

Codification: Jesus was the possessor of an integrated, mature, and developed personality. Through His model of personality, Jesus showed us how God desires a human being to be.

Module 2: From the characteristics of Christian personality to the concluding part (Time: 1 hour)

Activity 1: (Group activity)

Christian personality is a state of life centered in Jesus. Christians are those who live by adopting the words, model of life, and attitudes of Jesus. The saints are the manifestation of Jesus' personality. The saints are those who imitated the unique characteristics of Jesus in their lives. Divide into three groups and discuss what were the unique qualities of Jesus that they adopted, and present it in class.

Codification:

- Christian personality consists of three levels: Christian vision, Christian attitude, and Christian lifestyle.
- Christian vision of life includes the vision of God, the vision of the self, the vision of humanity, the vision of the world, and the vision of heaven.
- Christian attitude includes dependence on God, universal brotherhood, hope, and compassion.
- Christian lifestyle includes worship of God, love of God, love of others, love of enemies, readiness to serve, moral life, and missionary spirit.

Activity 2: (Group Activity)

Discuss in groups the obstacles we face today in growing in Christian personality. As a solution to this, present the lesson “To Grow in Christian Personality.”

Codification: To grow in Christian personality, one must follow Jesus, lead a life in communion with the Church, grow in God's grace, follow the example of the saints, nurture the talents given by God, and engage actively in society.



Let Us Read the Word

The Gospel of St. John

Chapters 13–16



Let Us Illuminate Our Hearts

"Let no evil talk come out of your mouths,
but only what is useful for building up,
as there is need, so that your words may give
grace to those who hear" (Ephesians 4:29).



My Resolution

I will strive continually to grow
in Christian personality.

Some Model Questions

1. In a conversation among friends, the characteristics and life visions of different religions are being discussed. When friends ask you what your life vision is, how will you respond?
2. When exam results are out, we often read in newspapers about students who, affected by despair, commit suicide. If a friend affected by such despair approaches you, what advice will you give? (Based on the Christian attitude)
3. People belonging to different religions can be identified by their lifestyle. (For example: Muslims pray five times a day. Hindus perform temple visits and rituals.) What are the lifestyles you follow that help others understand that you are a Christian?
4. One of your friends desires to grow in Christian holiness. What are the things you will tell them to do?

Note: Below is the English translation of the given Malayalam text, crafted with accuracy, clarity, and theological depth, maintaining the original sentence structure and spiritual essence as required:

5. A person who lived in the Christian faith fell in love with and married a person of another religion. After some time, having lost all educational, professional, and social life goals, that person ends up in a value conflict and despair, making life unbearable. Prepare a note on the personality traits that led to the loss of faith and breakdown of that person.

Chapter 5

Sexuality, Marriage, Family

A. Lesson Analysis

The children in front of us are entering the stage of adolescence. This is a phase where they seriously think about sexuality, love, marriage, family, choosing a life partner, and profession. Therefore, they tend to reflect on these subjects and make use of available sources of information. The information accessible through technology may not necessarily emphasize morality. In this developmental stage that gives precedence to reason, faith, morality, and holiness may even be questioned. However, if things are explained with logic and clarity, they are capable of understanding and accepting them. Through this chapter, we aim to analyze sexuality and marriage in such a way that the importance and sanctity of family are made clear.

Objective: To lead students to the realization that the sanctity of marriage and sexual purity are essential for preserving the importance and holiness of the family, and to empower them for a life of faith and moral integrity.

Convictions

1. Sexuality is a sacred and divine gift bestowed by God.
2. Marriage is a divine calling, a sacred choice, and a sacrament.
3. The family, which reflects the presence of the Father, the Son, and the Holy Spirit, is the fundamental unit of the Church.

Habit: Will stay away from situations that lead to actions against morality and holiness; will make it a habit to pray continuously for this purpose.

Reference Books

- The Holy Bible
- CCC
- YOUCAT
- Christian Morality
- Sexual Morality

- The Christian Family, etc.
- Infinite Majesty, Apostolic Exhortations

Key Concepts

- Friendship, love, and affection are interrelated, yet there are clear differences among them.
- Sexuality is the unique creative power and blessing that God has placed within human beings through love-filled self-giving, in order to participate in the act of creation, and it is also a call to remain in purity.
- Sexual morality is the approach to sexuality by maintaining sexual purity and preserving goodness.
- Marriage is God's choice and decision.
- The greatness and essential components of Christian marriage are distinct from others.
- The Christian vision of the family and the responsibilities towards the family hold great importance.
- One must be vigilant in various choices.

Terms to be explained

Philia, Eros, Storge, Agape. (As provided in the textbook) Friendship through love.

Desire: An uncontrollable and excessive thought of consumption.

Gender, Gender Difference, Sexuality (As given in the lesson).

Hormone: A chemical substance released by glands for the growth and regulation of the body.

Morality: The attitude of accepting, maintaining, and preserving what is good.

Grace: A participation in God's divine life (CCC 1997).

Prohibited marriage: Marriage/meeting between people who are within the prohibited range of marriage, whether by blood relationship or not.

Interfaith marriage: Marriage with people of other religions outside of Christianity.

LGBTQ+: This term refers to individuals expressing sexual interests different from male and female sexuality. Lesbian, Gay, Transgender, Bisexual, Intersexual, Asexual, and others are what the (+) in this term represents. It has been found that genetic, brain, and psychological reasons contribute to this. Those who undergo gender transition are known as transgender women and transgender men.

Possible questions

1. The sexual morality of the Patriarchs?

Primitive man had natural laws. Sexual morality becomes relevant through the commandments given by God through Moses. These commandments were fulfilled through Jesus. One who looks at a woman with lust is committing adultery in his heart. (Lustful sin) In today's morality, it is impossible to see the original community.

2. Acceptance of scientific methods like cloning?

There is no wrong in accepting the benefits of science. However, the Church does not accept it because it harms human dignity. Interventions that influence the hereditary transfer of chromosomes/genes are not therapeutic. It is an attempt to produce human beings according to gender or other predetermined qualities. Such artificial interventions are contrary to the integrity and uniqueness of the human person (CCC 2275).

3. Progeny from a single mother and father?

Adam represents mankind. Eve is the mother of mankind. Human beings were created as a community, and in it, both man and woman received the grace of the origin of holiness (justice) in which God's goodness and sanctity are involved (CCC 372 to 380, Bible commentary page 3943, Questions 6, 7, 8 in the path of faith). Even if Cain married his sister, it cannot be compared to today's sexual morality. The Church accepts the creation of society through the sexual union of the first man and woman. Actions (Monogamy).

B. Lesson Presentation

Teaching Aids

Questionnaires, newspaper articles, compilation charts.

Module 1 (Time: 75 minutes) (From the beginning of the lesson to marriage and sexuality)

Introductory prayer

Activity 1: (General Discussion) (Introductory Activity)

What will happen to a bird that loses its wings?

Codification: The teacher will record the answers provided by the students on the chart/board and then explain the compilation from the textbook.

Activity 2: (Pre-test)

The teacher will give a pre-prepared questionnaire to the children and have them write their answers (personal copies should be kept for giving individually). Then, after collecting responses, the teacher will prepare a compilation chart (determine how many people answered each option for each question). Afterward, the teacher will use the textbook to identify the correct positions for each question.

Questions

1. The mutual attraction felt between women and men (love/romance/friendship/liking).
2. The first step of holy love? (Philia/Eros/Storage/Don't know)
3. A relationship based on goodness felt towards another person? (Love/friendship/romance/compassion)
4. Do chemical reactions in the body influence love? (True/False)
5. The emotion based on goodness felt towards another person? (Storge/Philia/Agape)

The characteristics of friendship, romance, and love are reviewed from the textbook. Discussing the events that occur in love.

Codification: Friendship, romance, and love each have distinct characteristics. Their holiness should not be defiled.

Activity 3: Collage Presentation/Case Study

Accidents/misguided relationships that adolescents have faced, etc.

The teacher displays a collage/newspaper clippings prepared with newspaper headlines.

Alternatively, a similar news article is read.

Why do such accidents happen? A group discussion is held, and the reasons are presented.

Codification: A lack of proper understanding of the meaning, purpose, and characteristics of sexuality leads to falling into mistakes..

Next, two charts are displayed: one showing the meaning and purpose of sexuality, and the other showing the characteristics of sexuality. (The teacher should prepare these in advance.) Then, students read the text, and the teacher clarifies doubts.

Follow-up activity:

What is wrong with living enjoyably with my body? Prepare a note explaining your position.

Module 2: (Time: 75 minutes) (From marriage and sexuality to the end of the lesson)

Teaching Aids: Wedding photo/video clip/news (could be from various religions/mixed, etc.), compilation charts.

Activity 1: (Debate)

Is marriage inevitable? If so, should it consider religion and faith? The topic is introduced through the questions, “What is marriage for? Why celebrate it?” using a wedding photo/news/article/video.

Codification: The bride and groom, parents, relatives, friends, community, etc., rejoice.

The answers to the question “What is marriage for?” from the textbook are then discussed, and the students are divided into two groups to organize the debate. A moderator is chosen, and the guidelines are explained. (For example, one person from each group can present their argument. Afterward, each group can ask the other group for clarifications. Answers should not be given collectively; only one person should speak at a time. If the topic deviates, the moderator should control the discussion, or the teacher should intervene.)

Codification: The greatness/purposes and essential elements of Christian marriage, as presented in the lesson.

Activity 2: (Chart Completion)

A chart with the title “Family” is displayed, and the children are given the opportunity to write and add their thoughts. If necessary, the teacher can make additions. In the subsequent discussion, the lesson on family is read, and the children are given a chance to edit the chart. (If ideas from the textbook are not included, they are added. Irrelevant information is excluded.)

