



Secondary Resources



Welcome to the Little Way Week Secondary Resources Activity Pack

This pack is designed to help you plan school and class activities to get students involved in Little Way Week. It is intended to be used in the run up to and during Little Way Week (6 – 12 October 2012).

Why get involved in Little Way Week?

Little Way Week is an opportunity to inspire students and teachers to pray and engage in Christian mission through service in a practical and relevant way.

The pack provides:

- Teachers with relevant material to teach in class that is linked to the curriculum
- Resources that are easy-to-use and that can be adapted easily to the needs of students
- Practical activities that are fun, relevant and challenging

Learning Objectives

- To examine how St Thérèse of Lisieux is a role model for us today
- To examine what Christian love in action means
- To explore how St Thérèse lived out the Church's mission of service through her 'Little Way'



Lesson Plan 1 - Secondary (60 mins)

Ideally taught ahead of the start of Little Way Week



Learning Outcomes

- To know and be able to say why St Thérèse is a role model for us today and give at least three reasons why
- To be able to say how St Thérèse showed Christian love in action
- To be able to say what the 'Little way' of St Thérèse is

R.E. Curriculum Directory focus: The Church: 2.5 Mission

'..Our pupils are called to share with the whole people of God in expressing this mission through serving contemporary society as priest, prophet and King. Together we are called to worship God through our every action for the common good. Through our actions the Church is to continue as the sign and source of reconciliation and hope in the victory of Christ to present our goodness to God.'

Links can be made to the four areas of study across all age groups but particularly to area two, 'The Church' and area four, 'Life in Christ'.



Leaders in Learning:

- * Developing thinking skills
- * Advance organisers/audience and purpose: the use of mind mapping as a tool for learning
- * Working in groups, developing teams

Key vocabulary: novice; holiness; saint; vows; confirmed; service; mission; love; vision

Introduction/Starter (5mins)

- Show a picture on the screen of someone helping others; e.g. from a local charity or from your own school charity events. What is happening in the picture?
- In pairs: 'You have one minute to come up with three words that you think sum up the actions you can see in the picture.' (They will hopefully come up with helping others, making others happy, goodness, love and possibly service.)
- Students' feedback answers. Ask students to come up and write words on the board as they say them. Discuss the meaning of some of the words that they have chosen.

Explain (3 mins)

- October is a special month in the Church's year. Why? (If they know, the most common answer will be that it is the month of Mary.)
- Explain that October is important for two very special women:
 1. It is the month of Mary, the mother of Jesus.
 2. It is when the feast day is celebrated of a famous saint called St Thérèse of Lisieux. October is the month when we remember St Thérèse of Lisieux in a special way.
- Use this opportunity to discuss the learning objectives and outcomes and link to the words they have identified in the starter task.

Role models (7 mins)

Ask

- What is a role model? (Someone whose positive actions inspire us to be like them.)
- Perhaps show them pictures of famous role models on a PowerPoint slide.



In pairs

- Name the famous people they have brought to mind and / or can see on the PowerPoint slide. What are they famous for? Give students two minutes for this and then show a picture or slide with an image of St Thérèse on it as well.
- Who do you think the person in the picture is? (St Thérèse) Explain briefly that she is a saint and that she was very young when she died.
- Are all these people – the ones they've named or can see on the slide – good role models for us today? Why/ why not?

Ask:

- How can we find out more about St Thérèse? (They may suggest an internet search/ library/ other source.) Which is best? Why?
- Show them a summary paragraph about St Thérèse's life perhaps sourced from a Catholic website or book. Ask them to look at the paragraph – printed or on a screen – and memorise as many facts as possible in 20 seconds.

Ask:

- What can you remember? Quick fire a few questions which they will struggle to answer; e.g. how old was she when she became a novice mistress? How many sisters did she have? Why was she first turned down when she tried to join the Carmelites?
- Do not expect a great response if any. This exercise is designed to prove a point.

Ask:

- Was that a good way to remember information? (No! Why not? Ask why looking at a text like that was not helpful for remembering information you need to know or learn.)
- Distribute copies of the mind map and ask the following questions as a quick fire activity.

