

<b>Module 2 Topic 7:</b>	Love it, Live it, Learn it
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Teamwork</li> <li>Life Skill: Emotional Intelligence</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'First Follower: Leadership Lessons from Dancing Guy' by Derek Sivers</li> <li>The courage needed for becoming a follower</li> <li>God always invites us</li> <li>Emotional Intelligence as the practice of working out how others think and feel</li> <li>Discerning the emotions of others.</li> <li>The value of friendship and sharing one's spiritual life with friends</li> <li>Mentions Eucharist, Adoration and Rosary</li> <li>Looks at Bl. Pier Giorgio as an example</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>Quiz that explores Emotional Intelligence.</li> <li>1st part explores how we respond to others</li> <li>2nd part how we respond to situations</li> <li>There is feedback at the end with helps and tips</li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer about seeking to understand others</li> <li>Organise a thanksgiving youth Mass. Guidelines available.</li> </ul>

### A. Module 3

<b>Module 3 Topic 1:</b>	Alive and active!
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Written Word</li> <li>Life Skill: Communication</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Dr. Maya Angelou on the Power of Words   Oprah's Master Class   Oprah Winfrey Network' by OWN</li> <li>Addresses the importance of words</li> <li>God communicates Himself to us</li> <li>We are created in the image and likeness of God with a free will.</li> <li>Jesus is the Word Incarnate</li> <li>Vincentians use words of healing, encouragement and praise.</li> </ul>

<b>Module 3 Topic 1:</b>	Alive and active!
<b>Live Section</b>	<ul style="list-style-type: none"> <li>Single choice quiz. In the first part of the quiz, a user will explore different literary styles, such as: <ul style="list-style-type: none"> <li>Narrative</li> <li>Expository</li> <li>Descriptive</li> <li>Persuasive</li> </ul> </li> <li>In the second part of the quiz, a user will be introduced to the four senses of Scripture.</li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer featuring a video with Taize chant and a supplication to growing in love of the Word. <ul style="list-style-type: none"> <li>Write to someone in your parish who is housebound.</li> <li>Write to someone who is homeless or a refugee.</li> </ul> </li> </ul> <p>[Both of these include a do's and don'ts to letter-writing]</p>

<b>Module 3 Topic 2:</b>	Look carefully
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Visual Arts</li> <li>Life Skill: Observation and Attention</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Ken Loach Speech - 2017 BAFTA' by Jimmy Ray</li> <li>Art reminds us of God's beauty.</li> <li>Visual arts can help remind us of the plight of the poor.</li> <li>Benefits of documentaries and photojournalism.</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>Quiz that builds awareness skills through 2 different attention tests: <ol style="list-style-type: none"> <li>After watching a video, the user is invited to reflect on their attentiveness to the evolving background behind the focal object. Requires sound.</li> <li>A second video shows the story of interaction between two high school students, however, in the background, another student is planning something sinister. The user is invited to rate on a true/false scale some circumstances they find themselves in which relate to exterior attention and observation skills.</li> </ol> </li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer to live out the Gospel through the Arts.</li> <li>Choose one of 3 activities: <ul style="list-style-type: none"> <li>Make a film</li> </ul> </li> </ul>

<b>Module 3 Topic 2:</b>	Look carefully
Love Section (cont'd)	<ul style="list-style-type: none"> <li>- Shoot a dozen photographs</li> <li>- Paint a portrait</li> </ul>

<b>Module 3 Topic 3:</b>	Beat of Life
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Music</li> <li>• Life Skill: Life-balance &amp; Rhythm</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Imagine' by Vinnies ACT'</li> <li>• Music can lift the heart and soul</li> <li>• Music can draw us closer to Christ</li> <li>• Brief introduction to the Psalms</li> <li>• Using music to spread the fire of the Gospel.</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A reflection using different soundbites to reflect on how we are influenced by or react to different kinds of sounds.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer to build God's Kingdom, preach the gospel and minister to the poor through music.</li> <li>• Two activities:             <ul style="list-style-type: none"> <li>- In a group, write a song that is at least 3 minutes in length. Flexibility can be offered here to include other forms of lyrical musical styles.</li> <li>- Organise a charity busk.</li> </ul> </li> </ul>

<b>Module 3 Topic 4:</b>	Ready, steady, GO!
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Sport</li> <li>• Life Skill: Motivation</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Renewal in Motion    HD' by Renewal in Motion</li> <li>• Keeping as fit and healthy as we are capable of, so that we can better serve</li> <li>• Mentions sloth and gluttony of the 7 deadly sins</li> <li>• Features a video about Christian footballers glorifying God</li> <li>• Features a moving video about Team Hoyt – a father taking his disabled son on Iron Man</li> </ul>

