

BE COURAGEOUS

ARCHBISHOP'S PENTECOST LETTER TO YOUTH 2017 *School Resource*

Every year, Archbishop Denis Hart writes a letter to young people, which is released for Pentecost Sunday. The Pentecost letter is inspired by the Archbishop's annual conversation with student leaders and reflects on the hopes, concerns and questions expressed by young people at this gathering.

This year's Pentecost Letter challenges young people to embrace the words of Pope Francis;

'My friends, Jesus is the Lord of risk...Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths.' (World Youth Day, Krakow 2016)

Archbishop Hart asks young people to consider the characteristics of real life heroes and what it means to live courageously in today's world. Schools are invited to share this year's letter with their students. A small teaser handout has been distributed to all secondary schools for senior students. Full text copies of the letter may be downloaded from www.cam.org.au/youthletter or requested via the Archdiocesan Office for Youth. The letter is accompanied by six short video reflections which have been developed to further unpack the letter. These can be viewed and downloaded from the above address.

The following document is a resource which includes suggestions for using the letter as part of the classroom curriculum or school faith program. A reflection guide for youth groups is also available which you may consider adapting for classroom use.

We would appreciate any feedback you have about the resource to improve it in the future.

ARCHBISHOP'S PENTECOST LETTER

- The full text of the letter is available in downloadable format via cam.org.au/youthletter.
- A 4-minute video of Archbishop Hart sharing the key message of the Pentecost Letter is also available via the website.
- Print versions of the full text may be requested from the Archdiocesan Office for Youth.

REFLECTION VIDEOS



01. Melbourne students speak about courage 3:04

Secondary school students share the challenges of living their faith courageously today.



02. Michael's testimony: Courage to serve

During high school, Michael was changed by the faith of his friends and the young people who reached out to him from the Youth Mission Team. He decided to give one year in full time service to other young people by joining the Youth Mission Team after he graduated.



03. Emma's testimony: Courage to witness to faith 6:12

As a university student in Sudan, Emma maintained her faith in an environment which was hostile to Christianity. When she witnessed to the joy of her faith by travelling to Rome as part of a choir, she faced suspicion which eventually led to her seeking asylum in Australia.



04. Huy's testimony: Courage to discover God's mission for your life

Huy grew up in Vietnam, and began thinking about studying for the priesthood when he was finishing high school. His vocational discernment led him to continue his studies in Australia, where he is discovering God's unfolding mission for his life.



04 Be Courageous prayer reflection 2:34

A reflection video featuring words of Pope Francis addressed to young people, encouraging them to be courageous.

BE COURAGEOUS *Classroom activities*

The following table provides some possibilities for reflecting on the Archbishop's Pentecost letter in the context of Catholic Education Melbourne's Religious Education Curriculum Framework in your classroom. These are just a few examples, not an exhaustive list! It is hoped that these suggestions may be easily adapted and integrated into your classroom curriculum.

YEAR LEVEL	CONTENT AREA	SUGGESTED LEARNING ACTIVITY
7	<p>Church and Community</p> <p>K&U 1 - explain the historical context and experiences of the early Christian communities.</p> <p>K&U 2 - explain the tradition of their school and its connection to the local and global Church community.</p> <p>R&R - interpret the actions of key people within the past and present Church who responded to a call to witness .</p> <p>P&CE - reflect on their contribution to the school community and plan ways to contribute to the global Church.</p>	<ul style="list-style-type: none">• As a class brainstorm some characteristics of a hero.<ul style="list-style-type: none">o How do heroes respond to situations of danger or threat?o Do these traits tell us something about the values of a hero?o Do all heroes exhibit courage in the same way?• Introduce the Archbishop's letter to the class explaining that each year the Archbishop writes a letter to young people for Pentecost. This year the Archbishop has used his conversation with student leaders discussing what it means to be courageous as inspiration for his letter.• Read the Archbishop's Pentecost Letter / watch the Archbishop's Pentecost video message.<ul style="list-style-type: none">o The Archbishop suggests Jesus of Nazareth as a real-life model for living courageously - what traits or characteristics does the Archbishop put forward as evidence of Jesus' courage?o How does Jesus' example of living courageously compare to our original brainstorm of characteristics of a hero?• In small groups ask students to consider the example of your school's (or parish / community) patron saint / founder / key leader. Have each group jot down answers to the following questions on poster paper and share them with the class.<ol style="list-style-type: none">1. How did this person live courageously?2. Can we identify evidence of this person trying to follow the model of Jesus?3. Why does our school consider this person an important role model?4. What might this mean for us as students and staff at this school?• Watch the video of Melbourne students talking about what they think it means to be courageous. As a class discuss the following questions:<ul style="list-style-type: none">o What do you think about these student's responses?o Do you agree with their comments?o What would you add to their responses?o How might these student's responses challenge us? <p>continued...</p>

