

Sample Lesson Plan for Teaching Elements of Syllabus Section A: Communities of Faith

Part 1: Community

Syllabus Aim	To explore the nature and pattern of human communities (Syllabus p8)
Syllabus Objectives	As a result of studying this the students should be able to § recognise different types of communities and give some examples of these § identify common and particular characteristics of these communities § explore the tension between the individual and community responsibility (Syllabus p9)
Key Concepts	Co-operation, sharing, communication, roles, community breakdown.
Description of Content	Forms and types of community. The characteristics of communities. The strengths and weakness of community. The human need to live in community and the tension between the needs of the group and the needs of the individual. Community life and the freedom of the individual.
Methodology	These Lesson Plan Resource Materials are designed using a variety of methods including self-assessment activities, interpretation of data, discussion; case study and group work. These methodologies were used so as to give students an opportunity to identify, explore and clarify the concepts and to record, structure and elaborate on their existing knowledge and understanding of the content.

Procedure

Introduction

Students may do one of the following exercises by way of introduction to each other and their class community:

- 1 Each student writes his or her name on the top of a page. Fold the page so that the name cannot be seen.
 Without using their name each student writes a description of the communities to which they belong e.g. family; primary school; club; Etc.
 Collect the pages from the students. Read each description aloud and ask the students to guess the name of the person being described. When all the students have been identified discuss: what do we have in common?
- 2 Students work in pairs telling each other something about their background, interests, hobbies, sport, favourite TV programmes, music, books, family, holidays. etc. Then each student introduces his/her partner to the rest of the class. When all the students have been introduced to the rest of the class discuss: What do we have in common as a class?
- 3 Students play the simulation game, THE TELEVISION INTERVIEW as outlined in *A New Commandment Teacher's Book – The Light of the World Series 1*, p. 13. When the game is over discuss the following question: What do we have in common as a class?

Students research and complete *Student Work: MY SCHOOL COMMUNITY or SCHOOL COMMUNITY*

Take feedback from the students and compare their findings.

- Discuss:
- What do we have in common in the description of our new and old schools?
 - What roles do people have in the school community?
 - Why does the school have rules?

Class Assignment: This exercise helps the students reflect on themselves as a community in a rather precise way. Supply each student with 5 pieces of paper marked Roots, Trunk, Branches, Leaves, Fruit. Ask each student to contribute to the Class Tree of Life by producing the following information on the paper that they have been given.

<p>The <i>Roots</i> represent</p> <ul style="list-style-type: none"> • the family to which we belong. • Strong influences which have shaped us into the person we are now. <p>So on this piece of paper students print their family name.</p>	<p>The <i>Branches</i> represent</p> <ul style="list-style-type: none"> • The sources of information and expansion. • The organisations, communities to which we belong. • Favourite TV programmes, music, books. <p>So on this piece of paper students write the names of friends, clubs etc.</p>
<p>The <i>Trunk</i> represent</p> <ul style="list-style-type: none"> • The structures in our life to date • The schools, communities to which we belong. <p>So on this piece of paper students write the name of their Primary School.</p>	<p>The <i>Leaves</i> represent</p> <ul style="list-style-type: none"> • our achievements • Groups we have started or helped to develop • Materials we have produced <p>So on this piece of paper students place a small photograph and description of themselves.</p>
<p>The <i>Fruits</i> represent</p> <ul style="list-style-type: none"> • our hopes for the future – So on this piece of paper students describe their interests and talents. 	

When all the students have completed the exercise assemble the paper in the shape of a tree on one wall of their classroom.

Forms and types of community

Write "Community?" on chalkboard and brainstorm the students for answers to the question: What words or images come to mind when you hear / think of the word community? Take feedback from the students and note their understanding of community on the chalkboard. Present the students with one or more dictionary definitions of community.

Student Assignment - Written / Oral:

Pick any one of the communities to which you belong and describe how it is true to a dictionary definition of community.

Note on the chalkboard feedback from the students and in probing their answers expand their suggestions to include examples of local, national and international communities. e.g. A school class, Trócaire; A choir; A parish; A football team; The United Nations; Europe; A country; The Solidarity Group; The St. Vincent de Paul; A neighbourhood; A leisure club; A group of friends; A town; A drama group; A golf club; Greenpeace; A street; An athletics club; A family; Concern; A youth club; A school; The Scouts; The Girl Guides; Meals on Wheels; The FCA; A fan club; The Samaritans.