Codification: A family is the human relationship that develops through a lawful bond of husband and wife, creating sibling relationships with parents, and includes the moral and spiritual responsibility of faith and the domestic church.

Activity 3: (Discussion) The Role of Family Responsibility

The section on responsibilities towards the family is discussed. A compilation chart is prepared.

Codification: Parents, children, the nation, and society have a responsibility towards the family. Have you recognized your responsibility? Are you fulfilling it?

Activity 4: (Proverb) Concept Expansion

“When you choose a horse, choose one out of two; when you choose a friend, choose one out of ten; but when you choose a life partner, choose one out of a hundred.” What is the message of this Chinese proverb?

- Every decision has its own importance.
- When making choices, one should be cautious.
- Care needed when choosing possessions, friends, and a life partner
- The importance of choosing a life partner, etc.

Codification: Then, each student writes down five qualities that should be present in their friends and expected life partner. Through a group discussion, the teacher creates a compilation.

The compiled ideas are linked to the section in the textbook about those who are careful and how to improve upon them.

The importance of becoming individuals with faith in God and morality, and the significance of family, is clarified.

Follow-up Activity

Adolescence should be a time of care; write an essay.

Let Us Read the Word of God

The Gospel of St. John

Chapters 17-21



Let Us Illumine the Hearts

“The eye is the lamp of the body.

If your eyes are healthy,
your whole body will be full of light.

But if your eyes are unhealthy,
your whole body will be full of darkness.

Therefore, be careful that the light
within you is not darkness.”

(Luke 1:34-35).



My Resolution

I will be attentive in nurturing the
relationship that fosters the holiness of
both my soul and body,
and I will remain united with God.



Some Model Questions

1. Validate the statements:
 - a. The family is the domestic church. (Lesson: Christian Family)
 - b. Friendship, love, and affection are integral in the family. (Lesson: Friendship, Love, Affection & What is Family?)
 - c. Gender change is evil. (Lesson: Characteristics of Sexuality)
2. What would your arguments be in a discussion about LGBTQ+? (Characteristics of Sexuality)
3. “Dress, speech, etc., are my freedom, and others should not interfere in it.” What is your stance on this approach? (Lesson: Call to Purity)
4. Family is a place of mutual responsibilities and rights; what are your responsibilities towards your family? How will you fulfill them? (Lesson: Responsibilities Towards the Family)
5. Why is it mandatory to conduct a wedding in the church? Does it violate the freedom of the bride and groom? Prepare a response to those who argue this. (The Greatness of Christian Marriage)
6. “My body is my right”—what stance will you take in the ongoing discussion on social media regarding this? (Lesson: My Body is Mine...)
7. A person who expressed the desire to marry a very close relative was persuaded by a priest to refrain. What might the priest have said? (The Greatness of Christian Marriage: Forbidden Marriages)
8. Sexuality holds more significance than just a biological matter. What ideas will you include in a seminar paper on this topic? (Characteristics of Sexuality)
9. We often hear news of revenge in love breakups. Explain the reasons for such thoughts and the remedies for them. (Love: The Brain’s Function)
10. Do you have a desire to get married? Why? For what purpose? (Lesson: What is Marriage? Why?)

Chapter 6

God's Call and My Response

Preparations to be made a week before presenting Module One:

1. Four groups should be prepared to present in the class on the various goals of marriage as mentioned on page 60.
2. Assign the students to prepare a seminar on the topic 'Contemporary Challenges to the Sanctity of Marriage' from page 60. There can be four presentations on this topic. For example: Excessive use of social media, Legislative challenges to family sanctity (decriminalization of adultery, legalization of same-sex marriage, etc.), Society's acceptance of living-together relationships, Liberal approach to premarital/non-marital sexual relationships, etc.
3. Assign the students to prepare an interview for identifying people in large families in the parish on page 61.

A. Lesson Analysis

God calls everyone for specific missions. This divine call is for our happiness and eternal good. The divine calls revealed through the Church include married life, priestly life, monastic life, and celibate life. This chapter discusses the goals of married life, the duties of priesthood and monasticism, and the various meanings of celibate life. Additionally, this chapter presents the various ways to discern God's call.

Objective

Recognizing that God calls each person individually for a specific mission and understanding that this divine call is for their eternal good and happiness, the students are enabled to identify, receive, and live by that call in a timely manner, remaining faithful to it.

Convictions

1. My Vocation is a plan that God has prepared for my goodness and happiness.
2. By accepting and living according to my vocation, I glorify God.
3. I must prayerfully prepare to discern that vocation.

Habit: I will seriously study and strive to understand the four divine calls in the Church.

To discover my divine call, I will consistently and with great importance engage in prayer, spiritual counsel, and reading of God's word.

Once I receive a clear understanding of my particular divine call, I will have the courage to accept that call at any cost and live with fidelity to that divine call.

Reference Book

- Holy Bible
- CCC
- Textbook
- Youcat
- Sacerdotalis Celibatus – Pope Paul VI's encyclical on Priestly Celibacy.
- The Joy of Love - Apostolic Exhortation of Pope Francis.
- Christ is Alive - Apostolic Exhortation of Pope Francis.
- The New Rosary - Autobiography of St. Kochuthresya.
- Biographies of St. Francis of Assisi, St. Zelig Martin and St. Louis Martin, St. Don Bosco, and others.

Key Concepts

- God calls each one personally for a specific mission.
- This is the divine call.
- The divine call is for the happiness and eternal well-being of each person.
- The divine call is an inner inspiration and a call to holiness.
- The divine calls in the Church are the vocations to married life, consecrated life, single life, and priesthood.
- The goals of married life are the well-being of the spouses, children, education of the children, and evangelization.
- Those who have received the sacraments of Baptism, the common priesthood, and the consecration of bishops and priests also share

in the service of the priesthood. Both of these participate in the one priesthood of Christ.

- The prophetic sanctification missions are the duties of a priest.
- Consecrated Life is a way of Life that makes Jesus constantly visible in the world through the vows of obedience, celibacy and poverty.
- Prayer, missionary work, pastoral care, and charity work are the different forms of consecrated vocations.
- The forms of consecrated life include solitary life, ashram life, celibate life, life dedicated to widows, religious life, secular institutes, and societies of apostolic life.
- Singles are lay missionaries who have not yet accepted marriage, priesthood or consecrated life, but who have dedicated themselves to the service of the Church and are recognized by the Church.
- God's call leads a person to the realization of their life's purpose.
- God's call is the fulfillment of an individual's duty within the community and the Church.
- The help of the Holy Spirit is necessary to recognize God's call.
- The ways to recognize God's call include inner inspiration, silent prayer, spiritual guidance, reading the Word of God, and the life examples of the saints.

Terms to be explained

1. Religious Life 2. Celibacy

1. Religious Life

Sannyasa is a divine call in the Church known by common names such as Consecrated Life. However, the term "sannyasa" is a broad term used to refer to various forms of consecrated life. Those who lead the life of a hermit, follow the path of asceticism, live in a religious community, live as consecrated widows, follow a brotherhood, or are permanent deacons—all fall within the scope of the term "sannyasa."

Essentially, this term signifies a life dedicated to God, following the example of Christ through the vows of poverty, chastity, and obedience. The Malayalam term "sannyasa" is derived from two Sanskrit words: "sat," which means "truth," and "nyasa," which means "to live."

2. Celibacy

Brahmacharya is one of the vows of sannyasa. The Malayalam term "Brahmacharya" corresponds to the English words "Celibacy" or "Chastity." The general meaning is purity. It is a commitment to love God with an undivided heart and to serve God and God's people with devotion.

B. Lesson Presentation

The chapter consists of two modules that can be completed in three hours.

Teaching Aids

PPT, chart paper, markers, paper cuttings, blackboard.

Module 1 (Time: 1.30 hours)

Key Concepts to Complete in Module 1

Introduction to God's call, What is God's call, Married life, Priestly life.

Introductory Prayer: Singing bhajans (devotional songs) while asking for the help of the Holy Spirit, the intercession of the Blessed Virgin Mary, and the prayers of the saints, entering the class with self-inspired prayer.

Activity 1: The Call and the Response

Students share in a friendly class discussion who typically calls them, through which medium they are called, and their responses to different calls.

Codification: In the Holy Scriptures, those whom God called listened to the call and faithfully fulfilled the divine mission entrusted to them. This was the cause of their goodness.

Activity 2: God's Called and Responses

The Class divided into different groups and introduces the people God called in the book of Holy Bible.

Codification: In the Holy Bible those whom God called listened to the call and faithfully fulfilled the mission God had given them. This resulted in their good.

Activity 3: God's Calls in the Church

For this activity, you can use a PPT presentation or paper cuttings. Students will look at pictures or news stories of people who are fulfilling their service in the four callings of the Church, and they will identify which calling it represents.

Codification: The calls in the Church are married life, priestly life, consecrated life, and single life.

Activity 4: Married Life

Using a book, PPT, or blackboard, students will understand the four characteristics of married life with the help of any of these tools.

Codification: Marriage; service of communion, a blessing, a covenant of self-surrender, part of the covenant between God and humanity.

Activity 5: Goals of Marriage

The four goals of marriage — the well-being of the couple, children, education of children, and evangelization — will be presented by four children or groups in the form of a symposium. Each group will be given 3 minutes to present.

Codification: Through marriage, couples are purified, strengthened, and enriched by Christian values. Marriage allows a person to share in God's creative work and bring children into the world. It is the duty of parents to raise the children according to God's will. Parents should nurture their children with ecclesiastical thoughts and enrich them with the values of the Gospel from their childhood.