<b>Module 3 Topic 4:</b>	Ready, steady, GO!
Learn Section (cont'd)	<ul style="list-style-type: none"> <li>• Features a video about the Iron Nun</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A quiz that helps a user to reflect on what motivates him/her.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer for using what we have been gifted with in a right and noble way, and to keep healthy.</li> <li>• Choice of 2 activities:             <ul style="list-style-type: none"> <li>- Plan a sporting event to raise money for and awareness of your work and the work of the Society of St Vincent de Paul.</li> <li>- Organise some form of sport with those you serve according to their abilities.</li> </ul> </li> </ul>

<b>Module 3 Topic 5:</b>	Let's play!
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Technological Creativity</li> <li>• Life Skill: Adaptability</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Gamification - How the Principles of Play Apply to Real Life - Extra Credits' by Extra Credits</li> <li>• Features a video that examples how a council tackles speeding in a fun way</li> <li>• Technology can be used to bring Christ to people and people to Christ</li> <li>• Faith and science</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A single choice quiz that helps a user to think about how reliant he/she is on technology</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer for creativity and imagination</li> <li>• Considering Christian and ethical values, choose one of two tasks:             <ul style="list-style-type: none"> <li>- Create a plan for a technological way of raising awareness of the issues of either homelessness, loneliness, mental health issues, or poverty</li> <li>- Create a plan for a technology which will help either the environment or human beings</li> </ul> </li> </ul>

<b>Module 3 Topic 6:</b>	<b>To# or not to # That is the ?</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Social Media</li> <li>Life Skill: Commitment</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Homeless people are reconnecting with their loved ones thanks to this startup' by Mouhamed Khouma</li> <li>Pope Francis is on social media</li> <li>Using the internet to promote the Gospel message</li> <li>Using new media as Young Vincentians</li> <li>Features a video on 'a day in the life of the St. Vincent de Paul Society' in USA.</li> <li>Remember to speak, talk, post, tweet, chat, with gentleness and reverence.</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>A single choice quiz that asks a user to reflect on his/her use of social media.</li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer to inspire us to find new ways to use new media for the building up of God's Kingdom</li> <li>Choose from 2 activities: <ul style="list-style-type: none"> <li>Promote a fund raising activity in aid of a project for the SVP</li> <li>Create a new media campaign to tackle a local issue in your area from the following choices: loneliness, dementia, homelessness, alcoholism, drug addiction, bullying, mental ill health.</li> </ul> </li> </ul>

<b>Module 3 Topic 7:</b>	<b>Do ordinary things with great love</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Fear of the Lord as gift of the Holy Spirit</li> <li>Life Skill: Self-Awareness</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Kolkata Missionaries of Charity' by GraceBeforeMeals</li> <li>Introduction to Fr. Leo, the 'cooking Priest' in the USA whose apostolate is called 'Grace before Meals', which encourages prayer and faith in the family, particularly over food.</li> <li>Introduction to the Missionaries of Charity, and St. Teresa of Calcutta's message to 'do ordinary things with great love'.</li> <li>The Eucharist is the heart of all Christians' love for others</li> </ul>

<b>Module 3 Topic 7:</b>	<b>Do ordinary things with great love</b>
<b>Learn Section (cont'd)</b>	<ul style="list-style-type: none"> <li>Providing a gift of yourself through cooking for someone</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>A shopping cart activity which helps a young person decipher their budget against their goal. The goal is to feed 20 people for lunch with only £7.</li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer starting with reflection and then moving into short meditation based on the video entitled 'Taizé - Jesus Christ bread of life'.</li> <li>Choose one of two options: <ul style="list-style-type: none"> <li>Make a soup and sandwich lunch for a group of older people.</li> <li>Invite an organiser from your local food bank to come and give a presentation about their work and the impact it makes on the town. Make pizzas for the attendees.</li> </ul> </li> </ul>