Discuss:

- How do these communities differ?
- What do these communities have in common?
- What are the different types of community?

The human need to live in community

Read the story of THE WILD BOY OF AVEYRON, *A Time to Live – The New Christian Way Series* 3, p.1. Discuss the student's answers to the following questions:

1. What is a social skill? Give example.
2. What is an intellectual skill? Give example.
3. What is a physical skill? Give example.
4. Name some communities / organisations which help you to develop these skills, and say which skills they help you to develop.
5. Why did Victor not develop some of these skills?
6. What would have helped him to develop these skills?

7. What is the moral of the story?

or

Group Work Assignment: Students examine pictures of different types of communities or those in *COMMUNITY IS GOOD, A New Commandment—The Light of the World Series 1*, p. 6.

All of these people need communities in different ways. Divide into groups.

1. In each group make up a story to show how one of the people above needs a community.
2. Explain how his/her community needs the person you wrote about in your group.
3. Share your story with the rest of the class.

Human beings need to live in communities to satisfy what Maslow describes as their Hierarchy of Needs. Read Maslow's Hierarchy of Needs in *Student Work: FORMS AND TYPES OF COMMUNITY* and give the students time to identify how the different communities are addressing human needs.

Read the list of communities in *Student Work* and discuss:

What do these communities have in common? How do these communities differ?

Do any of these fit into all three types of communities -local, national and international?

Written Assignment:

1. Make a list of any welfare organisations or groups in your community such as the Meals-on-Wheels, Samaritans, Society of St. Vincent de Paul, etc. and say how they are serving the needs of people.
2. How does each of the following people serve the community? Postman; Doctor; Baker; Teacher; Clergy; Road cleaner.
3. Names the jobs of other people who serve your community, and say how they do so.

The characteristics of communities

Present the students with pictures/cartoons of communities. Give students time to study the pictures and to match them with the words: Co-operation, sharing, communication, roles.

Take feedback from the students and give them time to explain why they associated certain words with the different pictures. After the association of words with each picture discuss: If the people in this picture did not have this quality what effect would it have on their relationship?

In every community there are a variety of roles all of which are necessary for the good of the community (e.g. leader, team members, provider, developer, listener, researcher, organiser etc.) No one person has all the gifts and talents needed for the community to work. It's difficult for a community to work if:

- Anyone of its members refuses to share his or her particular gifts or talents.
- Anyone does not recognise the need to co-operate with the other members.

Student Assignment: Imagine the people involved in running a hospital.

- 1) Write down all the groups involved in running a hospital?
- 2) Describe what would happen if there were no nurses?
- 3) What would be the effect if no skilled surgeons were available?
- 4) If cleaners and porters went on strike what would happen to the patients?
- 5) Imagine there were no administration staff. Could the hospital run smoothly and patient care be maintained?

Similarly in nature one finds examples of where particular characteristics are evident within communities e.g. Read about the flight of the Geese in *Student Work: THE WILD GEESE*

Discuss:

1. What do the geese in this story have in common?
2. How do the Wild Geese working together achieve what they separately cannot achieve?
3. Where in the story of the Wild Geese do you see evidence of co-operation, sharing roles, communication?
4. What details in the story make the flight of the Wild Geese a good example of community?

5. Can you think of any other examples from nature, which show a community working together for the common good?

Assignments:

Using *Student Work*: CHARACTERISTICS OF COMMUNITIES-WORD SEARCH give students time to find the following words: community, co-operation, sharing roles, communication and correct it using the diagram opposite.

Using *Student Work*: CHARACTERISTICS OF COMMUNITIES - BOARD GAME explain the instructions and give students time to play the game. i.e. Roll a dice and move the markers of the players around the squares. When the marker is placed at the end of a ladder the player moves up to the square at the top of the ladder. When the marker is placed in a square at the tongue of the snake the player moves down to the square at the tail of the snake. The first marker to reach Finish is the winner.