YEAR LEVEL

CONTENT AREA

SUGGESTED LEARNING ACTIVITY

7

Sacrament, Prayer and Liturgy

K&U - explain the nature of prayer and ritual in a variety of faith traditions with attention to their distinctive characteristics and purpose

R&R - Interpret the significance of the celebration of the Eucharist for the Catholic faith community

P&CE - reflect on the role of prayer, symbol and ritual in their life and that of the faith community

• Reflecting on the Archbishop’s letter and the example of your school’s patron saint / founder /key leader; ask students to write a personal response to the following questions:

1. What does living courageously mean to me?
2. When have I shown courage in the past?
3. Why is living courageously difficult?
4. What are some areas in my life where I might need to be more courageous?
5. What are some courageous actions I can take now at home? At school? In the local community?

• Conclude the lesson with a time of prayer asking the Holy Spirit to strengthen our resolve and inspire us to live courageously in our homes, in our school and in our community.

• Introduce the Archbishop’s letter to the class explaining that each year the Archbishop writes a letter to young people for Pentecost. This year the Archbishop has used his conversation with student leaders discussing what it means to be courageous as inspiration for his letter.

• Distribute a copy the Archbishop’s Pentecost Letter to each student and as a class watch the Archbishop’s Pentecost video message.

- o What does the Archbishop have to say about prayer?
- o Why would the Archbishop suggest that it takes courage to pray and ask God to reveal his dream for you?

- Watch the Prayer Reflection video.
- In small groups, ask students to create their own prayer / hymn / reflection / liturgy based on the theme of courage and taking inspiration from Archbishop Hart’s letter and Pope Francis’ messages to young people.

o You may wish to allocate each group a different type of prayer (e.g. adoration, contrition, petition, thanksgiving) to create. You could also suggest or allocate different styles that their prayer might take (e.g. a novena, Lectio Divina, imaginative prayer etc).

o Ask students to include relevant symbols / rituals in their prayer.

o Have each group share their prayer with the class.

8

Morality and Justice

K&U - explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching

R&R - interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic Social Teaching

P&CE - reflect on what guides people in decision-making

• Explain / refresh the six key principles of Catholic Social Teaching (Caritas Australia has some great CST resources on it’s website: <http://www.caritas.org.au/learn/catholic-social-teaching>).

• Introduce the Archbishop’s letter to the class explaining that each year the Archbishop writes a letter to young people for Pentecost. This year the Archbishop has used his conversation with student leaders discussing what it means to be courageous as inspiration for his letter.

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YEAR LEVEL**CONTENT AREA****SUGGESTED LEARNING ACTIVITY**

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- Distribute a copy the Archbishop’s Pentecost Letter to each student and as a class watch the Archbishop’s Pentecost video message.
- In small groups ask students to analyse the Archbishop’s letter for references to the six principles of Catholic Social Teaching. Spend some time sharing each groups’ findings with the class.
 - o How does this challenge us to act differently personally?
 - o How does this challenge us to act differently as a school community?
 - o How does this challenge us to act differently in the wider community?
- Ask students to write a response to the Archbishop’s letter identifying:
 1. Three actions they can take personally in support of CST principles
 2. Two actions they can take in the school community in support of CST principles
 3. One action they can take in the wider community in support of CST principles
- Conclude the lesson with a time of prayer asking the Holy Spirit to strengthen our resolve and inspire us to live courageously in support of CST principles in our homes, in our school and in our community.

9

Scripture and Jesus

K&U 1 - explain the links between Old Testament prophecy and the coming of Jesus as the Messiah

K&U2 - explain the purpose, messages and functions of Wisdom and Prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions

R&R 1 - interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today

R&R 2 - interpret historical and contemporary artistic expressions of Mary and women in scripture, in relation to the place of women in the modern world

P&CE - reflect on how wisdom literature and prophecy can impact on them and society today

- Introduce the Archbishop’s letter to the class explaining that each year the Archbishop writes a letter to young people for Pentecost. This year the Archbishop has used his conversation with student leaders discussing what it means to be courageous as inspiration for his letter.
- Distribute a copy the Archbishop’s Pentecost Letter to each student and as a class watch the Archbishop’s Pentecost video message.
 - o What does the Archbishop have to say about “real courage”?
 - o Where does the Archbishop see examples of “real courage”?
 - o What scriptural passages may have inspired the Archbishop’s views on what it means to live courageously?
- In pairs ask students to consider some of the following scripture passages (you may like to allocate a few to each pair, or have them choose randomly); Psalm 31:24, Isaiah 41:10-13, Psalm 23:4, Psalm 27:1, Psalm 56:3-4, Isaiah 54:4, Proverbs 28:1, Proverbs 3:5-6, Psalm 112:7, Psalm 16:8, Isaiah 12:2, Daniel 3:16-18, Jeremiah 29:11, Proverbs 16:7, Psalm 144:1-15, Isaiah 54:17, Psalm 18:1-50, Proverbs 31:8-9, Psalm 3:1-8, Psalm 125:1-5, Psalm 34:1-22

continued...