## B. Module 4

<b>Module 4 Topic 1:</b>	<b>The WHAT and HOW of Catholic Social Teaching</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>Objective: Themes of Catholic Social Teaching</li> <li>Life Skill: Critical Thinking</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'It shouldn't happen here' by SaveTheChildren</li> <li>Poverty shouldn't happen anywhere</li> <li>The poverty line</li> <li>The aim of the SVP</li> <li>Human Dignity</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>Single choice quiz exploring the themes of Catholic Social Teaching against a well known speech (video entitled Charlie Chaplin - Final Speech from The Great Dictator). The quiz is designed in such a way as to get the young person to think critically, and includes 6 elements that make up critical thinking skills.</li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>Group prayer for equality.</li> <li>Choose between two activities: <ul style="list-style-type: none"> <li>Organise several collections and arrange for goods to be distributed.</li> </ul> </li> </ul>

<b>Module 4 Topic 1:</b>	The WHAT and HOW of Catholic Social Teaching
Love Section (cont'd)	- Prepare an assembly or Parish Talk on Global Poverty.

<b>Module 4 Topic 2:</b>	Making a difference
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>Objective: Giving a voice to the voiceless</li> <li>Life Skill: Positive Attitude</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Yours are the hands' by Life Teen Inc</li> <li>The importance of using your voice, for example to vote.</li> <li>We don't need to be perfect to use our voices – God speaks through us best when He is working from our weaknesses.</li> <li>Bl. Pier Giorgio Frassati as someone who gave a voice to the voiceless.</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>Quiz that helps a user to reflect on his/her attitude in the face of difficult situations.</li> <li>Hints at being in control of our behaviour, and not letting our behaviour control us.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>Group prayer for the courage to be great, by Bl. Pier Giorgio Frassati.</li> <li>The user is invited to make a note in response to 3 negative statements at roughly the same time each day for a week. At the end of the week, the users are, in groups, asked to reflect on how their own lives are woven together.</li> </ul>

<b>Module 4 Topic 3:</b>	Turn political concern into action!
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>Objective: Faith in the political sphere</li> <li>Life Skill: Life-Problem Solving</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'David Alton, an English Lord who defends life in all its phases' by ROME REPORTS in English</li> <li>Acting on values we believe in within public life.</li> <li>Moral obligations and politics.</li> <li>The protection and defence of human life.</li> <li>To be among those who are in need, both in a physical and a</li> </ul>

<b>Module 4 Topic 3:</b>	Turn political concern into action!
Learn Section (cont'd)	<p>spiritual sense. And making Christ known.</p> <ul style="list-style-type: none"> <li>Transformation of political concern into real concrete action.</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>An interactive branching scenario giving a real life whistle-blowing case. The user is invited to make some decisions as to what he/she would do if they were in the same situation.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>Group prayer to stand up for justice.</li> <li>Organise a political campaign</li> </ul>

<b>Module 4 Topic 4:</b>	Me and mine
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>Objective: Local Issues</li> <li>Life Skill: Research</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'Josh - opening doors and hearts   WestJet Above and Beyond Stories' by WestJet</li> <li>The potential effects of simple acts of kindness.</li> <li>Getting to know others, and the necessity of genuine friendship</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>A riddler, which suggests that it is hard to solve a problem if we don't know the background of a problem in real terms.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>Group prayer to become aware of local issues.</li> <li>Conduct a research project into the issues that affect your own local social environment.</li> </ul>

<b>Module 4 Topic 5:</b>	Whatsoever you do to the least of my brothers...
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>Objective: Tackling Material Poverty</li> <li>Life Skill: Compassion</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>Video from YouTube entitled 'DOs &amp; DONTs of the Corporal Works of Mercy' by Life Teen Inc</li> <li>Being too afraid to act kindly because of an even bigger fear of offending.</li> <li>Corporal Works of Mercy</li> <li>The temptation to judge</li> </ul>

<b>Module 4 Topic 5:</b>	Whatsoever you do to the least of my brothers...
Learn Section (cont'd)	<ul style="list-style-type: none"> <li>• Features a video about an initiative called 'StreetChange'.</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A single choice quiz that helps a user to think about how compassionately they respond.</li> <li>• Another single choice quiz that helps a user to reflect on how potentially difficult it can be to be compassionate in times of stress or pressure.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer for inspiration in helping to alleviate distress</li> <li>• Get back to the basics by completing one of these two options:               <ul style="list-style-type: none"> <li>- Organise a collection of sanitary products, toiletries for both men and women, and new underwear.</li> <li>- Choose a corporal work of mercy and carry it out.</li> </ul> </li> </ul>