or

Q	W	E	R	Y	C	U	S	I	O
A	S	G	D	G	O	H	H	J	P
Z	C	V	B	N	M	M	A	L	K
Q	A	R	Z	X	M	S	R	W	E
D	C	O	M	M	U	N	I	T	Y
W	O	L	S	X	N	E	N	D	C
R	O	E	F	V	I	T	G	G	B
Y	P	S	H	N	C	U	J	M	I
K	E	O	L	P	A	Q	A	Z	E
D	R	C	R	F	T	V	T	G	B
Y	A	H	N	M	I	U	J	M	I
K	T	L	O	P	O	Q	W	E	R
T	I	Y	U	I	N	O	P	L	A
S	O	D	F	G	H	J	K	B	N
Z	N	X	V	B	N	M	G	D	T

Scripture Assignments : Read St. Paul's letter to the Corinthians (1 Corinthians 12:14-26)

- 1) Where in St. Paul's letter does he say that for a Christian Community to work well there should be co-operation, sharing and communication?
- 2) Are there similarities between what St. Paul says about a Christian Community and the conclusions you reached in relation to the running of a hospital?

Or Read ACTS 2: 43-47 and ACTS 4: 32 -37

- 1) Where in these accounts from the Acts of the Apostles does it show that co-operation, sharing, communication and having a variety of roles were evident in the early Christian Community?
- 2) How could a person with the following gifts contribute to a Christian Community?

Good voice	Gardener	Cheerfulness
Typist	Teacher	Musician
Patience	Driver	Organiser
Being a good listener	Good with people	Willingness to work with others

Or Research Assignment : Parish - A Christian Community

The Christian Community is a group of people living in several countries in all of the continents on the globe. It is made up of different churches that are divided into dioceses in each country. Each diocese is in turn divided into parishes.

Individual or group research work: Select a Christian parish near your home or near your school and survey the community by finding answers to some of the following questions:

- 1) How many dioceses does this Christian community have in Ireland?
- 2) In which diocese is this parish?
- 3) What is the name of the bishop(s) in this diocese?
- 4) How many parishes are there in this diocese?
- 5) What is the parish called?
- 6) What is the name of the parish church?
- 7) Where is the parish church located?
- 8) What geographical area does the parish cover?
- 9) How many people belong to the parish?
- 10) What are the names of the clergy in the parish?
- 11) In what ways do the clergy help address the needs of their parishioners?
- 12) Does the parish support a school?

- 13) How often do the parishioners gather for religious services?
- 14) How are boys and girls involved in religious services in this parish?
- 15) How are lay people involved in religious services in this parish?
- 16) What voluntary organisations work in the parish to help everybody have a better life?
- 17) Are there centres in the parish for people to gather for activities or for recreation?

Give students time to conduct their research and conclude by finishing the sentence:

As a result of my research I can say that the parish ofis a community because.....

When students have completed their research each is asked to present their findings to the rest of the class.

Community life and the freedom of the individual

Students study the pictures of the two mules in *Love One Another – The New Christian Way Series 1*, p. 184. Discuss the following questions:

1. What do the two donkeys have in common?
2. Are they working together to achieve this aim?
3. At what point in this story do they become a community?
4. At what point did the donkeys realise the importance of co-operation, sharing, and communication?
5. How do the donkeys working as a community, achieve what they separately cannot achieve?
6. What is the moral of "The Tale of the Two Mules"?

Written Assignment:

Pick a community (e.g. family, class, team etc) and describe the ways in which co-operation, sharing, communication and people having different roles are necessary for that community to work well together.

The strengths and weaknesses of community

Read *Student Work: THE BODY* and discuss:

- 1) What do all of the body parts have in common?
- 2) Why was Mr Mouth grumbling in the first place?
- 3) What were Mr Mouth and Mrs Hand trying to achieve by calling the strike?
- 4) Could the parts survive without each other?
- 5) What did they learn from the strike?
- 6) What does this story show about the tension between the needs of the group and the needs of the individual?
- 7) What does this story show about the strengths and weaknesses of a community?

Distribute a selection of photographs and ask each student to pick out a picture that depicts community and answer the following questions:

1. Why did you pick this one?
2. What factors develop a community?
3. What leads to the breakdown of a community?

Student Assignment: Give students an opportunity to identify the communities to which they belong and discuss the factors that promote and hamper this sense of belonging.

Discuss: What gives people a sense of belonging in a community?

What leads to the breakdown of this sense of belonging in a community?

How important are factors such as co-operation, sharing, communication, and roles for the success of a community?

