, supported by the holy sacraments, especially the Holy Qurbana.
- The foundation of Christian life is the love of God and brotherly love. Christians should see everyone as children of the same Father.
- The joy and peace of Jesus reach human hearts through the sacraments. When problems afflict us and despair consumes us, the Sacraments, especially the Sacrament of Reconciliation, lead us to a joyful life even in times of trouble and despair.
- The Church guides us to clarify the doubts we face in this world and lead a happy life following the path of Jesus.

## **Reference**

The Holy Bible, Catechism of the Catholic Church, Rejoice and Be Glad (Gaudete et Exsultate) by Pope Francis, Praise Be to You (Laudato Si) by Pope Francis, Prayer book.

## **Teaching Aids**

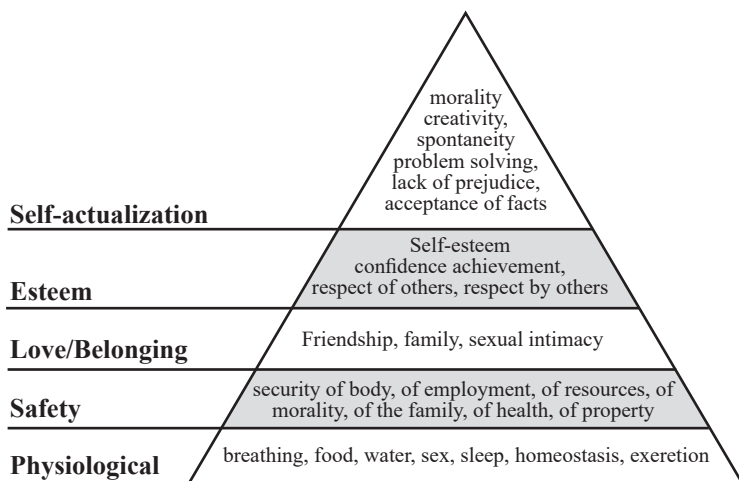
Maslow's Hierarchy of Needs chart, Videos about Maslow's Hierarchy of Needs, Christian Life-Fundamental Concepts chart, Photos of St. Augustine and Bl. Carlo Acutis.

## **Module 1**

**Time Duration:** 60 Minutes

**Introductory Prayer:**

## Additional Explanations



## Abraham Maslow's Hierarchy of Needs

The concept of "Hierarchy of Needs" was introduced in the paper "A Theory of Human Motivation," presented by the renowned psychologist Abraham Maslow in 1943. He categorized human needs into five levels:

1. Physiological Needs
2. Safety Needs
3. Belongingness and Love Needs
4. Esteem Needs
5. Self-actualisation Needs

Physiological and Safety Needs are basic human needs. Belongingness and Love Needs and Esteem Needs are psychological needs. Self-actualization needs represent the ultimate need of an individual. When one reaches this level, he experiences true happiness. Maslow explained that once basic needs like food and clothing are met, an individual begins to focus on safety and security. When this is met, they seek love and relationships. After fulfilling these, they focus on self-esteem. Ultimately, they achieve self-actualisation.

## B. Lesson Presentation

**Module 1:** From Introduction till Evangelisation (Pg 99)

**Time Duration:** 1 Hour

### **Activity 1: Chart Display**

**Introductory Prayer:** Teacher leads the prayer, explaining that Christian life is a life of joy. Display Maslow's Hierarchy of Needs chart. Students are asked to identify and write down which needs they have fulfilled. Discuss how one reaches self-realization and how a Christian's journey with Jesus aids in this process.

### **Activity 2: General Discussion**

#### **Codification**

It is explained to students that the goal of every Christian is to attain the eternal happiness that Jesus provides.

The teacher displays a chart titled "Christian Happiness - Fundamental Concepts" and facilitates a general discussion with the students, followed by the codification of the ideas.

#### **Codification**

For a Christian life to be truly happy, it must align with life in the risen Jesus. Riches and comforts do not bring eternal happiness; true happiness is found in experiencing the risen Jesus.

### **Activity 3: Introduction to the book "Rejoice and Be Glad"**

The teacher introduces the book "Rejoice and Be Glad" by Pope Francis and asks the students to read the quote: "The Christian life is joy in the Holy Spirit." Following this, the teacher leads a discussion on the gifts and fruits of the Holy Spirit, followed by codification of the ideas.

#### **Codification**

For the Christian life to be joyful, one must receive and live in the grace of the Holy Spirit.