<b>Module 4 Topic 6:</b>	Tackling Social Poverty
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Tackling Social Poverty</li> <li>• Life Skill: Social Conscience</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Love is an Ability' by Ascension Presents</li> <li>• Agape = selfless and sacrificial kind of love.</li> <li>• Vincentian Rules 1.3 and 1.4.</li> <li>• Responding to social need using our intellect and our will.</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A single choice quiz that looks more closely at the Parable of the Sheep and the Goats.</li> <li>• Another quiz that is a 'social conscience survey' that looks more closely at social conscience that leads us to an awareness of social poverty.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer for those who suffer from loneliness.</li> <li>• Choose from 2 activities that require 'lateral thinking':               <ul style="list-style-type: none"> <li>- Befriend someone in need</li> <li>- Set up a friendship group</li> </ul> </li> </ul>

<b>Module 4 Topic 7:</b>	My heart's desire
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Tackling Social Poverty</li> <li>• Life Skill: Resilience</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'CHOSEN: Lesson 20, Seg. 1: The Beatitudes' by Ascension Press</li> <li>• The Beatitudes</li> <li>• God alone satisfies our wants and desires</li> <li>• The Lenten challenges of prayer, fasting and almsgiving</li> <li>• Story of John Gabriel Perboy, persecuted in South-China for his faith</li> <li>• The value of humility</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A single choice quiz looking at spiritual poverty and resilience in suffering.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer 'Lord make me an instrument of your peace' by St. Francis of Assisi.</li> <li>• Create a PowerPoint for an assembly which outlines the differences between material, social and spiritual poverty.</li> </ul>

### C. Module 5

<b>Module 5 Topic 1:</b>	I believe!
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: The Creed</li> <li>• Life Skill: Open-mindedness</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Mind Blowing! ...Earth Compared To The Rest Of The Universe - Amazing Graphic Presentation' by Wise Wonderer</li> <li>• The wonder and majesty of the universe</li> <li>• The unknown as expounded by Creation</li> <li>• The love and call of the Lord for every human being to Himself</li> <li>• Introduction to The Creed</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• Single choice quiz exploring the idea of core belief. Things covered include:               <ul style="list-style-type: none"> <li>- What core beliefs are and what they do for us</li> <li>- How we react when a core belief is challenged</li> </ul> </li> </ul>

<b>Module 5 Topic 1:</b>	<b>I believe!</b>
<b>Live Section (cont'd)</b>	- Spiritual core beliefs
<b>Love Section</b>	<ul style="list-style-type: none"> <li>• Group prayer giving thanks for being made the crown of creation.</li> <li>• Share the Creed.</li> <li>OR</li> <li>• Write an affirmation card.</li> </ul> <p>[Both of these include the step-by-step guides]</p>

<b>Module 5 Topic 2:</b>	<b>Jesus says</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>• Objective: Scripture, Tradition &amp; Magisterium</li> <li>• Life Skill: Acceptance &amp; Obedience</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Building Your Faith - The Relationship between Tradition and Sacred Scripture (CCC 80-82)' by Franciscan Missionaries of the Eternal Word</li> <li>• How God reveals His plan to us.</li> <li>• The Bible: Inspired by the Holy Spirit as the primary author</li> <li>• Introduction to Apostolic Tradition</li> <li>• Magisterium as the teaching office of the Church.</li> <li>• Obedience is a requirement to be faithful to Scripture, Tradition &amp; Magisterium.</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>• Single choice quiz that tests: <ul style="list-style-type: none"> <li>- What obedience is and is not</li> <li>- Authority</li> <li>- The difference between license and freedom (free will)</li> </ul> </li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>• Group prayer for a greater experience of Scripture, Tradition and Magisterium.</li> <li>• Create a power point about Scripture, Tradition and Magisterium relating it to Bl. Frédéric Ozanam: <ul style="list-style-type: none"> <li>- Make a film</li> <li>- Shoot a dozen photographs</li> <li>- Paint a portrait</li> </ul> </li> </ul>