Take feedback from the students and note on the chalkboard their understanding of what promotes and hampers this sense of belonging in a community.

Or using *Student Work: COMMUNICATION & COMMUNITY BREAKDOWN* give students time to identify communities where a good level of communication is important and how it can be kept up. By way of conclusion have students write a sketch about a situation where community breakdown is caused by lack of communication.

Or read the story WHY DIDN'T YOU HOLD HANDS SOONER! in *Love One Another – The New Christian Way Series 1*, p. 185. Discuss:

1. What did the man mean when he said they were "running every which way"?
2. At what points in the story was there evidence of leadership, communication, co-operation and sharing?
3. At what points in the story was there evidence of the lack of these qualities?
4. What difference did working together make in the above situation?
5. Did you ever see anything like this happen?

Resources which teachers have suggested include:

A New Commandment– The Light of the World Series 1, p.3-5; 6-7.	Cyberclass Manual, pages 11-19 & Scholastech
A New Commandment Teacher's Book – The Light of the World	Disk 1.
Series 1, p.13	Logos.
A Time to Live New Christian Way Series 3 Veritas, p. 1.	Love One Another New Christian Way Series 1,
Community of Faith Veritas, p. 2-8; 14-19.	Veritas, p.7; 184-185.
Community of Hope Veritas, p. 3-5; 12-13.	Show us the Way New Christian way Series 2
Cyberclass Student text, p. 9-18.	Veritas, p.118-120.

Student Work: MY SCHOOL Community

Assignment 1: Colour in the years those that you spend in school on the spaces below

Age:	0...	5...	10...	15...	20...	25...	30...
Life Line								

Why do you go to school for these years?

What will the subjects you study in school enable you to do as an adult?

Write two good reasons for studying in school for these years?

Assignment 2: Compare and contrast the primary school you have just left with your new school. Use the following questions/headings.

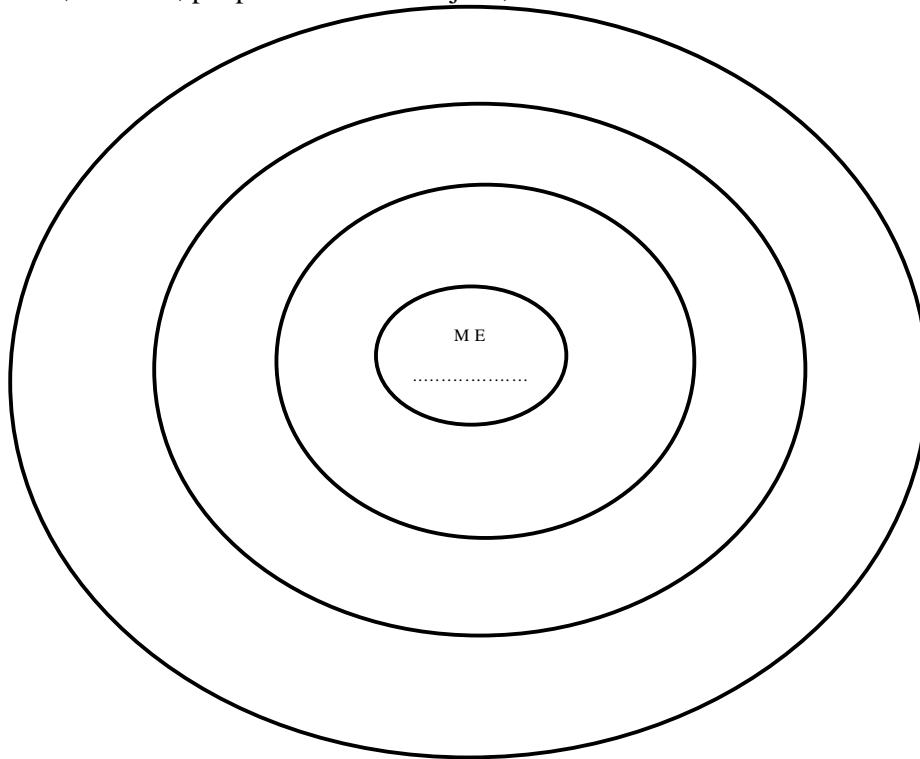
	My New School	My Primary School
When did, the school first open? Was there any special reason why it was started ?		
Number of rooms in the building.		
Number of teachers.		
Number of pupils.		
Number of class groups.		
Number of subjects you are learning.		
Games played.		
School clubs, activities etc.		
Schools rules		
How you get to school (walk, bus etc.)		