### **Activity 4: Group Discussion**

The teacher divides the students into groups and provides pictures of Indian saints. Each group discusses how these saints transformed suffering into joy and presents their findings to the class.

### **Codification**

Priests, religious, and parents endure many sufferings and hardships in their daily lives, yet they find happiness through the strength they receive from the Gospel. Knowing Jesus is essential for living a joyful life, and as Christians, we have a responsibility to share this knowledge with others.

### **Follow up Activity**

Prepare a skit about the life of one or two saints who found happiness in adversity and present it to the class.

### **Lesson Presentation**

**Module 2:** From “Preservation of Cosmic Goodness” till the end.

**Time Duration:** 1 Hour

### **Activity 1: Introduction to the Book "Laudato Si"**

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson. Introduce and display Pope Francis' book, "Laudato Si". Engage in a general discussion about the book with the students

### **Codification**

All living beings are God's creation. Therefore, Christians have a responsibility to protect the universe and its creatures.

### **Activity 2: General Discussion**

Display a picture of St. Alphonsa. Discuss how she transformed the sufferings of her life into holy joy.

### **Codification**

The saints happily accepted poverty, disease, persecution, suffering, and infamy in their lives. The Christian life is a journey in pursuit of eternal life, and Christians should strive to build heaven on earth, supported by the holy sacraments, especially the Holy Qurbana.

### **Activity 3: Group Discussion**

Divide students into groups. Let them find two different life experiences from the Old Testament about brothers who treated their sibling unfairly and lost their joy and peace. They should also find



current news stories that relate to these themes. Each group shares their findings with the class.

**Codification**

The basis of the Christian life is the love of God and brotherly love. We should see everyone as children of the same Father.

**Activity 4: Picture Display**

A picture of a confession scene is presented in the class. Ask the students what they think is necessary for a good confession. Explain the importance of the Sacrament of Reconciliation through the parable of the prodigal son and the textbook.

**Codification**

The joy and peace of Jesus reach human hearts through the sacraments. When problems afflict us and despair consumes us, the Sacraments, especially the Sacrament of Reconciliation, lead us to a joyful life even in times of trouble and despair.

**Activity 5: General Discussion**

The teacher shows a picture of the Annunciation to the class. Then, the children are asked if Mary had many doubts when she conceived Jesus. Similarly, they are asked if they have doubts about the Church and the Holy Bible. The following idea is derived from the children's responses.

**Codification**

The Holy Church helps us live a happy life by guiding us along the path of Jesus and also clarifying any doubts that arise.

**Follow up Activity**

Read “The Canticle of the Sun” by St. Francis of Assisi and prepare a review.



## **Let Us Read the Word of God**

### **The Gospel According to Luke Chapters 16-20**



## **Let Us Illumine Our Hearts**

"Rejoice in our Lord always;  
again I will say, Rejoice" (Phil 4:4).



## **My Resolution**

As a follower of Jesus, I commit to  
maintain the Christian joy within myself and  
people around me. I shall nurture the  
goodness in others.

## Chapter 12

# Salt of the Earth, Light of the World

### A. Lesson Analysis

This lesson explains how Christians are to serve as the salt of the earth and the light of the world by analysing the characteristics of salt and light. It describes how a Christian's life should be in the Church and the society. It explains that a Christian's life is one that radiates the light of faith and the beauty of the divine life.

**Objectives :** Enable students to live as an ideal Christian witness in the Church and society by serving as the salt of the earth and the light of the world like Jesus.

### Convictions

1. Christians are called to add taste, to refine, and to preserve like salt.
2. Disciples of Jesus are those who should be the light to guide others, drive away the darkness and give courage and thereby help them to obtain salvation.
3. Knowing the eternally beautiful God, we are called to spread the divine life in others through the word of God and our life.

### Habit

- Irrespective of the life circumstances, I will live according to Christ's commandment to love others as myself.
- Like salt, I will add flavour to the lives of those around me, purifying and protecting them.
- My future life will be like light, guiding, dispelling darkness, giving courage and salvation to others.

### Key Concepts

- Christians are called to add flavour to the world as salt adds flavour to food.
- As salt cleanses things, Christ's followers are obliged to reclaim

our brothers who are inclined to evil and bring them to good.