<b>Module 5 Topic 3:</b>	<b>Deep breath!</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>• Objective: Faith, Hope &amp; Charity</li> <li>• Life Skill: Discernment</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Breathe: A Reflection by Joel Stepanek' by Life Teen Inc</li> <li>• The Divine air our souls breathe in is called 'grace'.</li> <li>• The power and necessity of the Sacraments</li> <li>• Virtues of Faith, Hope and Charity</li> <li>• Developing virtue so as to serve the poor and disadvantaged in society.</li> </ul>
<b>Live Section</b>	<ul style="list-style-type: none"> <li>• A personality type quiz which helps a user to see which Saint they discern similarly to. Saints include: <ul style="list-style-type: none"> <li>- St. Peter</li> <li>- St. Therese of Lisieux</li> <li>- St. Paul</li> <li>- St. Martha</li> <li>- St. Joseph</li> <li>- St. St. John Paul II</li> <li>- St. Ignatius</li> <li>- St. Faustina</li> <li>- St. Elizabeth Ann Seton</li> <li>- St. Augustine</li> <li>- Bl. Bartolo Longo</li> <li>- John Pridmore</li> </ul> </li> </ul>
<b>Love Section</b>	<ul style="list-style-type: none"> <li>• Group prayer to the Holy Spirit to grant peace.</li> <li>• Features a youtube video entitled This I Believe (The Creed), which is a Hillsong Worship song.</li> <li>• Two activities: <ul style="list-style-type: none"> <li>- Pray the way of the Cross with Blessed Frédéric Ozanam (not original SVP material).</li> <li>- Pray the Creed.</li> </ul> </li> </ul>

<b>Module 5 Topic 4:</b>	<b>Be blessed!</b>
<b>Objective / Life Skill Summary</b>	<ul style="list-style-type: none"> <li>• Objective: The Beatitudes</li> <li>• Life Skill: Self-Discipline</li> </ul>
<b>Learn Section</b>	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'MercyMe - Flawless (Official Music Video)' by MercyMeVEVO</li> </ul>

<b>Module 5 Topic 4:</b> Be blessed!	
Learn Section (cont'd)	<ul style="list-style-type: none"> <li>• Keeping a relationship with God alive.</li> <li>• The Beatitudes as a way of discipline and discipleship.</li> <li>• Features a video on Christ's teachings of the Beatitudes = 'Blest are They'.</li> <li>• Being happy and disciplined at the same time!</li> <li>• Features a video about the Iron Nun</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A game that helps a user to reflect on how much they desire to live the Beatitudes, and whether they are prepared to live with the results of living the Beatitudes.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer which can be prayed with a video playing the Beatitudes.</li> <li>• The 3 day self-discipline challenge</li> </ul>

<b>Module 5 Topic 5:</b> Mission Possible!	
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: The Church</li> <li>• Life Skill: Interpersonal Relationships</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'Catholics Come Home Epic' by commodianus</li> <li>• The Catholic Church as a family</li> <li>• The 'mystical body of Christ'</li> <li>• Church Militant, Church Suffering &amp; Church Triumphant.</li> <li>• The missionary mandate of Christ</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A personality quiz that opens up the theme of love being an ability, and then introduces the user to Dr. Gary Chapman's 5 love languages. The quiz asks 30 questions about how he/she best gives love, and a result gives the user an idea of which love language they exercise most.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer for guidance in bringing love and peace to the world</li> <li>• Chose from:             <ul style="list-style-type: none"> <li>- Research how your local Catholic parish lives out the missionary mandate</li> <li>- Think about how the B-Attitudes group fulfil the missionary mandate?</li> </ul> </li> </ul>

<b>Module 5 Topic 6:</b> # SpiritualSpa	
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Prayer in the Vincentian Life</li> <li>• Life Skill: Trust and Perseverance</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'CHOSEN: Lesson 23, Seg. 2: Building the Kingdom' by Ascension Press</li> <li>• Fruitful love</li> <li>• Developing practice of the Vincentian spirituality</li> <li>• Introducing others to God</li> <li>• Mentions perseverance</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A single choice quiz that gets a user to reflect on what they understand trust in God to mean. Covers:             <ul style="list-style-type: none"> <li>- How trust is exercised in action</li> <li>- Biblical examples of trust</li> </ul> </li> </ul>
Love Section	<ul style="list-style-type: none"> <li>• Group prayer of the litany of Blessed Frédéric Ozanam</li> <li>• One activity is divided into 3 parts:             <ul style="list-style-type: none"> <li>- Watch a video about Lectio Divina</li> <li>- Share a testimony of how spending time on a personal relationship with Jesus Christ helps in SVP works of charity</li> <li>- Create a vlog to explain what it means to be a young Vincentian</li> </ul> </li> </ul>