Assignment 3: What roles have the following people in the school community?

School personnel	Names	Description of role
Principal		
Deputy Principal		
Teachers		
Counsellor		
Caretaker		
Members of the Board of Management		
.....		

Student Work: SCHOOL COMMUNITY

Write your name in the centre of the diagram below and describe in words or drawings the things which you notice that are different in your secondary school compared to your primary e.g. more subjects, teachers, students, people with different jobs, etc.



Student Work: FORMS AND TYPES OF COMMUNITY

e.g. A school class; A fan Club; A choir; A parish; A football team etc.

Hierarchy of Needs - Maslow		Name the communities that help human being fulfil these different needs.
1 st Need	<i>Physical Needs</i> - Food, water, air, sleep, exercise, shelter.	
2 nd Need	<i>Safety</i> - Freedom from fear, violence, anxiety, need for security, stability, protection, order, laws.	
3 rd Need	<i>To feel loved & Wanted</i> - Affection & loving relationships. To give & receive love.	
4 th Need	<i>Self-Esteem</i> - To believe we are okay. Feelings of self-confidence, worth, dignity, achievement.	
5 th Need	<i>Self Actualisation</i> - To be true to yourself. To develop your full potential.	

From the above list of communities name those that are local, national and international:

LOCAL	NATIONAL	INTERNATIONAL

Questions: What do these communities have in common?
 How do these communities differ?
 Do any of these communities fit into more than one type?



Student Work: THE WILD GEESE

Scientists have discovered why wild geese fly in V formation. Each bird flaps its wings to create an uplift of air for the bird immediately behind it. They have proved that this increases the flying range of each bird by up to 75%.

When the lead goose is getting tired, another goose takes over, takes the brunt of the wind resistance and lets the other bird drop back to be carried by the updraft and so get back its energy.

When one of the wild geese gets sick or too weak to stay in formation and drops out, two of the birds, immediately fall out and stay with that bird until it is either well enough again to rejoin the formation or it dies. Either way, they never give up on the weak companion.




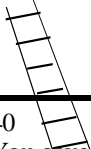




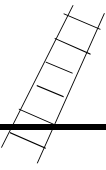




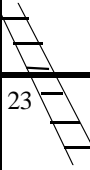


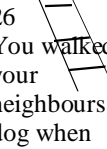

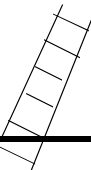
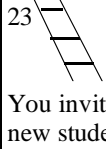



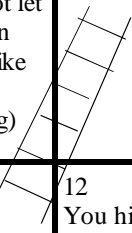

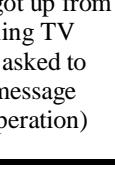
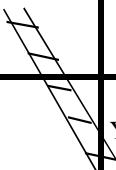




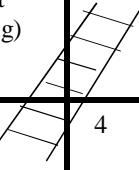

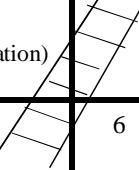
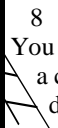




Student Work: CHARACTERISTICS OF COMMUNITIES – WORD SEARCH

Find the following words in the word search:

<i>Community</i>	<i>Co-operation</i>	<i>Sharing</i>	<i>Communication</i>	<i>Roles</i>					
Q	W	E	R	Y	C	U	S	I	O
A	S	G	D	G	O	H	H	J	P
Z	C	V	B	N	M	M	A	L	K
Q	A	R	Z	X	M	S	R	W	E
D	C	O	M	M	U	N	I	T	Y
W	O	L	S	X	N	E	N	D	C
R	O	E	F	V	I	T	G	G	B
Y	P	S	H	N	C	U	J	M	I
K	E	O	L	P	A	Q	A	Z	E
D	R	C	R	F	T	V	T	G	B
Y	A	H	N	M	I	U	J	M	I
K	T	L	O	P	O	Q	W	E	R
T	I	Y	U	I	N	O	P	L	A
S	O	D	F	G	H	J	K	B	N
Z	N	X	V	B	N	M	G	D	T

Student Work: CHARACTERISTICS OF COMMUNITIES - BOARD GAME

Instructions: Roll a dice and move the markers of the players around the squares. When the marker is placed at the end of a ladder the player moves up to the square at the top of the ladder. When the marker is placed in a square at the tongue of the snake the player moves down to the square at the tail of the snake. The first marker to reach Finish is the winner.