Activity 6: How Joyful is a Christian Family? (5 minutes)

In this activity, students will read a passage from the book "How Joyful is a Christian Family" and, in light of their own family circumstances, create a beautiful depiction of family life. They will then write down the blessings they have received through their family on a piece of paper.

Codification: Christian family life is joyful. It is not based on material desires, but on pure love, which is the foundation of marriage. The Christian family is the harvest field of divine virtues.

Activity 7: Priestly Life: By participating in the singular priesthood of Christ, everyone who receives the sacrament of ordination and participates in both the common priesthood and the ministerial priesthood. Groups will discuss and present how these roles are carried out differently, using reading materials as a guide.

Codification: The different forms of participation in Christ's singular priesthood are the common priesthood and the ministerial priesthood. All those who have received ordination and the gift of the chasuble (bishops and priests) share in the ministerial priesthood. The common priesthood is fulfilled through a life of practicing divine virtues, while the ministerial priesthood is carried out by observing the duties of priestly service.

Activity 8: Priestly Duties

Students will conduct a visual presentation using either PPT or paper cuttings to introduce the three prophetic, sanctifying and pastoral missions in the priesthood. The class will be educated on how these missions are carried out within the priesthood.

Codification: The priesthood has three missions: prophetic, sanctifying and pastoral. Jesus Christ, the eternal high priest, fulfilled all three missions. Just as Jesus taught and proclaimed the Gospel to the people, every priest carries out this prophetic mission. Just as Jesus made salvation possible for everyone through His sacrifice, priests also fulfill the sanctification mission through their sacramental duties. Like Jesus, the priest also has the mission to guide the faithful in accordance with the times.

Activity 9: The Joy of Priesthood

In this activity, students will read a passage from the textbook on the joy of priesthood. Afterward, they will write a reflection on the joy of priesthood.

Codification: Despite the challenges that the priestly life faces in the worldly context, there is a divine mystery behind why many people accept this life with great joy. That mystery is the immense joy that priesthood brings and enrich them with the values of the Gospel from their childhood.

Module 2 (Time: 1.30 Hours)

Topics: Religious Life, Consecrated Single Life and Discernment of God's Call.

Activity 1: Consecrated Life (Vowed Life)

Students will engage in a group discussion on how the vows of obedience, poverty, and chastity were fully embraced in Jesus' life and how the consecrated individuals imitate these vows. After discussing, each group will present their findings to the class.

Codification: Consecrated individuals make Jesus visible in the world. Vows are a covenant of love. Obedience is a complete surrender of one's will. Poverty is sharing in Jesus' poverty. The celibate life is love for God with an undivided heart.

Activity 2: Religious Life Duties

In this activity, students will analyze the various duties of consecrated individuals in their parishes and communities, such as missionary work, pastoral care, and charity work. They will give specific examples of how each of these duties is carried out and categorize them on a chart.

Codification: Prayer, missionary work, pastoral care, and charitable actions are key duties of consecrated life. These duties are vital in bringing people closer to God and fulfilling their sacred mission.

Activity 3: Different Forms of Religious Life

Through a PPT presentation or by analyzing images, students will be introduced to the different forms of consecrated life and their respective missions. They will explore how these different forms contribute to the broader mission of the Church.

Codification: Besides priests, nuns, and monks, there are other forms of consecrated life, such as the eremitical life, ashram life, consecrated virgins, widows living in devotion, secular institutes, apostolic life communities, and brothers in the Church. Each form of consecrated life has its unique calling and mission.

Activity 4: The Consecrated Single Life

Students will interview someone from their parish who lives a celibate life and share their findings in class. This could involve a conversation with someone living a life of celibacy, whether a consecrated person or a lay individual devoted to the Church.

Codification: Those who follow a celibate life but have not embraced marriage, priesthood, or religious life, live closely following Jesus, dedicating their lives to the Church and its mission. Their commitment to spiritual and missionary work is central to their calling.

Activity 5: Why Should I Accept God's Call?

In this activity, students will differentiate between a career and God's call. They will be asked to share their thoughts on the differences, and

the teacher will compile their responses on the board. Afterward, students will reflect on how important God's call is in comparison to a career. They will consider whether the preparations they make for their careers are the same as those made for answering God's call. Groups will then discuss the importance of recognizing God's call and present their findings to the class.

Codification: God's call is a divine plan designed for an individual's goodness and happiness. It leads them to the fulfillment of their life's purpose. Through this call, God's plan is realized in their life. Hence, we should strive to recognize God's call.

Activity 6: Saints as Role Models for Recognizing God's Call

In this activity, groups will present brief skits, sharing stories of how saints recognized their divine calling. Alternatively, students can perform role-plays where each saint describes how they discovered God's call in their life.

Codification: Saints serve as models of how to discern and answer God's call. By reflecting on their lives, students can gain insights into how God's call can be recognized and followed.

Activity 7: Ways to Recognize God's Call

Based on the understanding of how saints recognized their divine calling, students will analyze the methods and stages involved in discerning God's call. They will explore how the saints used prayer, reflection, and spiritual guidance to understand their vocation.

Codification: Recognizing God's call requires the help of the Holy Spirit. As Pope Francis teaches, the process of discernment includes recognizing, interpreting, and choosing. The steps involved in recognizing God's call are internal inspiration, silent meditation, prayer, spiritual guidance, reading the Word of God, and learning from the examples of the saints.

The remaining activities in the chapter can be continued as follow-up tasks, such as:



Let Us Read the Word of God

The Acts of the Saints, Chapter 18



Let Us Illuminate Our Hearts

"Then Thomas, called Didymus, said to the other disciples, 'Let us also go, that we may die with Him.'" (John 11:16).

My Resolution

God, who entrusted great responsibilities to young people even in their childhood, is calling me too.



I will strive to recognize that call.

What I recognize, I will accept as God's call.

Some Model Questions

1. Why is it said that God's call is for our well-being and happiness?
2. What would your response be to friends who take the stance that marriage is unnecessary?
3. Explain the career paths and areas that help us fulfill the missions of life.
4. Write a letter to parents who think that children's education means only school and college studies, explaining the purpose of Christian marriage.
5. What should a person do to participate in public priesthood?
6. In your opinion, how should priests carry out their prophetic mission in this era?
7. To what extent have the sanctifying missions of priests contributed to your spiritual growth in your life?
8. "The example of Jesus, the good shepherd who gives His life for the sheep, is the model for every priestly life." Can this be explained through examples?
9. Even though you may not observe specific vows, how relevant are the principles of poverty, chastity, and obedience to your life?
10. Why is prayer considered the foremost aspect of the spiritual life of a consecrated person?
11. Write a letter explaining the meaning of the single life.

Prepare a speech for your friends on how God's call can be recognized, using various instances of saints recognizing God's call as examples.

Chapter-7

Christian Faith and Science

A. Lesson Analysis

The Church teaches that faith in God and science are complementary to each other and that science is a gift from God. The cooperation between the two is essential for the overall progress of humanity. The same God who instills faith in man is also the one who has placed the light of wisdom/reason in him. It is He who has guided man towards scientific discoveries. Therefore, one cannot deny God Himself. Truth will never be in opposition to truth. The Catholic Church has made contributions to the advancement of scientific and technological fields. The Church strives to correct the wrong approaches and immoral positions that have occurred in the progress of science, standing as the custodian of truth.

Objective: The stance that there is a conflict between religion and science, and between faith and reason, needs to be corrected. Since reason, intellect, and scientific achievements are results of divine providence, they should be revered by the faithful. As faith transcends the individual, reason should not be misused as a medium to criticize faith. When faith reveals the complete truth, the truths of science are subject to change; grow in the awareness of this understanding.

Convictions

1. Science seeks the truth; the Bible reveals the ultimate truth.
2. Reason and faith are complementary; science and religion are not contradictory.
3. The Catholic Church has made significant contributions to the growth of science and technology.

Habit: Striving to uncover the mysteries of the universe with humility and faith, and to understand them rationally.

Reference Books

- The Bible
- CCC

- Documents of the Second Vatican Council
- Youcat
- The Door of Faith - Pope Benedict XVI, Apostolic Exhortation
- Lumen Fidei - Pope Francis, Encyclical
- Fides et Ratio - Pope John Paul II, Encyclical
- Antiqua et Nova Declaration on AI

Key Concepts

- The origin of the universe and humanity, as well as the end of both, are shaped by the inquiries made by humans, from which both faith and science emerged.
- Faith and reason are complementary to each other.
- Science is the continuous search for the truth about the realities of the universe, while the sacred scriptures are the divine revelation of the complete truths.
- The message given in the Biblical creation account is that the world was created by the word of God and that all that is seen came from nothingness.
- The first cause of the universe and life is God; the theory of evolution is not against faith. Therefore, created intelligence is a product of scientific progress.
- AI is the product of scientific progress.
- The Church has made many contributions to the growth of science.

Terms to be explained

Galileo Incident – The Church’s stance (See the note)

B. Lesson Presentation

Teaching Aids

Chart paper, markers, equipment for presenting PPT, reference books, images of scientists, short videos.

Module 1 (Time: 45 minutes)

Introductory Prayer: The teacher leads the prayer.

Activity 1: Experiment – Discussion

A matchstick is lit and then wrapped in a glass container in front of the class. The flame gradually extinguishes. The reasons for the extinguishing of the flame are shared by the students in the class.

Codification: The absence of oxygen is the reason for the flame going out, and this conclusion was reached by encouraging the students to derive it from the prior knowledge of science and faith.

- Sensory Experience → Reasoning → Faith → Intuition: The children discover how they were led to knowledge.
- Following this, existential questions and paths to find truth are introduced.

Activity 2

Each of the five ways on piece of paper and give it to the children in groups to ask them present their responses.