Using their mind maps, students shout the answers out: (8 mins)

1. How many sisters did she have?
2. What did they become?
3. What happened when she was four?
4. Why did her family move to Lisieux in France?
5. Why was she first turned down when she tried to join the Carmelites?
6. Where did she meet Pope Leo?
7. How old was she when she became a novice mistress?
8. What did she call the path to God and holiness?
9. What did it consist of?
10. Who declared her a doctor of the Church?
11. Where was she confirmed?
12. How old was she when she was confirmed?
13. When did she have a vision of the child Jesus?
14. Why was this vision important to her?
15. What happened when she was eight?
16. Who did she join in 1888?
17. When did she make her final vows?
18. How old was she?



- After about 20 seconds continue to quick fire and repeat the same questions at random for about two – three minutes, or until they begin to show signs of knowing the answers without looking. Tell students to cover over their mind maps so they can't see them. (They will know the answers without the mind map very quickly.)

Thinking about learning: (1 min)

- Why was that a better way to process information and remember it?
- Why is mind mapping a useful tool in R.E. and other subjects?
- What has the mind map got in it to help us remember?
- Explain that the use of colour, order and a picture helps the brain to associate and make links between images, colours, words and shapes. This is how our brains work. Mind maps are brain friendly.
- What hasn't the mind map got that would be useful? (Symbols, sound etc.)

Progress check – Refer back to the learning outcomes and ask: (1 min)

- What have you learned about St Thérèse?
- What else do you need to find out to achieve the learning outcomes?

Ask: (10 mins)

What do you think St Thérèse's 'Little Way' is? Open up the discussion and invite students to come up with suggestions. Explain that Little Way Week is coming up which is based on the spiritual teaching of St Thérèse. It is designed to encourage us to decide which 7 small actions to do in order to witness our faith through service.

- Discuss the answers and explain that this was Thérèse's way of being close to God and that it was her pathway to holiness. She did something little everyday to make others' lives better and to express her love of God. This was her way of showing God's love in action. Explain that this is something that we can relate to because we can all do little things to help others.



- Explain that putting God's love into action is at the centre of Christian life. Holiness and becoming a saint is a response to God's love. When Pope Benedict XVI visited Britain recently he called young people to be saints in their everyday lives.
- You may wish to include a scripture reading here such as Jesus' command to love your neighbour as yourself, to reinforce the concept of love in action (Mark 12: 31).
- Emphasise too that St Thérèse was only able to live her 'Little Way' because she prayed – she had a relationship with God and talked to him daily, asking Him to give her the strength to love and serve the people around her. None of us can love and serve other people without receiving the strength (grace) from God to do so. This is why daily prayer is so important if we want to love and serve others.
- (NB You can add information here depending on the age and ability of the students. Some students may need to watch a film excerpt here of St Thérèse's life – e.g. the DVD 'Relics and Roses' – and some may need to read extracts from her work and poetry for more depth.)
- Ask students to think of examples of people today who have shown or show God's love in action and to say how they show God's love.

Ask:

Do you think St Thérèse is a good role model? Why/Why not? What can we learn from her?



- In trios or pairs (**15 mins**) students create their own mind map to answer the question: Why is St Thérèse a good role model for young people today?
- Explain how to create a good mind map (i.e. with colours and pictures and clear branches).
- Ask for a minimum of three reasons why she would make a good role model.

Plenary (10 mins)

- Ask students to individually make up two questions based on today's lesson and write down the questions, with answers.
- Target individual students to ask a question to another student in the class; e.g 'John, ask your question to a boy in the class.' John has five seconds to choose a boy and say his name and then another five seconds to ask his question. If the boy gets it right he can then ask his own question to a girl and so on.
- Try to include as many students as possible.

Lesson Plan 2 - Secondary (60 mins)



Ideally taught ahead of the start of Little Way Week

Learning Objectives

- To reflect on the ways that we are role models for others and our response to the call to become a saint
- To examine what love in action means
- To explore ways to live out the Church's mission of love and service by adopting St Thérèse's 'little way'

Learning Outcomes

- Most will be able to identify their own personal gifts and talents and suggest at least one way to use these to serve others
- Some will be able to make the links between the Church's mission of service, St Thérèse life and how this relates to their own lives by responding to the call to love others

R.E. Curriculum Directory focus: The Church: 2.5 Mission

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Links can be made to the four areas of study across all age groups but particularly to area two, 'The Church' and area four, 'Life in Christ'.