43 You left home without saying where you were going (lack of communication) 	44	45  	46 You delayed with a friend when you were asked to hurry home (lack of co-operation)	47	48	49 FINISH
42 	41 You did not turn up for training (not fulfilling a role)	40 You gave directions to visitors (sharing) 	39	38 You did not phone home to say you would be late (lack of communication) 	37	36 
29 	30 In a match you did not pass the ball to other players (not sharing) 	31 	32 	33	34 	35 You read a story for small children (sharing)
28 	27 	26 You walked your neighbours' dog when asked (co-operation) 	25 You did not do your homework (not fulfilling a role) 	24 	23 You invited a new student to join your team (sharing) 	22 You made noise when the teacher asked you to be quiet (lack of co-operation) 
15 You agreed to captain the basketball team (role) 	16 You did not let your cousin use your bike (not sharing) 	17 	18 	19 You got up from watching TV when asked to do a message (co-operation) 	20 	21 
14 	13 You were quiet when the teacher asked (co-operation) 	12 You hid your sweets to eat alone (not sharing) 	11 	10 You ignored a new student (lack of Communication) 	9 	8 You organised a charity disco (role) 
1 START	2 	3 	4 	5 You shared your sweets with a class mate (sharing) 	6	7

Student Work: THE BODY





Mr. Mouth was grumbling again. ‘Why is it that Miss Stomach is always getting the food around here. We all do the work, and yet it is she who gets the wages. Look at her, she is getting fatter and fatter by the moment.’ Mrs. Hand joined in. ‘Mr. Mouth I agree totally with you! I’m forever lifting my self like a crane to your mouth, and look at me, I’m still as skinny as a rake. I think we should call a general meeting and summon all parts of the body to it.’ ‘You are right,’ said Mr. Mouth. ‘Would tomorrow evening at six suit?’ ‘Grand’ replied Mrs. Hand. The following day at six o’clock, all the parts of the body, except Miss Stomach, came together. Most of them agreed with Mrs. Hand and Mr. Mouth that this situation should not be allowed to continue. They decided to call a strike. The next day Mrs. Hand just stayed in her pocket. Mr. Mouth refused to open, Mr. leg refused to put his shoes on and even Mrs. Nose refused to smell. Miss Stomach rumbled and over the next few days, slowly became thinner and thinner.

However, something strange began to happen to the rest of the body. As Miss Stomach rumbled and became thinner and thinner, the other parts of the body became weaker and weaker. Something had to be done! A week later the members of the body met again. Mr. foot spoke angrily even though his voice was by now very weak. ‘This is a crazy situation. Don’t you understand that we cannot survive without Miss Stomach? She has a very important job of breaking down the food and then sending it to each of us? Without Miss Stomach we will die. Can’t you see that our strike against Miss Stomach is hurting us as much as it is hurting her? If we don’t call off this strike we will all die. Is that what you want?’ Mr. Head nodded slowly and all the members of the body voted to drop the strike against Miss Stomach.

Student Work: COMMUNICATION & COMMUNITY BREAKDOWN

Listed below are examples of communities where a good level of communication is important. Complete the diagram indicating for each of these communities what can promote good communication and what is the result of this contact.

Assignment:
Write a sketch about one of the above communities where community breakdown is caused by lack of communication. (Adapted from Diocese of Motherwell Religious Education Centre Third Year Programme)

<i>Communities where communication is important</i>	<i>How could you have good communication in these communities?</i>	<i>Why is a good level of communication important?</i>	<i>What is the result of this contact?</i>
 Friend with Friend		<ul style="list-style-type: none"> • Maintain Friendship • Keep informed etc. 	
 Club leaders with club members		<ul style="list-style-type: none"> • Meet new people • Share interests etc. 	
 School staff with school students		<ul style="list-style-type: none"> • Good teaching and learning • Develop skills and interests etc. 	
 Religious leaders with the members in a Community of Faith		<ul style="list-style-type: none"> • Share beliefs • Serve human needs etc. 	