<b>Module 5 Topic 7:</b> Live like a Vincentian	
Objective / Life Skill Summary	<ul style="list-style-type: none"> <li>• Objective: Vincentian Lifestyle</li> <li>• Life Skill: Decision-making</li> </ul>
Learn Section	<ul style="list-style-type: none"> <li>• Video from YouTube entitled 'st. vincent de paul' by lavenderamo</li> <li>• Mentions suffering and how God can allow suffering to occur.</li> <li>• The greatest poverty</li> <li>• Time and space for God as the centre of our lives</li> <li>• Learning, living and loving the Gospel</li> </ul>
Live Section	<ul style="list-style-type: none"> <li>• A decision-making questionnaire. Gets the user to reflect on:             <ul style="list-style-type: none"> <li>• The impact of the webapp on making a decision about living life as a Vincentian</li> <li>• What's the most important thing the user is taking away from the webapp and has it improved the user's life?</li> </ul> </li> </ul>

Module 5 Topic 7: Live like a Vincentian	
Live Section (cont'd)	<ul style="list-style-type: none"> <li>Challenges that the webapp presented</li> <li>What would be revisited in the webapp?</li> <li>What the user is going to do next.</li> </ul>
Love Section	<ul style="list-style-type: none"> <li>Group prayer about being a life-long Vincentian</li> <li>Choose one of the options:               <ul style="list-style-type: none"> <li>In small groups plan and put on a tea party for the lonely in your area.</li> <li>As one large group plan a Christmas /Easter/ Summer party for a group in need in your area. This could be for example a group living in a hostel (refugees, asylum seekers); you could liaise with your local Caritas group for a group, e.g. homeless, families in need, dementia patients in a local nursing home.</li> <li>Arrange a visit to a Children's hospital or hospice and put on some entertainments for the families.</li> <li>Celebrate all the projects you have been involved with as a B-Attitude Group with a party or a trip somewhere.</li> </ul> </li> </ul>

## 8. Curriculum Links

### KEY:

- REDC** - Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales
- AOS** - Area of Study
- NC/PSHE** - National Curriculum/Personal, Social and Health Education
- KS** - Key Stage
- CT** - Core Theme

Module 1: FOLLOW THE LEADER		
<p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>Wisdom/Respect</li> <li>Understanding/Perception</li> <li>Counsel/Listening</li> <li>Fortitude/Empathy</li> <li>Knowledge/Cooperation</li> <li>Piety/Commitment</li> <li>Fear of the Lord/Self-Awareness</li> </ul> <p><b>REDC</b> AOS1 1.1 Knowing &amp; Loving God 1.5 Jesus Son of God 1.6 Holy Spirit AOS 2 21 God's Plan 22 One &amp; Holy 2.5 Mission AOS 4 41 Judaism, dignity, beatitudes 42 Freedom, responsibility &amp; conscience 43 Law, sin &amp; grace 44 Human community 4.6 Love of neighbour 4.7 Apologetics</p> <p><b>NC/PSHE</b> KS3 - CT3 L2 - Targets &amp; goals L8 - Skills &amp; qualities KS4 - CT3 L1 - Strengths &amp; weaknesses KS5 - CT 1 H14 - Risks &amp; management KS5 - CT3 L7 - Legal Rights L8 - Prejudice &amp; discrimination L11 - Budgeting</p>	<p><b>GCSE</b> <b>WJEC Eduqas</b> 2.1 Part A - Catholic Core Beliefs Concepts: Teachings of Jesus, humanity, agape, decision making, church &amp; community groups &amp; roles (SVP mentioned). <b>Part B</b> <b>Theme 1 - Life &amp; Death</b> Concepts: Judgement, stewardship, responsibility, sanctity of life, citizenship. <b>Theme 2- Good &amp; Evil</b> Concepts: Justice, suffering, conscience, good, evil. <b>2.3 Part B</b> <b>Theme 1- Relationships &amp; Human Rights</b> Concepts: Equality, prejudice, social justice, dignity, discrimination, rights, poverty.</p> <p><b>GCSE EDEXCEL - Religious Studies B</b> <b>Area of Study 1 &amp; 2- Catholic Christianity.</b> <b>Section 1 - Catholic Beliefs.</b> Concepts: Catholic life, dominion, stewardship, Omnibenevolent God. <b>Section 2 -Marriage &amp; family/Crime &amp; Punishment</b> Concepts: Family life, support, local parishes, Church groups, equality, prejudice, discrimination, Catholic attitudes to ethical issues, human rights, mercy, fellowship. <b>Section 3 - Living a Catholic Life</b> Concepts: Piety, prayer, Catholic Social teaching, parable of Sheep &amp; Goats, Catholic charities, mission &amp; evangelism. <b>Section 4 - Life &amp; Death/Peace &amp; Conflict</b> Concepts: Sanctity of life, respect, stewardship, justice, responses to world issues.</p>	<p><b>AQA - Religious Studies B (0863)</b> Component 1 - Catholic Christianity 3.1 - 3.1.6: Creation, perspectives on faith, triune God, redemption, Church &amp; kingdom of God, eschatology. Concepts: Beatitudes, free will, stewardship, agape, human dignity, sanctity of life, mission, evangelism, support groups, charities, prayer. 3.2.1.2 - Perspectives of faith Concepts: Judaism - Worship &amp; festivals</p> <p>3.2.2 Section B Themes (Philosophical &amp; Ethical) <b>Theme A: Dialogue 3,4</b> Concepts: Roles, responsibilities, family life, equality, prejudice, discrimination, views &amp; values of society. <b>Theme B: Dialogue 1,2,4</b> Concepts: Violence, justice, forgiveness, dignity, refugees, peace organisations <b>Theme C: Dialogue 1,2,3,4</b> Concepts: Human rights, social justice, rights and responsibilities, wealth, stewardship, ministry, support. <b>Theme D - Marks Gospel</b> Concepts: Ministry, communities, authority, challenges, discipleship.</p>