YEAR LEVEL

CONTENT AREA

SUGGESTED LEARNING ACTIVITY

9

- o Is this passage an example of wisdom or prophetic literature?
- o What does this message tell us about living courageously?
- o What actions does the Archbishop suggest in his letter that might be inspired / influenced by this passage?
- Watch the video of Melbourne students talking about what they think it means to be courageous. As a class discuss the following questions:
 - o What do you think about these students' responses?
 - o Do you agree with their comments?
 - o What would you add to their responses?
 - o How might these students' responses challenge us?
- In their pairs ask students to rewrite one of their assigned biblical passages using contemporary language and images.
 - o Tell students their intended audience is the student leaders in the video they just watched, their contemporary interpretation of the scripture should tell student leaders something about living courageously.
 - o Student can design and create posters / digital images of their rewritten scripture passage to display in the classroom / used as screen savers

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Morality and Justice

- K&U 1 - explain Catholic Social Teaching and how it relates to and challenges the secular values of Australian society.
- K&U 2 - explain the complexities involved in developing moral maturity and responsibility
- R&R - interpret contemporary issues in light of Catholic Social Teaching
- P&CE - reflect on ethical dilemmas facing the local and global community

- Introduce the Archbishop's letter to the class explaining that each year the Archbishop writes a letter to young people for Pentecost. This year the Archbishop has used his conversation with student leaders discussing what it means to be courageous as inspiration for his letter.
- Distribute a copy the Archbishop's Pentecost Letter to each student and as a class watch the Archbishop's Pentecost video message.
 - o What is at the heart of the Archbishop's Pentecost letter to young people?
 - o Do you find the Archbishop's message challenging on a personal level?
 - o Do you think the Archbishop's letter challenges us as a school community?
 - o How does the messages in the Archbishop's letter challenge popular, secular points of view?
 - o Do you agree with the Archbishop's assessment of what real courage and heroism looks like?
 - o In class we have been discussing the complexities of developing moral maturity and responsibility, do you think the Archbishop's message is relevant to this topic?

"Courage is an inner resolution to go forward despite obstacles; cowardice is submissive surrender to circumstances. Courage breeds creativity; cowardice produces destruction. Courage faces fear and masters it; cowardice represses fear and is mastered by it. Cowardice asks the question, is it safe? Expediency asks the question, is it politic? Vanity asks the question, is it popular? But conscience asks the question, is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but one must take it because it is right."

YEAR LEVEL

10

CONTENT AREA**SUGGESTED LEARNING ACTIVITY**

- Distribute a copy of the quote from Dr Martin Luther King Jnr to students:
 - o Do you agree with Dr King's assessment of courage vs cowardice?
 - o Archbishop Hart suggests Jesus Christ as a model of what it is to be truly courageous. Does the example of how Jesus lived courageously, and the image of courage presented in this quote have anything in common?
 - o What does this quote suggest about making morally responsible decisions?
 - o How do you think the Archbishop's letter and the quote from Dr King might be relevant to people today? Do you think they are relevant to you? (activity adapted from Coming to Know Worship and Love Yr10 Unit 5a curriculum document)

 - Explain / revisit the elements the moral decision making process with students:
 - o Determine the nature of the issue
 - o Seek guidance and advice
 - o Consider the possible effects and consequences
 - o Search within, praying for God's guidance
 - o Decide and act.
- Remind students that this process is not always linear and that almost every decision impacts on other decisions.
- Watch the video clip Emma's Story.
 - o Before watching the video clip, instruct students to watch for the elements of Emma's story which indicate her moral decision-making process. You may like to hand out a worksheet of the decision-making process as a mind-map or have students create one themselves which they can jot down notes as they watch Emma's story.
 - o Emma's story indicates several times when she had to make difficult decisions. After viewing the clip brainstorm some of these as a class.
 - o Many of the decisions Emma's had to make combine to form a much bigger decision - how much was Emma willing to sacrifice to live a life of Catholic faith? In pairs, have students try to pinpoint some steps in Emma's moral decision making process. Encourage students to populate their mind maps with as much detail as possible.

 - Watch the Prayer Reflection video.
 - o After watching this video clip invite students to spend some time writing a personal reflection responding to the statement: "Making moral decision requires courage - where can I be more courageous?"