Codification: Faith and reason are mutually complementary. One can enter faith through reason. The notion that religion and science, faith and reason are in opposition must be corrected. St. Augustine says: “Believe to understand; understand to believe.” “I believe therefor I understand; I understand therefore I believe” (CCC 158).

Module 2 (Time: 45 Minutes)

Activity 1

The children/groups read Genesis Chapter 1 (The Description of Creation) in class.

- They are asked to list things that do not align with human common sense in the modern era and write them down.
- The questions/discrepancies written by the children are read aloud in class.

A discussion is held on why these are considered discrepancies.

Codification

- The Holy Scriptures, which are revelations of eternal truths, and the inquiries and discoveries of science are not contradictory.
- The aim of science is not the same as that of the Bible. The mission of the Bible is to transmit divine revelations, while the goal of science is to acquire scientific knowledge.
- The description of creation in the book of Genesis is not meant to be interpreted literally. The first cause of the universe and life is God (CCC 31-35).

Activity 2

The importance of artificial intelligence and its usage is clarified in the Church's perspective. The necessary points to discuss the first topic on page 75 are suggested.

Codification: We are passing through an era of artificial intelligence. Regardless of how beneficial artificial intelligence may be, we must prioritize divine and human values.

Activity 3

Children/groups prepare a chart of the contributions made by famous scientists in the field of science and technology.

They also prepare and present brief biographies of famous scientists who were believers in God, along with pictures.

Codification: The Church supports the correct approaches and growth of science. The Church, as a bearer of truth, strives to correct wrong approaches and unethical stances that have occurred in the progress of science



Let Us Read the Word of God.

The Acts of the Apostles, Chapters 5-8



Let Us Illumine Our Hearts

“He made the sun, the moon, and the stars;
He set their bounds so that they
would never depart” (Psalm 148:6).



My Resolution

In the diversity of creation, I will recognize and glorify the greatness of God.

Some Model Questions

1. Write whether the following statements are true or false, and explain the reasons behind them by referencing Christian teachings, using the lesson as a basis:
 - o Reason and faith are not compatible.
 - o The five senses reveal ultimate truth.
 - o The Bible does not claim to be a scientific text beyond a religious book.
2. Pay attention to the conversation that arose during the Vedic class discussion.

Tessa: The Universe is the Creation of God

Noel: In the High School classes, we have learned that the origin of the universe is through evolution.

Josekutty, however, finds that the creation description in the Book of Genesis does not align with the theory of evolution.

As a moderator, based on the textbook, prepare a response for your group!

3. Editorial for the Parish Handwritten Magazine
Topic: “The Contributions of the Church to the Growth of Science”
4. Identify and mark those that do not belong to the list.
 - Faith - Religion
 - Objectivity - Accuracy
 - Theology - Fruits of Faith
5. Prepare a Seminar Paper!
Topic: “The Challenges Raised by Artificial Intelligence and the Christian Perspective on Addressing Them”

6. Who holds the moral virtues/responsibilities in the choices (decisions) made by artificial intelligence?
- Humans
 - Religions
 - Social and Political Systems
 - Science

Write down the reasons why you think the answer is correct.

Galileo Galilei

Born on February 15, 1564, in Pisa, Italy, Galileo graduated with a degree in mathematics from the University of Pisa in 1585, later becoming a professor there. His subjects included geometry, mechanics, and astronomy. A devout Catholic, Galileo had three children, two of whom joined the convent of Saint Matthew and took monastic vows. In contrast to the geocentric view of the universe held by Ptolemy (150 BC) and Aristotle (378-322 BC), Galileo proved the correctness of Copernicus's (1473–1543) heliocentric theory, based on empirical evidence. The University of Rome, Collegio Romano, acknowledged Galileo's discoveries and honored him with medals of respect. In 1632, Galileo published his famous work *Dialogue on the Two great Systems*. Until then, the prevailing belief was that the Earth was the center of the universe. Galileo, following Copernicus's theory, demonstrated that the Sun is the center of the solar system. This was seen as contrary to religious beliefs, and Galileo was sentenced to punishment by the Church.

- Kneel down and recite the Creed
- Reject the Heliocentric Theory
- Be under House Arrest

Galileo remained under house arrest until 1634. Due to his deteriorating health, church authorities lifted his house arrest. In 1638, he traveled to Florence for treatment of a hernia and continued his studies and research there, eventually passing away from a heart attack in 1642.

Pope John Paul II has stated that the Church's condemnation of Galileo was incorrect. Galileo's body was interred at the Church of Santa Croce in Florence. In 1737, a monument was erected over his grave to honor

this great scientist. By combining experimental observation and mathematics, Galileo opened new paths for science and is regarded as the father of modern science. It was natural for someone presenting studies so radically different from the norm to face opposition, which Galileo, too, had to endure. However, the narratives portraying that Galileo was persecuted by the Church for attempting to destroy it are not connected to the truth. All documents related to Galileo are now preserved in the Roman archives. This signifies the Church's openness to the truth. (Ref. Encyclopedia Britannica)

Dr. Mathew Thekkekkara S.J

Born on March 14, 1914, in Changanassery, Dr. Mathew Thekkekkara pursued his education at Changanassery SB College and Madras University. He received his priesthood at the Himalayan foothill seminary in Kerasang in 1946. From 1948 to 1952, he served as a Physics teacher and head of the department at Madras Loyola College. Afterward, he moved to Baltimore, USA, where he focused on theological studies and scientific writing. In 1956, he earned his PhD in Atomic Spectroscopy from Johns Hopkins University.

Dr. Thekkekkara was also the head of the Physics department at Georgetown University. In 1952, he became a US citizen. He led a committee assigned by the US government to accurately determine the solar constant by evaluating previous experiments. His team finalized the solar constant as 1940 calories.

Between 1962 and 1964, he led summer sessions for college professors at the Goddard Space Flight Center. There, he conducted research in space energy exploration and received notable awards for his work, including a special award from the U.S. President in 1970 for his contributions at Goddard and the National Space Environment Award in 1971. From 1973, he was involved in experiments for the ATSF satellite launch.

Dr. Thekkekkara authored numerous research papers and passed away on November 25, 1976. His contributions to science, especially in space energy and spectroscopy, are still remembered and respected worldwide.

Chapter 8

Christian Life and Environmental Protection

A. Lesson Analysis

The importance of the environment, environmental problems, and the need to protect it are analyzed from a Christian perspective.

Objective: The goal is to help children understand that the actions we take to protect the environment are pleasing to God. As Christians, we are all called to participate in efforts that contribute to the well-being of the world and the preservation of life. We are urged to adopt responsible attitudes towards the environment, recognizing that it is our duty to care for God's creation.

Convictions

1. When natural law is denied and objects are used contrary to their internal order, the order of the environment is disrupted.
2. It is the duty that God has given me to protect the earth for future generations.
3. I must love nature, which is God's handiwork.

Habit: Develop an environmentally friendly lifestyle by not engaging in activities that pollute the environment.

Reference Books

- Holy Bible
- CCC
- Youcat
- Documents of the Second Vatican Council
- Laudato Si - Encyclical
- Laudatos Deum - Apostolic Exhortation

Key Concepts

1. Environmental problems are becoming increasingly serious today.
2. Polluting the environment is a sin that must be confessed in confession.

3. Environmental problems are many. Their consequences are often unpredictable.
4. The Holy Bible reminds us that protecting the environment is a human duty.
5. Jesus had a constant and continues relationship with nature.
6. According to the Church Fathers, nature reveals God.
7. The Catholic Church pays great attention to the process of environmental protection.
8. Respect for the created universe is part of the seventh precept.
9. As Christians, each of us is obliged to participate in activities for the well-being of the universe and the survival of life.

B. Lesson Presentation

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

Teaching Aids

Video, pictures, notes, chart papers

Module 1 (Time: 1 hour)

From introduction to causes of environmental problems

Activity 1: General discussion, video screening

A letter written in the year 2070

This power point presentation is available on the internet. It is shown to the children. After that, a discussion is conducted using the questions given in the textbook. The ideas received from the children are codified.

Codification: Environmental problems are a major threat facing humanity. Creative interventions should be taken to prevent this threat.

Activity 2: Picture Reading

The children are shown some pictures related to global warming. Then they are divided into two groups. Each group presents a report on what these pictures are and their consequences.

Codification: Global warming, the gases that cause it, and the consequences

Monitoring station that measures carbon dioxide levels - Mauna Loa (Mauna Loa)

Activity 3: Addition

The children are given notes on air pollution, noise pollution, light pollution, water pollution, nuclear pollution, and soil pollution.

The cards on which the causes and consequences of these pollutions are written are mixed in the group. The children find the cards that match the pollution they have received from other groups and prepare them. Remember, you can only get a card from other groups if you give them a card from your hand.

Codification: The main reason for environmental pollution is humans and humans themselves suffer the consequences.

Follow-up activity

Make a poster about environmental protection and display it in the church premises next Sunday.

Module 2 (Time: 1 hour)

From the Church's views on the environment to the hymns of St. Francis of Assisi.

Activity 1: Reading the Scriptures

Each group is asked to read the passages given in the book from the Holy Scriptures. After reading each passage, the teacher explains it. (God's Word passages Genesis 1:31, Genesis 2:15, Deuteronomy 10:14, Wisdom 13:5)

Codification: The Bible testifies that man has a responsibility to nature.

Activity 2: Finding the passage

These three pictures are given to different groups: a picture of a field, a picture of a mustard seed, and a picture of sparrows. They are asked to write the passages related to this below the picture. After this activity,

the teacher explains the relationship between Jesus and nature. Then the study of the Church Fathers is presented.

Codification: Jesus reminds us that all creation is important in the eyes of God.