### Module 2: LEADERSHIP DEVELOPMENT

<p><b>Content Objectives/Skills:</b></p> <ul style="list-style-type: none"> <li>Leadership/Self-Improvement</li> <li>Charity/Time Management</li> <li>President/Delegation</li> <li>Secretary/Organisation</li> <li>Treasurer/Practical Money</li> <li>Communicator/Public Speaking</li> <li>Teamwork/Emotional Intelligence</li> </ul> <p><b>REDC</b> AOS1 - Knowing &amp; Loving God</p> <p>1.1 Knowing about God 1.2 God's gift of himself 1.3 God's self revelation 1.6 Holy Spirit</p> <p>AOS 2 -What is the Church?</p> <p>2.1 God's Plan 2.2 One &amp; Holy 2.3 Catholic Church 2.5 Mission</p> <p>AOS 4 - Dignity of the Human Person</p> <p>4.1 Human Dignity 4.2 Freedom, Responsibility &amp; Conscience 4.3 Law, Sin &amp; Grace 4.4 Human community 4.6 Love of neighbour/agape 4.7 Apologetics, beatitudes</p> <p><b>NC/PSHE</b> KS3 - CT1 H3 - Feedback &amp; criticism H15 - Work &amp; leisure CT2 R2/R3 - Skills, planning, negotiation CT3 L2, L9, L16, L20 - Targets &amp; goals, skills &amp; qualities L20 - Use of money KS4 - CT3 L1, L10 - Strengths &amp; weaknesses, skills &amp; qualities KS5 - CT1 H14 - Risks &amp; Management CT3 L7, L8, L11 - Legal Rights, prejudice &amp; discrimination Budgeting</p>	<p><b>GCSE - WJEC</b> 2.1 Part A - Catholic Core Beliefs Concepts: Teachings of Jesus, Catholic church, work of Catholic groups, social justice, agape, mission, prayer. <b>Theme 1 - Life &amp; Death</b> Concepts: Judgement, stewardship, responsibility, quality &amp; sanctity of life, citizenship, ethical values <b>Theme 2 - Good &amp; Evil</b> Concepts: Justice, suffering, conscience, good. <b>2.3 Part B</b> Theme 1- Relationships &amp; Human Rights Concepts: Equality, prejudice, social justice, dignity, discrimination, rights, poverty.</p> <p><b>GCSE EDEXCEL - Religious Studies B</b> Area of Study 1 &amp; 2- Catholic Christianity. Section 1 - Catholic Beliefs. Concepts: Catholic life, dominion, stewardship, Omnibenevolent God. Section 2 -Marriage &amp; family/Crime &amp; Punishment Concepts: Family life, support, local parishes, Church groups, equality, prejudice, discrimination, Catholic attitudes to ethical issues, human rights, mercy, fellowship. Section 3 - Living a Catholic Life Concepts: Piety, prayer, Catholic Social teaching, parable of Sheep &amp; Goats, Catholic charities, mission &amp; evangelism. Section 4 - Life &amp; Death/Peace &amp; Conflict Concepts: Sanctity of life, respect, stewardship, justice, responses to world issues.</p>	<p><b>GCSE AQA - Religious Studies B</b> Component 1 - Catholic Christianity 3.1 - 3.1.6: Creation, perspectives on faith, triune God, redemption, Church &amp; kingdom of God, eschatology. Concepts: Beatitudes, free will, stewardship, agape, human dignity, sanctity of life, mission, evangelism, support groups, charities, prayer.</p> <p>3.2.2 Section B Themes (Philosophical &amp; Ethical) Theme A: Dialogue 3,4 Concepts: Roles, responsibilities, family life, equality, prejudice, discrimination, views &amp; values of society. Theme B: Dialogue 1,2,4 Concepts: Violence, justice, forgiveness, dignity, refugees, peace organisations Theme C: Dialogue 1,2,3,4 Concepts: Human rights, social justice, rights and responsibilities, wealth, stewardship, ministry, support. Theme D - Marks Gospel Concepts: Ministry, communities, authority, challenges, discipleship.</p>
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### Module 3: CREATIVE DEVELOPMENT