- In today's world, where values are being lost, just as salt is used to preserve food, Christ's followers are bound to live as guardians of values.
- Light and fire are signs of God's presence in the Old Testament. Similarly, in the New Testament, Christ likens his followers to light.
- In this worldly life, Christ's followers should be a light for others through their life, words, and deeds.
- Just as light can dispel darkness, Christians are to speak out against injustices and violence in society today and eliminate them.
- We who are saved through Jesus Christ should live as the light of the world to spread that salvation to the ends of the earth.
- In today's age, Christians are to live a life that shares the light of faith.
- Christians are to impart to others the beauty of the divine life through their own lives.

## References

The Holy Bible, The Catechism of the Catholic Church, Youcat, textbook

## Teaching Aids

A chart with the benefits of salt, facilities for the seminar presentation

## B. Lesson Presentation

### Module 1

**Time Duration:** 60 Minutes

**Introductory Prayer:** Teacher leads the prayer based on the theme of the lesson.

### Activity 1: General discussion - Benefits of salt

The teacher starts the class by asking the following two questions to the class.

- What are the benefits of salt?
- Why are Christians likened to salt?

### **Codification**

In the Old Testament, there are references to salt being added in sacrifices. Salt was used as a symbol of the covenant between God and humans. In the New Testament, the symbol of salt becomes an important feature of a Christian's life, as Jesus calls us to be salt that never loses saltiness, to have salt in us, and to be the salt of the earth. The main properties of salt are to add taste, to preserve, and to purify.

### **Activity 2: Group Discussion - Salt of the Earth - Church**

Identify different ministries where Christians, through their life testimony, impart taste, preserve, and purify both the Church and society, similar to how salt adds taste, preserves, and purifies. Additionally, explore new areas within the Church and society that Christians should venture into while studying this lesson.

### **Codification**

Motivated by God's love, Christians do many charitable works that add flavour to many lives. The Church has always stood as a moral force against sin and cleansing those who have fallen into sin (sacrament of reconciliation, counseling, de-addiction systems, prison ministry). The Church always serves as the greatest.

### **Activity 3: Songs of Light**

The teacher asks the group to sing different songs with the theme of light. Students then identifies the various functions of light.

### **Activity 4: Christians who are the light of the world**

### **Codification**

Light guides, dispels darkness, protects from danger, and instills courage.

## Preparation

Before the presentation of this chapter, make the following preparations the week before.

- Divide the class into four groups.
  - Give each group the following topics.
1. The Church that guides the world (saints, martyrs, missionaries, evangelists, etc).
  2. The Church that dispels the darkness of sin (the Church's pro-life activities, strong stances on moral issues such as same-sex marriage, abortion, euthanasia, capital punishment, etc.).
  3. A Church that fosters courage (embracing refugees, supporting those burdened with debt, assisting individuals who struggle academically and feel stuck, helping those overwhelmed by life's crises who have lost their way, and offering services for the sick, etc.).
  4. The Church that imparts salvation (spiritual and material salvation).

The students conduct short seminar presentations of three minutes duration after studying these topics.

### Codification

The Church, which is the light of the world, is always doing several services that bring salvation to the world, guide many, dispel the darkness of evil, and give courage to many.

## Activity 5: To the world, as light and salt

### Preparation

In light of the detailed study of the chapter 'Salt of the Earth and Light of the World', the students plan for a study tour led by the parish Vicar and catechism teachers. Choose in advance any place of ministry where the Church is working as the salt of the earth and the light of the world and make preparations to go there. You can choose any field of ministry like Aakashaparvagal, hospitals, shelters for differently-abled children etc. Students should prepare for the visit

prayerfully and consider how they can contribute to the community during their visit—whether by bringing sweets for the children, providing clothing for the residents, or other thoughtful gestures. Additionally, they should prepare small performances, prayers, or other activities to share during the visit.

Follow through with the planned travel and spend your time at the chosen location in the most meaningful way. Engage with the residents and their caregivers, and based on those experiences, write brief reflections. Submit these notes to the teacher and share them with the class.

### **Codification**

Christians act as light and salt within the Church and society, with the source of this selfless service rooted in God's love.

### **Follow-up Activity**

Each student shares with the class a specific area of service they wish to undertake in their own life—such as intercessory prayer for the repentance of sinners, visiting hospitals, engaging in mission work, or participating in palliative care—inspired by the chapter "Salt of the Earth and Light of the World" and their experiences from the study tour.



#### **Let Us Read the Word of God**

The Gospel According to Luke Chapters 21-24



#### **Let Us Illumine Our Hearts**

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven" (Mt 5:16).



#### **My Resolution**

As a disciple of Jesus,  
I will serve as the salt of the earth  
and the light of the world so that  
many may praise God.