Activity 3: General Discussion

The children are given two books, *Laudato Si* (encyclical letter) and *Laudato Deum* (apostolic exhortation). They are given ten minutes to read the appendix of these two books. (You can also take a photocopy of the appendix). Then there is a group discussion about the apostolic exhortation.

Indicators needed for the general discussion in Activity 3

1. ‘We are not able to stop the great damage we have caused. We do not have enough time to stop the more tragic damage’ (*Laudato Deum*)
2. It is often heard that reducing the use of fossil fuels and developing clean energy sources will reduce employment opportunities. What is happening is that millions of people are losing their jobs due to climate change. Phenomena such as rising sea levels and droughts are affecting the Earth and causing many people to lose their jobs. On the other hand, if the transition to renewable energy is properly managed and efforts are made to compensate for the losses caused by climate change, countless job opportunities can be created in various sectors.
3. This earth is for future generations. It is the duty of man to protect it.
4. A coordinated approach of various organizations and groups is essential for nature protection
5. In a society where the human environment is respected, the natural environment will also be respected. The health of society depends on its relationship with nature.
6. Environmental protection requires long-term vision. Those who want to make a quick profit will not have a real interest in

environmental protection. It is a lame argument to say that this earth will last a long time and nothing will happen now.

Codification: The church teaches that morality should be followed in the use of the mineral, plant, and animal resources of the universe.

Activity 4: Psalm singing

One person recites Psalm 65:9-13, and the others recite it. Then there is a discussion about environmental morality. After that, a PowerPoint presentation is prepared and presented on the things we should do to protect the environment.

Codification: Christians have a special responsibility to engage in activities for the well-being of the universe and the survival of life.

Prayer

At the end of the class, the hymn of Francis of Assisi given in the book is sung.

Follow-up activity

Take environmental protection as the main theme and present a flash mob/skit in the parish the following Sunday.



Let Us Read the Word of God

Acts of the Apostles
Chapters 9-12



Let Us Illumine Our Hearts

“Consider the lilies of the field, how they grow;
they neither toil nor spin. Yet I say to you,
even Solomon in all his glory was not
clothed like one of these” (Mathew 6:28-29).

My Resolution



I love nature. Because it is God’s handiwork.
I will not engage in any activity
that pollutes nature.

Some Model questions

1. ‘Environmental protection should be seen by every believer as an act of charity of paramount importance, like caring for the sick or feeding the hungry’ (Pope Francis). Prevention is better than cure (proverb).

After understanding the two sentences given above, prepare a note on the need for environmental protection?

2. ‘The river has become black for us, the mountain has become white for us, the black sand that has been washed away by the waves, we have covered it with a line, we have a grudge against the earth, the rivers, the mountains, the smoke-eating day is also angry’ (Murugan Kattakada “Paka”) This is a poem that proves that humans are the cause of all environmental problems. What are the activities of humans that pollute the environment? What types of pollution are currently taking place?
3. ‘If the life-giving power of God were to be removed from the creatures, this universe would become lifeless and empty in the blink of an eye’ (Saint Augustine). As we live in the universe created by the Word of God, humans should become more God-conscious. Explain based on the Holy Scriptures?
4. ‘I know what to do. But since I cannot give rain to the whole country, I only water my garden’ (Goethe).

What are the things we can do related to environmental protection?

5. The earth is for future generations. Protecting it is the duty that God has entrusted to me. Explain?
6. Jesus paid attention to nature with affection and wonder. Prepare a note on Jesus’ awareness of nature based on the Holy Scriptures?
7. It is the responsibility of man to protect the created universe. Explain in the light of the teachings of the Church Fathers?

Chapter 9

Christian Life And The Media

A. Lesson Analysis

In day-to-day life, media is something that man cannot avoid. It becomes one of the main factors that influence our perspectives and control our lives. On the other hand, it plays a major role in nurturing, fostering, and spreading tendencies of violence and sexual immorality. Instead of rejecting the media altogether, we must become capable of using it creatively from the side of goodness. In modern times, the moral obligations of the media, its negative influences, the aspects we must pay attention to while using media, the necessity of using media with social responsibility, and how media can be used for the propagation of gospel values— all these are addressed in this lesson.

Objective: students recognize the good and bad influences that media exert on society and individual lives. They use the creative and positive possibilities of media for the growth of individuals, society, and christian faith. They remain vigilant to avoid personal and social downfall due to the misuse of media and media addiction, and also provide training and warnings to others regarding the same.

Convictions

1. I must use media with the intention of glorifying God and promoting the well-being of humanity.
2. Not everything seen and heard in the media is entirely true. I should discern between good and evil in the media and accept only what is good.
3. Media should be utilized for evangelization and the betterment of society.

Habit: i will use social communication media only in ways that are in accordance with christian values. I will not blindly accept what i see and hear in the media. Instead, i will critically analyze them, discerning what is good and what is evil. For this, i will evaluate them

using the insight of my christian faith. I will also encourage others to use media critically.

Reference Books

- The Holy Bible
- CCC
- Textbook
- Youcat

Key Concepts

- Media can contribute positively to various aspects of our lives.
- They provide us with information about events as they happen and help us learn by offering deeper insight into issues.
- Media also have a special capacity to entertain and to connect people across distances.
- They play an interpretative role by presenting information, news, and events comprehensively, and by creating public awareness about general issues.
- Media can actively intervene in raising awareness about matters that require societal vigilance and in spreading good deeds to a wider audience.
- Just as media can be used for good, they are also used for the outcomes of evil.
- Media are often deliberately used to spread particular interests (which are evil and cause moral, spiritual, and emotional degradation of human beings).
- They are used to spread tendencies of violence and sexual anarchy, and to distort personal relationships.
- Media play a major role in nurturing distorted notions of beauty and in promoting consumer culture.
- Uncontrolled and inappropriate use of media leads to numerous mental disorders and psychological problems.

- The solution is not to avoid media, but rather to learn to use them for good and act accordingly. For that, they must be used critically.
- For that, they must be approached critically, and care should be taken to avoid media addiction.
- One must refrain from committing cybercrimes and also be cautious not to fall victim to them.
- The positive possibilities of media should be used to spread and cultivate christian values.
- Young people should engage actively in the media sector from the side of goodness and christian values.

Terms To Be Explained

Cultivation Theory, Mean World Syndrome, Fomo (Fear of Missing Out), Nomophobia

Cultivation Theory

This is the theory that the media, according to their agenda, shapes the attitudes and values they want in the minds of people. These values and attitudes are formed in us without us realizing it through continuous viewing. Just as a farmer sows the seeds of the crop he wants, waters it, fertilizes it, and grows it, so does the media. Therefore, this is called the cultivation theory.

Mean World Syndrome

Media content, especially content that promotes violence and profanity, causes viewers to identify with the views they see around them. People who regularly watch violence see the world as a dangerous place. Therefore, their reactions can be violent and more severe than necessary. People who watch pornography come to the view that everyone does it. Such people see the world as a troubled place. Coming to the view that the world is not good.

Fomo (Fear Of Missing Out)

This refers to the uncontrollable desire arising from the fear that one might be missing out on opportunities that could make their life more

interesting and enjoyable. It stems from a constant urge to stay connected with what others are doing, to know their activities, and to experience similar events. In the modern era, social networking platforms often trigger fomo. Social media makes individuals constantly accessible in both social and professional spheres. Fomo drives people to frequently check messages and update their status to avoid feeling left out.

When this goes beyond limits, it can lead to excessive time spent on social media. The tendency to check social media frequently could be a sign of this condition. One might constantly feel as if there are incoming messages, prompting them to keep checking social media. Eventually, social media begins to control the individual. This can lead to a state where social media starts to control the individual.

Nomophobia

This is a condition characterized by intense fear or anxiety arising from being without internet or a mobile phone. The term “nomophobia” is a shortened form of “no-mobile-phone phobia.” The primary cause of this condition is the excessive use of mobile phones and the internet.

B. Lesson Presentation

This chapter consists of two modules that will be completed within two hours.

Learning Materials

Newspapers, presentation slides, videos, ppt or chart

Module 1 (Time: 1 Hour)

Introduction to the lesson on the powerful mass influence of media

Introductory prayer: a lesson-related prayer is recited under the teacher’s leadership.

Activity 1: Group Discussion

The children are divided into three groups and given topics for discussion. The first group discusses why we continually check the likes and comments on a post made on social media; the second group discusses

whether we, who believe in “do not kill,” ever feel the urge to have one character kill another when two protagonists clash in a movie, and if so, what the reason for that is; the third group discusses whether they believe everything they see and hear in the news is true, and what causes them to think this way. The findings of the discussion are presented by each group to the class.

Codification: Media has become a part of our lives. It influences our perspectives and has become one of the main factors that control our lives. It defines right and wrong according to its interests and encourages us to desire what it deems acceptable and reject what it deems undesirable. Even presenting speculations as facts, it convinces us to believe that this is the truth.

Activity 2: Investigative Report

The students are divided into two groups. They prepare an investigative report.

Required Resources: Film video clip, news discussion video clip, three or four different newspapers of the same day (two sets).

The teacher shows the videos to the students. Then, each group is given three or four different newspapers of the same day. Based on the videos they have watched and the newspapers provided, the teacher asks the groups to identify the objectives of the media. Each group must present their findings. The section on ‘the magical power of media’ from the textbook can be used as a reference. However, while presenting their findings, the students must also provide examples from the newspaper or video to support their observations.

Codification: Media serves various purposes, such as providing knowledge, educating, entertaining, fostering relationships, explaining, raising awareness, and stabilizing.

Module 2 (Time: 1 Hour)

Negative media promotion and its influences, and the gospel of media

Activity 1: Public Presentation

The teacher presents the concepts of cultivation theory, the underworld syndrome, fomo, and nomophobia with the help of a powerpoint presentation or chart in class.