Leaders in Learning:

Developing thinking skills – advance organisers/audience and purpose – the use of mind mapping as a tool for learning/working in groups

Key vocabulary: novice; holiness; saint; vows; confirmed; service; mission; love; vision; talents



Recap last lesson (5 mins)

- In pairs list three ways that St Thérèse is a role model for us today
- Recap quick fire questions without the mind map and then show the mind map again to refresh their memories
- Outline learning objectives and outcomes.

Group work:

Organise your class into groups of no more than five.

Ask three or four students (5 mins). ‘Are you good or clever at something?’ (Any answer is fine.) Then ask the same students, ‘How are you good or clever at something?’ (If they are not sure, invite their classmates to help them answer; e.g. being good at Maths or Science or Sport.) Discuss what the difference is between being clever and having a type of cleverness. Recall some of the famous role models they identified in the last lesson who are talented in different areas again (use perhaps the PowerPoint slides that you may have put on the screen last time). Explain that St Thérèse knew what her gifts and talents were and used them to help others. Everyone is good at something and has some gifts and talents to share.

Gifts and Talents Task:

- As the group to read together the Parable of the Talents (Matthew 25: 14 – 30). Groups decide what they think the parable is teaching them today. Give the students seven minutes to do this task.

- Discuss with the class the teaching that God has given us all a unique set of talents and it is our responsibility to use them because God gave them to us. Explain what mission through service is.
- Ask students to write down their groups' talents with names next to each talent. (E.g. Rachel is good at organising people/ Daniel is good with computers and getting people involved in things/ Hannah is good at dancing etc) Four minutes should be enough time for this.
- Explain: St Thérèse knew the gifts and talents that God had given her and used them in a very humble way. In other words she did not boast about them but used them to help others and to serve God.
- Thérèse loved these words of Jesus and believed she should live by them: 'Unless you change and become like little children you will never enter the kingdom of Heaven.' Matthew 18: 3
- Thérèse interpreted this as becoming 'little'; to be spiritually like a child; to accept her weaknesses and then God would raise her up and give her the strength to do what he had called her to do. What is the difference between being childlike and being childish?
- She centred her whole life on God's love and wanted to give this love expression every day, so she decided that she would live and share her faith by doing ordinary things in an extraordinary way.
- She believed the little things mattered and that anyone could be a saint by doing little things everyday to help others. This, she believed, would lead to happiness and holiness. How might you be a good role model for others?
- St Thérèse was a 'doer' (a person who felt called to do things for God and others) and her small actions made a huge impact.

Group Challenge (Approximately 50 mins needed overall)

The challenge is to be like St Thérèse for a week by following her 'Little Way.'



Talent bank: (5 mins)

- Explain that in order to complete the group challenge they will need to work in a certain way in groups. This is an opportunity to reinforce rules and roles for group work. Make sure there is a timekeeper, a scribe and a group leader for each group.
- Explain that they will also need to be able to use everybody in their group fully. In order to do this they need to know who is good at what. Explain that they need to create a talent bank for their groups. Groups make a list of talents/skills that they think they will need to fulfil the task and begin to think about who in their group may be best at showing these talents/skills.



Initial brainstorming/planning (15 mins needed at this stage)

- Using your talent bank work together to come up with seven small things (one for each day of the week) that you can do that will have impact on someone else. They must be achievable, simple and help others in some way at home, school, locally, nationally or globally.

You must show how your simple actions will make a difference and who it will make a difference to.

- This will mean that students are using their own gifts and talents, like St Thérèse, to help others. Ask students to think about how they can use their talents to serve others.
- Explain that they must plan how to do this in their groups and then do it!

Create a name for your team

- Your group is your 'doing team' so you'll need a name and a motto. (NB Offer examples to help them get started: Little way action group/ St Thérèse's Team / Faith in action team/ 'It's the little things that count' team/ love in action group / small actions – huge impact team.)

Students will need at least **15 minutes** for this initial planning stage.

