

# RESPONSE

## LESSON 6B

1. **Designed** a 'sketchnote' type poster explaining the #Go2Mass Campaign
2. **Explained** why the campaign is so powerful with reference to St John Vianney, Fr Martin Banni and Benedict XVI
3. **Decided** whether I will take part and planned my extra Mass



This lesson is about motivating the class to actually #Go2Mass for someone who can't. It has teaching from Benedict XVI on the Mass and the witness of a young Catholic from Iraq who risked his life for his belief in the Eucharist. The lesson aims to inspire the students to take part and then asks them to think about whom they would offer it for and when they would go. Obviously, they could plan a special school Mass or go in groups to their parishes or go quietly during the week. If you have more time, you could plan a school campaign where the sixth form students who have responded well lead the lower years in joining the campaign too.

### Note

If possible, please encourage your students to post their selfies on social media and tweet about the campaign. **#Go2Mass**

All of the lessons over the two courses will have prepared the students for this lesson.



### KEY QUESTIONS

1. WHY MIGHT GOING TO MASS FOR SOMEONE WHO CAN'T BE AN EXAMPLE OF 'SWIMMING AGAINST THE TIDE'?
2. WHY DOES BENEDICT XVI USE THE IMAGE OF NUCLEAR FISSION TO EXPLAIN THE EUCHARIST?
3. ARE YOU GOING TO JOIN THIS CAMPAIGN?

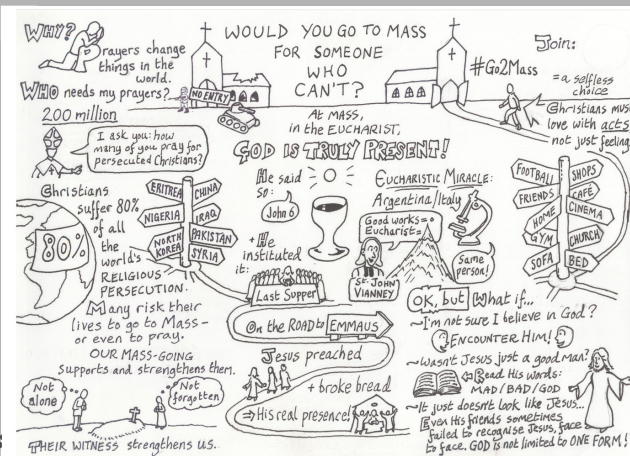
### CURRICULUM DIRECTORY:

- 4.4. The Human Community. The life of the school community will reflect the truth that the human vocation to happiness is not simply personal but social and political. We find fulfilment in society, not in isolation. Concern for the Common Good, the well being of all, is essential. The search for social justice is rooted in respect for the dignity of every human person.
- 4.4.1. Human vocation and society: 1878 – 1885 A No vocation is lived in isolation (543, 804, 831, 1886, 1878-1885) a. Human beings exist in relationship with others; give of oneself in order to find oneself b. There are many levels and types of relationship. Teaching and example of Jesus – his commandment of love (1823) a. An unselfish gift of self to God and others b. Service to our brothers and sisters in the Church and world
- 4.4.3. Human solidarity (1939-1942, 2437-2442)
- A Friendship and Social Charity (1939)  
B International Solidarity (2437-2438)  
C Proper rôle of the laity (2442)



TIME	TEACHER	ACTIVITY	LEARNERS	SLIDE
3	register			1-3
	learning outcomes			
5	give out worksheet	STARTER	reading answering key question 1	4-6
20	'sketchnote' lead responses	LEARNING 1	task 1: drawing	7-21
7	play clip	CONSOLIDATION	responding to the invitation	22
15	play linked presentations	LEARNING 2	witness and a teaching	23-24
10	take questions	FAQs	asking questions watching clips	25-28
10	facilitating	PLANNING	organising, planning	29-35

Lesson Time: 90 mins. Lesson 6 of 6 or 12 of 12

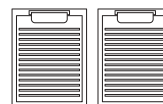


### WORKSHEET

This is the 'sketchnote' type worksheet which shows what the campaign is about. Students are encouraged to complete something similar, using the teachings which have enabled them to better understand the Mass. They should also include some information about persecution and show why going to Mass for someone who can't is such a powerful way to help those who are suffering.

### RESOURCES

Presentation: Lesson 6B (and two linked presentations)  
Visual (Sketchnote) above  
Worksheet



BE REVOLUTIONARIES

POPE FRANCIS AT WORLD YOUTH DAY

"BEING A CHRISTIAN IS NOT ABOUT SAYING 'I BELIEVE' BUT ABOUT SAYING 'I AM'."

FROM THE YOUNG PEOPLE'S MESSAGE TO THE WORLD

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