Codification: media cultivates the views it seeks to promote in the audience. Furthermore, the constant exposure to obscene and violent content can lead to the development of the underworld syndrome in viewers. Excessive use of mobile phones and social media can lead to mental health issues such as nomophobia and fomo.

Activity 2: Role Play

The students are divided into three groups. One group represents a political party, another group represents a business group selling beauty products, and the third group represents an extremist group promoting communalism. Each group is tasked with creating a media system. They will discuss what strategies they would use to ensure maximum acceptance of their media platform and what the nature of the media channel/newspaper they create would be. Before starting, the teacher reminds the students about the cultivation theory presented earlier, which can serve as a model for their discussion. This will be presented in class in the form of a business presentation.

Codification: While media leads towards goodness and growth, it also performs negative tasks. To protect hidden interests, weaken personal relationships, encourage aggression, lead to sexual anarchy, promote wrong beauty concepts, and propagate negative roles like fomo, nomophobia, etc., Media can also play a harmful role. Therefore, when using media, the following should be kept in mind:

1. Approach it critically,
2. Be vigilant about media enslavement,
3. Strive to make media a tool for goodness,
4. Follow cyber laws.

Activity 3: Group Discussion

The class is divided into three groups. The first group is given three different newspapers from the same day and asked to discuss how the

same news is interpreted in each newspaper (make sure to provide newspapers following different perspectives). The second group is tasked with identifying the hidden agendas and propaganda behind the portrayal of christian beliefs and christian leaders in movies released in the past year, where they are depicted negatively, and to discuss these. The third group will discuss what can be done, based on the cultivation theory, to promote the values of goodness through media. The findings of the discussions should be presented to the class.

Codification: Media has its own agendas. There are deliberate efforts from various angles to distort christian values. Movies are intentionally attempting this in certain ways. Media should work with social responsibility. The youth should have more involvement in the media sector. They should become responsible media workers. Media must be used to fight against the activities happening in media that go against the church and faith.

Follow-up activity

Based on the model of st. Carlo acutis, prepare a project report in groups on how new media can be used for evangelization and the spread of christian values within your parish and community. The report should be presented either in class, at a public gathering of the parish, or at a youth meeting in the parish (such as in any sunday school setting where it's possible). Based on this, create a whatsapp group, instagram page, or facebook page that posts only faith-based and christian value-oriented content and actively engage with it.



Let Us Read the Word Of God

Acts Of The Apostles
Chapters 13-16

Let Us Illumine Our Hearts



“Look at the lilies of the field,
How they grow; they neither toil nor spin,
Yet i tell you that even solomon in all his glory
Was not arrayed like one of these”
(Matthew 6:28-29).

My Resolution



I love nature because it is
The work of god’s hands.
I will never engage in any activity
That pollutes or harms nature.

Some Model questions

1. Recently, youth and students have been involved in criminal incidents and murders, inspired by the increasing number of violent movies being released. Share your open thoughts on this matter.
2. What is the impact of movies and social media on the moral thoughts of youth, particularly regarding their perspectives on relationships between men and women, marriage, and family?
3. As you prepare for various exams and contemplate choosing career paths, how can the media be helpful to you?
4. Media and news are presented according to their interests. Write some examples from your own experience.
5. How would you convince a friend who mistakenly believes that movies depicting christianity and devotees in a negative light are true, by discussing ‘propaganda movies’ and their hidden agendas?
6. Explain the role of media in spreading the wrong message ‘whiteness is beauty’ and beauty standards among youth.
7. Explain the role of media in influencing the purchase of items you use.

Chapter 10

The Dignity of Labour and the Use of Wealth

A. Lesson Analysis

In this era, where Labour is seen only as a means of accumulating wealth, and the wealth gained through it is considered to belong solely to oneself, this chapter presents the Christian perspective on Labour and teaches how wealth can be transformed into something valuable.

Objective: To make the children aware that Labour has not only a human meaning but also an example of divine stewardship. To cultivate the understanding that wealth is a divine gift.

Convictions

1. The wealth given by God will be utilized for the well-being and progress of oneself, one's family, and society.
2. Acquiring wealth without labour or through unlawful means is wrong.
3. For wealth to become a blessing, it must be shared with those who deserve it.

Habit: Wealth should not be acquired through unjust means. In situations where I should financially help others, I will assist them, firmly rooted in Christian values.

Key Concepts

- Labour is the process through which man, using the various abilities that God has invested in him, builds the necessary conditions for his life.
- Labour is humanity's participation in God's act of creation.
- Through Labour, man is able to grow and help others.
- Living through Labour is the duty of man.
- Acquiring wealth without Labour and through wrongful means is evil.

- Through Labour, man can become part of the growth of society.
- Wealth includes not just material wealth, but also the knowledge and abilities that a person acquires.
- The creator of wealth is God. It is God's gift for everyone.
- Acquiring wealth through wrong means is evil.
- The share of wealth should be given to the poor and the Church's activities.
- We must create an awareness that we are obliged to pay taxes.
- We must be convinced that the contributions we make to God and Church (Tithes) is an act of Gospel Good.

Reference Books

- Holy Bible
- Youcat
- CCC
- Textbook
- The Dignity of Work, John Paul II (Encyclical Letter)

B. Lesson Presentation

This chapter includes two modules that can be completed in one and a half hours.

Teaching Aids

Chart paper, materials required for drawing and writing, presentation materials, color pencils, pens.

Module 1: (Time: 1.30 hours) (From lesson introduction to the section on the nation's duty)

Introductory Prayer: It is appropriate for the children to lead the prayer. An opportunity to pray should be given to the children each week on a rotating basis. It is ideal to start the prayer with a song for the presence of the Holy Spirit.

The lesson can begin by analyzing the children's responses to the questions given at the start of the textbook. The need to view work and wealth from a Christian perspective can be explained to the children.

Activity 1: (Group Discussion)

The teacher will divide the students into different groups and, after giving each group a Bible, ask them to read Luke 16:19-21. Then, they will be asked to identify and present the reason why the rich man's Labour became meaningless in the presence of God.

Codification: The students will understand the value of Labour. They will realize that work is a means for self-growth and helping fellow beings.

Activity 2

Ask the students to prepare a personal note by considering the following questions. Since the questions are based on the divine and social dimensions of Labour (individual level, social level) in the textbook, the students should prepare the answers after reading these sections in the book.

1. When you look at the things in the created universe, do you develop the awareness that it is the handiwork of God?
2. What are the good things you have received from your parents? How should you express your gratitude for them?
3. There must be many people in your life who have helped you, what good things have you received from them? How will you explain this from the social aspect of Labour?

Teachers can conclude this activity by gathering the answers the children personally find to these questions and discussing them in a group. Through this discussion, they can explain how the lessons from the textbook are connected to their daily lives.

Codification: Students will understand how important both the personal and social aspects of the human value of Labour are. They will realize that Labour is their duty. Since we receive the benefits of the Labour of society, we are bound to return it.

Activity 3

This activity aims to inspire children to look at Labour and its significance through a divine perspective.

This activity should be completed based on the parable of the talents from Mathew 25:14-20. In this activity, the teacher acts as the master and the students take on the role of servants.

Divide the children into three groups. Select one student from each group. Afterward, the teacher should explain the parable clearly to the students. The students should understand that the talent represents their abilities through the explanation of the parable. The scene should be presented either in the form of a song or narrating the story rhythmically.

Once upon a time, there was a master Who set off on a journey far away. He gave something to each of his servants what did he give them? To the three, the master gave talents.

Teacher: Show that the first group member receives 5 talents. (They will then return to their group and act out how the person can double the 5 talents given to him.)

Teacher: The servant who had a little less, the second one, received 2 talents. (As before, the teacher gives 2 talents to a student from group two. The student then shares with their group.)

Teacher: And again, the servant who had even less, the third one, received 1 talent. (The teacher gives 1 talent to a student from group three. The student, however, shows that they are putting it into their pocket without sharing it with anyone.)

Teacher: After many days, the master returns to check the accounts. (The master arrives. Each servant happily comes to the master.)

First servant: The one who received 15 talents says, “I, however, have 10 talents.”

Second servant: The one who received 12 talents says, “I, however, have 4 talents.”

Third servant: The one who received 11 talents says, “Take back your talent, you yourself take it back.” (He takes the talent from his pocket and gives it back.)

Master: “You are not worthy of the blessing for burying the coin, but the other two are worthy of the blessing.”

As a continuation of the activity, the class teacher should ask the students to recall the abilities (talents) that God has invested in them (such as reading, speaking, singing, etc.).

If the abilities are currently being used in any area, students can give a thumbs up signal. Those who have buried their abilities can give a thumbs down signal.

These can be demonstrated through gestures. Some selected students can be given the opportunity to showcase their abilities. It can also be shown that God has intended for us to grow our abilities through hard work, while those who destroy their talents due to laziness and neglect are wasting what God has given them.

Codification: The students will understand that the abilities within us have been invested by God, and through those abilities, we can glorify God through our work. The approach to work must be aligned with divine thinking. They will realize that laziness and negligence are evil, and through these, their future growth will be hindered. The realization that attempts to undermine the pathways of work are unjust and not divine will also be made clear.

Follow-up Activity (Preparation for Module 2)

Remind the students to bring the necessary materials for making charts. Also, instruct them to read and understand Matthew 25:31-40, and bring images related to acts of charity as mentioned in the scripture.

Module 2: (Time: 1 Hour) (From Wealth and Its Use to the Final Section)

Introductory Prayer: It is appropriate for the children to lead the prayer. The opportunity for children to pray should be given on a rotating basis each week. Starting the prayer with a song for the presence of the Holy Spirit would be ideal.