Emphasise that as part of this task, they are invited to pray as a team – to briefly pause and ask God to help them as He helped St Thérèse in her 'little' tasks. As time allows, during or after the lesson, they might want to visit the school chapel as a team to do this. Explain they can make up a Jesus focussed prayer of their own, or offer them some simple examples of prayers that they might choose to say. Depending on the ages of the students, it might be that the teacher leads the whole class in a prayer before they begin their 15 mins planning time. This invitation to pray also needs to be explained in a way that leaves children free – those for example who might not be Christian – to stay silent during the prayer time if they so choose and / or to pray in a way that reflects their religious tradition.

Elevator Pitch: (15 mins needed overall to plan and see all the pitches)

- Explain that groups now need to produce a 30 second elevator pitch: Explain they have **eight minutes** to plan this before showing the class. In the pitch they must answer these questions: What are they going to do? When? Where? How? Who? Why? Everybody must say something even if it is only a couple of words.



Groups complete elevator pitches in front of the class. (Depending on your own preferences you could pretend they are going into an elevator and use a bell to indicate the **30 seconds** in an elevator!)

Detailed Planning on flip chart paper in groups (5 mins)

- Pool ideas on a large piece of paper in a mind map answering who, what etc.

Detailed Planning on flip chart paper in groups

- Pool ideas on to large paper in a mind map answering who, what, when, why, where, how.

Plenary: Make a pledge card (10 mins)

- Make a pledge card for each member of the group to take away. Include the name of the group and your motto. What will be done on each day? You may want to use the Little Way Week logo on the cards which can be downloaded from the website.
- Students will need card and scissors and colours to make these. Small cards are better as they can fit into pockets and homework diaries.

Follow up R.E. lessons

- Discuss progress on group actions and use lessons to complete some of them if appropriate.
- Create display material for Little Way Week: art work; creative writing; St Thérèse poetry; posters and pledge cards. Include her favourite scriptural quotes, and how she is a role model.

Extra references that may be useful:

Great Missionaries ('The Way', pp 57 – 60, 72 – 76 and 107)

The Prophetic Role of the Church (original version of 'The Truth' pp 63–78)

The Human Community (original version of 'The Life' – Who is my neighbour? P 106/ Social Justice pp 111–114)



Bibliography

The Truth: Student Book, Original Edition, pp 63 – 78; P J McHugh; published by CTS; 2001

The Life: Student Book, Original Edition, pp 106 – 114; P J McHugh; published by CTS; 2002

The Way: Student Book, Second Revised Edition, pp 57 – 60, 72 – 76 and 107; Sr Marcellina Cooney CP; published by Teachers' Enterprise in Religious Education and CTS; 2009

The Truth: Student Book, Second Revised Edition, pp 95 – 105; Sr Marcellina Cooney CP; published by Teachers' Enterprise in Religious Education and CTS; 2010

The Life: Student Book, Second Revised Edition, pp 110 – 115 and chapter 4 'God's Call'; Sr Marcellina Cooney CP; published by Teachers' Enterprise in Religious Education and CTS; 2011

Relics and Roses DVD; 2011

Religious Education Curriculum Directory For Schools and Colleges in England and Wales, Revised Edition, 3–19, The Department of Catholic Education and Formation of the Catholic Bishops' Conference of England and Wales, 2012
<http://bit.ly/REcurriculum>

Biblical citations in this resource pack are taken from the **New Revised Jerusalem Bible**; <http://www.catholic.org/bible/>

Video material: <http://vimeo.com/channels/relics>

Developing Thinking Skills, leaders in learning and the PLTs framework – www.education.gov.uk

*Timings offered are approximate.

Author: Kate Pereira is a Catholic secondary R.E. teacher and Assistant Headteacher at St John Fisher Catholic High School in Peterborough. Previously she was head of R.E. at Thomas Becket Catholic school in Northampton and R.E. teacher at John F Kennedy Catholic High School in Hemel Hempstead and at St Gabriel's Catholic High School in Bury, as well as in St Thomas Aquinas High School in Chorlton–Cum–Hardy in Manchester and Our Lady's Convent High School in Stamford Hill, London. Kate has a degree in Theology and Religious Studies from the University of Manchester and PGCE in Secondary Education from Manchester Metropolitan University. Kate has spent time teaching abroad in Portugal and Romania and is currently a member of Peterborough SACRE.

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