 - Conclude the lesson with a time of prayer asking the Holy Spirit to strengthen our resolve and inspire us to live courageously in our homes, in our school and in our community.

LITURGY FOR USE IN THE CLASSROOM OR ASSEMBLY

School Resource

Adapted from Take Heart, Take Courage in the book "Words for the Journey for Teens; Ten-minute prayer services for schools" by L. Freemantle, L. Miller & M. Rapallo-Ferrara; Novalia Publishing Inc., Canada, 2011.

Suggested environment & liturgical action: You may wish to darken your space before beginning this prayer. Set up a prayer focus which includes a large lit candle or lantern. Give all participants an unlit candle. Before each prayer leader / reader begins have them light their candle from the prayer focus. As the readers for the litany conclude their paragraphs have them light the candle of a few participants close to them. Encourage participants to silently light each other's candles so that all candles are lit by the conclusion of the litany. (Nb. If you feel this action will be too distracting for students during the litany simply ask readers to start lighting participant candles at the conclusion of the full litany.)

INTRODUCTION

Every year, Archbishop Denis Hart writes a letter to young people, which is released for Pentecost Sunday. The Pentecost letter is inspired by the Archbishop's annual conversation with student leaders and reflects on the hopes, concerns and questions expressed by young people at this gathering.

This year's Pentecost Letter challenges young people to embrace the words of Pope Francis;

'My friends, Jesus is the Lord of risk...Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths.' (World Youth Day, Krakow 2016)

Archbishop Hart asks us to consider what the characteristics of real life heroes might be, and what it means to live courageously in today's world.

Watch the video clip of Archbishop Hart's Pentecost message to young people.



**Archbishops Pentecost
Message to young
people.**

A 4-minute video of Archbishop Hart sharing the key message of the Pentecost Letter is also available via the website.

INTRODUCTION (CONT)

The cooler weather has arrived. The bright, sunny days of summer are now a distant memory. Darkness falls earlier and earlier and there is a chill in the air. Our lives change like the seasons do. At times our days are "sunny" and we feel brave, confident, bold and unwavering. At other times, there is darkness. We feel insecure, anxious and afraid.

We look to God for the courage to renew

OPENING PRAYER

In the name of the Father, and the Son and the Holy Spirit.

Ever-loving God, be with us as we place all that we are in your hands.

Our struggles overwhelm us and our efforts make us weak and tired.

Although darkness may fall upon us, we look for the promise of a new dawn, when the sun rises and we are once again blinded by your light and all its beauty.

Amen.

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Scripture:

A reading from the book of Psalms.
The Lord is my light and my salvation;
whom shall I fear?
The Lord is the stronghold of my life;
of whom shall I be afraid?
When evildoers assail me
to devour my flesh—
my adversaries and foes—
they shall stumble and fall.
Though an army encamp against me,
my heart shall not fear;
though war rise up against me,
yet I will be confident.
One thing I asked of the Lord,
that will I seek after:
to live in the house of the Lord
all the days of my life,
to behold the beauty of the Lord,
and to inquire in his temple.
For he will hide me in his shelter
in the day of trouble;
he will conceal me under the cover of his tent;
he will set me high on a rock.
Now my head is lifted up
above my enemies all around me,
and I will offer in his tent
sacrifices with shouts of joy;
I will sing and make melody to the Lord.
Hear, O Lord, when I cry aloud,
be gracious to me and answer me!
I believe that I shall see the goodness of the Lord
in the land of the living.
Wait for the Lord;
be strong, and let your heart take courage;
wait for the Lord!
The word of the Lord.

(Psalm 27: 1-7, 13- 14; New Revised Standard
Version Catholic Edition)

Allow for short period of reflection



Watch the prayer reflection video

Litany: Reader 1: The response is: Lord, Give us Courage.
All: Lord, Give us Courage.
Reader 1: When our journey is dark and lonely,
All: Lord, Give us Courage.
Reader 2: When we are driven by despair,
All: Lord, Give us Courage.
Reader 2: When temptation calls us,
All: Lord, Give us Courage.
Reader 3: When the right choice isn't always the
popular choice,
All: Lord, Give us Courage.
Reader 3: When our bodies are weak and tired,
All: Lord, Give us Courage.
Reader 4: When our hearts are heavy with burdens,
All: Lord, Give us Courage.
Reader 4: Help us to do your will always.
All: Lord, Give us Courage.

Amen.

Closing prayer:

Gracious, loving God,
We come to you during difficult times.
We ask you to be near us as we move into the unknown.
Protect us and be our refuge.
Guide us and lead us as you have promised.
Shelter us for we are your servants.
Surround us in your constant love.
In the name of the Father, the Son and the Holy Spirit.

Amen.