Ensure that the students clearly understood the questions about work discussed in the previous week’s class. It is important to confirm that

the insights they have gained are correct and that this can be achieved through the lessons.

Activity 1

This activity is designed to clarify the Christian perspective on wealth.

As part of the follow-up activity from the previous week, students should work in groups. On the chart paper provided to them, they will paste the images of the charity works they brought and label each one, indicating what the activity is. Then, they will also write down what the gift from God was for those actions on the chart paper.

As part of the activity summary, the teacher should ask the students to present their charts in class. Additionally, the teacher should ask the following questions and have the students present their answers along with their findings.

1. How should wealth be used so that we become vessels of divine blessing?
2. Identify and point out some individuals or organizations in your parish or community that prioritize charitable activities using wealth.

Codification: The children will understand the meaning of the word “wealth.” They will internalize the Christian perspective on wealth. The realization that God is the true creator of wealth and that we are its stewards will be gained. Wealth becomes a blessing, and the important idea that charity works, as described in the Bible, truly become a means of blessing will be understood by the children.

Activity 2: Misuse of Wealth (Topic Analysis)

Wealth is not meant to be misused; rather, it is a gift from God to be used for needs, and the awareness that if misused, it will turn into an evil in the presence of God must be instilled in the children through this activity. By explaining the parable of the foolish rich man in Luke 12:13-21, ask the children to find personal answers to the following questions.

1. What was the rich man’s attitude towards his wealth?

2. Can the rich man be pointed out as another face of greed?
3. Did he have an understanding of the great wealth of eternity?

Time can be given for some children to present the answers they find according to the class schedule. When children present the topic, the teacher should be able to impart the awareness that wealth should not be hoarded and that we should strive more to gain the greatest wealth of eternity. Through the consolidation of this activity, it will be possible to explain how wealth should be handled.

Group Discussions

Based on this Bible passage, give the children a study activity to analyze some events from contemporary life (assign different topics to each group). Below are some examples of topics. Teachers can find more topics and provide them to the children.

Topic 1: Misuse during celebratory occasions

Topic 2: Wastage and destruction during weddings, other celebrations, etc.

Topic 3: The tendency to buy excessive clothes, jewelry, etc., and waste them without using them properly.

The discussion should also focus on whether the use of wealth in the areas assigned to each group is being done correctly, and how they can set an example for others in these areas. Allow each group to present their findings.

Codification: Children are taught that squandering wealth is evil. It is also possible to understand that stinginess is also evil just like prodigality.

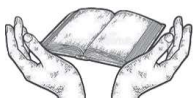
1. The realization that wealth is not meant to be squandered.
2. One gets the conviction that one can get wealth because of God's blessing.
3. Conviction is created that waste of wealth is evil.
4. It leads to the conviction that miserliness, like prodigality, is another facet of evil.

5. Children should be led to the good conviction that we should change the share of our wealth for the support of the poor and the helpless.

Activity 3: (Group Discussion)

Ask the teachers to understand what the children's views are regarding the temple tithes. Ask the children to read and understanding the passage from Malachi 3:10-11, Mark 12:41-44. Discuss what happens when we tithe and how Jesus judged the widow's behavior and ask them to present their convictions to the class. Mainly through this activity the teachers will be able to identify the value given by the children to the church service/contribution. Through the codification of discussion, we get the conviction that what we give to the Church and God become a source of blessing to our life.

Codification: The realization that one is obligated to give a portion of their wealth to the state (as taxes), to God (for charitable works), and for the mission of spreading the Gospel is formed. The full blessing of wealth is understood to come through earning and spending in accordance with the law.



Let Us Read the Word of God

The Acts of the Apostles Chapters 17-20



Let Us Illumine Our Hearts

“According to the thoughts of the Almighty, wealth must be earned, for it is more profitable than gold” (Proverbs 29:11).



My Resolution

I will work with all my ability. I will give a portion of my wealth to the state (as taxes) and to the Church's charitable works.

Some Model Questions

1. If a friend views wealth as a reason for living a comfortable life, how would you explain to him that wealth is a gift from God?
2. How would you establish that laziness and indifference are factors that disrupt personal and social growth?
3. In the light of this chapter, defend the view that wealth gained through bribery and corruption will never last.
4. How would you convince a friend who constantly blames parents that the hard work of parents has great value?
5. In the light of this chapter, explain how one should work for social good and how wealth should be used in your classroom.
6. How would you explain to others that tax evasion is evil and not in accordance with Christian values?
7. Your friend opposes the authority of the Church and discourages others from giving to charity. How would you correct this friend's beliefs?
8. If you have friends who protest for unjust causes and put workplaces in danger, how would you make them aware of the problems caused in society because of their actions?
9. If a politician, an organization leader, and a charity worker all approach you for donations, whom would you prioritize? Why?
10. Suggest some ways to correct the following behaviors with reasons:
 - a) A person who disrespects food and wastes it.
 - b) A person who treats bribe money as a fee for a service rendered.
 - c) A person who looks down upon small jobs.

Chapter 11

Christian Contributions

A. Lesson Analysis

The lesson analyzes the Christian presence in all aspects of life. By examining world history, Indian history, and Kerala's history, the aim is to help children understand the depth of Christian contributions.

Objective: By understanding Christian contributions in-depth, students are to develop a sense of pride in being Christian and prepare to continue the Christian mission in the world.

Convictions

1. The Church has played a crucial role in laying the foundation for the humanitarian progress of the world.
2. For the social renaissance and independence of our motherland, Christians made significant contributions.
3. The Church has been a key player in the overall progress of Kerala.

Habit: Developing the attitude of carefully studying and recording the contributions made by Christians in the contemporary world.

Reference Books

- Holy Bible
- CCC
- The Church in Service – Rev. Thomas Padiyath, Family Jyothi Publication, Changanassery
- Christian Contributions to National Progress – Message Nilayam Publication, Changanassery, 200 Joseph Panakkarum

Key Concepts

- A spiritual and moral life based on the Gospel values is the contribution that the Church has made to the world.
- In the socially darkened sectors, the Christian Church has led the way with its activities, spreading light worldwide.

- The Christian Church has had a decisive influence in the history of India's freedom struggle.
- Christian contributions in fields like education, healthcare, and charity are invaluable.
- Christians have also made their own contributions in areas such as language, literature, arts, agriculture, and industry.

B. Lesson Presentation

This chapter includes two modules that can be completed within two hours.

Teaching Aids

Newspaper clippings, magazine features, and videos related to the contributions of the Church.

Module 1 (Time: 1 hour)

From the beginning of the lesson to nation building

Introductory prayer: The teacher leads the prayer in connection with the theme of the lesson.

Activity 1: Group discovery study

After showing a video highlighting the contributions of Gregor Mendel, Saint Teresa of Kolkata, and Saint Chavara Kuriakose Elias, students are asked to identify through group discussion the main areas in which the Christian community has made contributions to human society.

Codification: Christian contributions – moral field, charitable field, social field, educational field, nation building, agricultural and commercial fields, language, literature, and arts.

Activity 2: Finding examples

After reciting the Peace Prayer of Saint Francis of Assisi in class, the Gospel values contained in the prayer are identified. Groups identify and present examples of the values gifted by the Church to the world.

Codification: The Church is the moral conscience of the world

Activity 3: Panel discussion

On the topic “Christian contributions to the Renaissance of India,” two fields of action included in the textbook are given to each of four groups. After thoroughly studying the Christian interventions in the fields assigned to them, a panel discussion is organized involving representatives from each group.

Codification: The interventions made by Christians to bring light into the darkened social sectors paved the way for great social transformations

Activity 4: Preparation of inquiry report

List the social changes that Christians have occurred/are occurring in your locality and surrounding areas.

Codification: My Church has a proud share in the social transformations in our land.

Activity 5: Chart Preparation

A chart that highlights the contribution of Christians in India’s freedom struggle is prepared and displayed on the notice board.

Codification: Christians have an undeniable role in the history of India’s freedom struggle.

Module 2 : (Time: 1 hour) From the field of education to the end of the lesson

Activity 1: PowerPoint Presentation Preparation and Presentation

Students, in groups, prepare and bring PowerPoint presentations to be presented in class. Topics – Christian contributions in the field of education, contributions of Saint Chavara Achan.

Codification: Christian contributions in the field of education, contributions of Saint Chavara Achan.

Activity 2: Field Trip

After conducting a visit to orphanages, centers housing differently-abled children, and centers housing mentally ill persons (or, if not

possible, after watching videos depicting such activities), the students of lower classes are introduced to the Christian presence in the field of charity.

Codification: Contributions in the field of charity.

Activity 3: Identification through clues

Each group identifies 4 individuals who have contributed in the fields of language, literature, arts, agriculture, and industry. After studying about them, they present a brief description of their contributions. Other groups try to find out who the individual is.

Codification: Contributions in the fields of language, literature, arts, agriculture, and industry.

Follow-up Activities

A seminar is organized on the topic “Christian contributions in the field of education.”

Find out what the educational rights struggles in Kerala during the years 1945, 1957, 1972, and 2006 were for. Study the charitable activities conducted last year in the diocese, parish, and organizations, and prepare a report.



Let Us Read the Word of God Acts of the Apostles Chapters 21–24



Let Us Illuminate Our Hearts.
“Whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave.”
(Matthew 20:27)



My Resolution
I will work for the progress of the nation,
holding firmly to Christian values,
following the path of my ancestors,
and in communion with the Church.

Some Model Questions

1. Find examples from contemporary events that show efforts to uphold Gospel values in today's life.
2. Can you prepare a presentation for a social media discussion on the topic "Christian interventions in the social sectors of India"?
3. Can you identify the major social activities happening in your diocese?
4. What answer will you give to your friend who says that Christians had no role in India's freedom struggle?
5. Prepare a reflective note on the book Varthamanapusthakam.
6. Identify the changes brought about in the educational sector of Kerala through the contributions of St. Kuriakose Elias Chavara.
7. "Whatever you did for one of the least of these brothers and sisters of mine, you did for me." Prepare a short note on the charitable activities of your diocese inspired by these words of Jesus.
8. Prepare a note on any one of the unique art forms of the Indian Church.
9. Explain the role of Christian-led Malabar high-range migrations in eradicating hunger in Kerala.
10. What were the interventions made by Christians in women's education?

Chapter 12

I Am a Witness of Jesus

A. Lesson Analysis

This lesson analyzes what the process of evangelization is, what Christian witness is, and its various aspects and methods, as well as what the ultimate goal is of our existence on this earth.

Objective: The goal of this lesson is to enable everyone to witness to our Lord, keeping in mind the ultimate purpose of our existence on earth.

Convictions

1. I am here on earth in order to know and love Jesus, to do good and be one with him, and to go someday to heaven.
2. Just as Jesus bore witness to God the Father, it is our duty, through baptism, to bear witness to Jesus.
3. The sufferings I endure for my faith are part of Christian martyrdom.

Habit: I will never cease witnessing to Jesus in all circumstances of my life.

Reference Books

- Holy Bible
- CCC
- Documents of the Second Vatican Council

Key Concepts

- It is our duty, as disciples of Christ, to proclaim the Gospel.
- The process of evangelization is the proclamation of faith.
- It is through the Holy Spirit that “the living voice of the Gospel” resonates in the Church and through the Church to the world.
- Each person must be ready to witness to Christian life through family, parish, and community levels.

- The various ways of Christian witness are prayer, a life of example, evangelization, celibate life, works of charity, social actions, a life of suffering, and martyrdom.
- The meaning of being human is to come from God and to return to God.

B. Lesson Presentation

This chapter includes two modules that can be completed in 3 hours.

Teaching Aids

Lives of the saints, charts, videos.

Module 1: (Time: 1.30 hours)

From Introduction to the Levels of Christian Witness

Introductory Prayer: The teacher leads a prayer, relating it to the theme of the lesson.

The teacher enters the class by asking the opening questions from the introduction section of the textbook. We understand the necessity of introducing our own Jesus, who loved us greatly, stood for us, and shed His blood for us, to the world.

Activity 1: Discovery from the Holy Scriptures

The teacher divides the students into different groups and gives each group a Bible. The students are asked to find from the Gospel of St. Mark, chapter 16, and the Acts of the Apostles, chapter 1, how the Gospel spread across the world, and to share their findings with the class.

Codification: Jesus intensely desired to spread the Gospel across the world. To fulfill this desire, Jesus gave the Holy Spirit to the apostles. With this foundation, the students are able to discover and confirm the biblical verses from the Holy Scriptures.

Activity 2: Preparing a Wall Paper

The biographies of the blessed and missionary figures St. Kuriakose Elias Chavara, Venerable Rani Maria, and Venerable Thevarparambil Kunjanachan are given to three groups in the class. Each group is asked to explore how these holy individuals spread the Gospel in our land and prepare a wall paper documenting their findings.

Codification: Leading the society of Kerala toward renaissance, the holiness of ‘education’ reached every corner, and through St. Chavara’s life of proclaiming and living the Gospel, he became the reformer and priest who bore witness for Jesus until his death. St. Chavara worked for the downtrodden and marginalized, especially those in Indore, providing comfort and speaking on behalf of the oppressed. Similarly, Bl. Rani Maria lived by proclaiming, imitating, and bearing witness to Jesus, even unto her death. Bl. Thevarparambil Kunjanachan, a priest, witnessed to Jesus by reaching out to the needs of the Dalit communities like the Pulayars and Parayars. The students will explore the key missionary works of these figures in their lives, as well as other important figures who have lived similarly in their diocese and parish, and share their findings through the wall paper.

Activity 3: Preparing a Message

Each student is asked to prepare a message that reflects the Christian testimony they provide as a family member, as a member of the parish, and as a student in their school. The message should clearly express the Christian witness given in each of these roles.

Codification: As individuals, each student understands the aspects of Christian life testimony and prepares to be a witness for Jesus with determination. Each one transforms into a link in the chain of evangelization.

Follow-up Activities

1. Conduct a survey on the sincere participation of youth in the consecrated life in your parish. Based on the findings, develop an action plan to ensure active involvement of everyone in the consecrated life, and present the plan in the next class.
2. Organize an interview with a person from your parish whom you consider a role model in Christian life, and prepare a report on his or her perspectives on the life of faith. Discuss the report in the next class.

Module 2:

From Various Ways of Christian Life Testimony to the End of the Lesson (Time: 1.30 hours)

The class begins by presenting the follow-up activities from the previous lesson.

Activity 1: Testimonial Experience

The teacher shares moments from their own life where they have experienced Jesus. Similarly, students are asked to share their own experiences in the class.

Codification: With the awareness that God blesses us through our life, no matter where we are or what work we do, the students live with a service-oriented attitude, becoming witnesses of Jesus through their lives.

Activity 2: Group Discussion

The teacher introduces ccc no 3 to the various groups in the class. The students are asked to discuss and find out where they can carry out evangelization in their lives and present it in the class.

Codification: The students discover various circumstances for evangelization through the understanding that the transmission of faith to generations should be done by proclaiming faith publicly, living in brotherhood, and celebrating through worship and prayer.

Activity 3: Introducing the Saints

The teacher gives the life histories of various saints to the groups in the class. Each group is asked to introduce two saints who became witnesses to Jesus through their lives of service. Care should be taken to avoid repetition.

Codification: The children understand that Christian service is both a blessing and a qualification, and that it is a participation in the salvific work of Jesus.

Activity 4: Group Discussion

The students are asked to identify the challenges of the world that await us, called to bear witness to Jesus Christ, and discuss in class how to overcome them.

Codification: Through the understanding that Christian faith is embraced and lived, suffering and loss lead to salvation and witness, the children are enabled to understand the meaning of our existence on this earth and live by bearing witness to Jesus Christ, strengthened by God's grace.

Follow-up Activities (Care should be taken to ensure follow-up on these activities):

1. Create e-posters with images and brief descriptions that symbolize the martyrdom of the missionaries, and spread them through social media.
2. Visit the charitable institutions of the nearby church, understand their relevance, the dedication behind them, and divine providence, then present it in the next class and post it on social media.

Special Notice

The teacher should read the upcoming lessons in advance so that the necessary activities can be given to the students beforehand for the next class. If the follow-up activities from this lesson are given in advance and carried out, it will be beneficial.



Let Us Read the Word of God

The Acts of the Apostles
Chapters 25-28



Let Us Illumine Our Hearts

“Do not be ashamed to bear
witness to our Lord”
(2 Timothy 1:8).



My Resolution

In all circumstances of life,
in words and actions,
I will be a witness to Jesus.

Some Model Questions

1. How can one become the ‘living voice of the Gospel’? (Page 117)
2. What is the meaning of Mahatma Gandhi’s statement, “Jesus Christ is not only for Christians but for the whole world”? (Page 118)
3. Do you agree with the statement that the family is the first place of faith transmission? If yes, why?
4. Wherever we are and whatever work we do, we must work with the understanding that through our lives, God blesses others. As a student, how can you uphold justice in relation to this statement from the textbook?
5. As a Christian, what are the things you do to nurture your Christian life and inspire others in their faith journey? How has your faith life been an inspiration to others? Identify and explain.
6. What are the factors that support the statement “The Sunday Eucharist is indispensable for a Christian”?
7. What can I, as an individual, do to be the “good neighbor” in the parable of the Good Samaritan?
8. How would you comfort someone suffering from the trials of life based on the Christian virtue of endurance? Explain clearly.
9. What advice can you give to your friends to lead a life of greatness in Christianity with joy? Explain.
10. I will strive to live with the noble consciousness of being a witness to Jesus at home, school, and among friends. What can be done to ensure that this decision is always upheld? Often, it becomes difficult to live according to this decision. What is the reason for this? How can these challenges be overcome based on Joshua 1:8?

The death and burial places of the Apostles.

1. St. James (AD 44) He was killed by the sword. St. James Church, Compostela, Spain.
2. St. Philip (AD 54) He was crucified. Church of the Dodici, Rome.
3. St. James the Less (AD 63) He was stoned to death. Holy Apostles Basilica, Rome.

4. St. Peter (AD 64) He was crucified upside down. St. Peter's Basilica, Rome.
5. St. Andrew (AD 70) He was crucified on an X-shaped cross. Amalfi Cathedral, Italy.
6. St. Matthias (AD 70) He was martyred. St. Matthias Abbey, Trier, Germany.
7. St. Bartholomew (AD 70) He was crucified. St. Bartholomew Basilica Church, Rome.
8. St. Matthew (AD 70) He was martyred. St. Matthew Cathedral, Messina, Sicily.
9. St. Thomas (AD 72) He was pierced with spears. St. Thomas Cathedral, Mylapore, India. His relics are kept in the Basilica of St. Thomas in Ortona, Italy.
10. St. Jude Thaddaeus (AD 72) He was killed by arrows. His physical remains were interred in St. Peter's Basilica, Rome.
11. St. Simon (AD 74) He was martyred with swords. Altar of the Crucifixion, Rome.
12. St. John (AD 95) He died a natural death. St. John Basilica, Ephesus, Turkey.
13. St. Paul (AD 67) He was beheaded. St. Paul Basilica Church, Rome.