<p><b>Content Objectives/Skills:</b></p> <ul style="list-style-type: none"> <li>Written Word/Communication</li> <li>Visual Arts/Observation &amp; Attention</li> <li>Music/Rhythm</li> <li>Sport/Motivation</li> <li>Technological Creativity/Adaptability</li> <li>New Media/Innovation &amp; Discernment</li> <li>Cooking/Appreciation</li> </ul> <p><b>REDC</b> AOS1 1.5 Jesus Christ/Humanity, 1.6 Holy Spirit/suffering/weakness</p> <p>AOS 2 2.2 Saints 2.3 Catholic 2.2 One &amp; holy 2.5 Mission</p> <p>AOS 3 3.3 Confirmation 3.6 Prayer</p> <p>AOS 4 4.1 Dignity, beatitudes, unity, compassion 4.2 Freedom, responsibility &amp; conscience 4.3 Law, sin &amp; grace 4.4 Human community 4.6 Love of neighbour/agape 4.7 Apologetics/mission/charity/beatitudes</p> <p><b>NC/PSHE</b> KS3 - CT2 R1,2,3 - Assertiveness/negotiation/listening CT3 L2 - Targets &amp; goals L8 - Skills &amp; qualities KS4 - CT3 L1 - Strengths &amp; weaknesses R7 - Exploitation, bullying, harassment. KS5 - CT 1 H14 - Risks &amp; management CT2 - Encouragement &amp; feedback</p>	<p>KS5 - CT3 L7 - Legal Rights L8 - Prejudice &amp; discrimination L11 - Budgeting</p> <p><b>GCSE - WJEC</b> 2.4 Component 1 (Route B) <b>Theme 1 - Origins &amp; Meaning</b> Concepts: Stewardship, agape, charities. <b>Theme 2 - Good &amp; Evil</b> Concepts: Conscience, freewill, goodness, suffering. 2.5 Component 2 <b>Theme 3 - Life &amp; Death</b> Concepts: Judgement, magisterium, Vatican Council. <b>Theme 4: Sin and Forgiveness</b> Concepts: Mission, evangelisation, forgiveness, salvation.</p> <p><b>GCSE EDEXCEL - Religious Studies B</b> Area of Study 1 &amp; 2- Catholic Christianity. Section 1 - Catholic Beliefs. Concepts: Catholic life, dominion, stewardship, Omnibenevolent God. Section 2 -Marriage &amp; family/Crime &amp; Punishment Concepts: Family life, support, local parishes, Church groups, equality, prejudice, discrimination, Catholic attitudes to ethical issues, human rights, mercy, fellowship. Section 3 - Living a Catholic Life Concepts: Piety, prayer, Catholic Social teaching, parable of Sheep &amp; Goats, Catholic charities, mission &amp; evangelism. Section 4 - Life &amp; Death/Peace &amp; Conflict Concepts: Sanctity of life, respect, stewardship, justice, responses to world issues.</p>	<p><b>GCSE AQA - Religious Studies B (0863)</b> Component 1 - Catholic Christianity 3.1 - 3.1.6: Creation, perspectives on faith, triune God, redemption, Church &amp; kingdom of God, eschatology. Concepts: Beatitudes, free will, stewardship, agape, human dignity, sanctity of life, mission, evangelism, support groups, charities, prayer.</p> <p>3.2.2 Section B Themes (Philosophical &amp; Ethical) Theme A: Dialogue 3,4 Concepts: Roles, responsibilities, family life, equality, prejudice, discrimination, views &amp; values of society. Theme B: Dialogue 1,2,4 Concepts: Violence, justice, forgiveness, dignity, refugees, peace organisations Theme C: Dialogue 1,2,3,4 Concepts: Human rights, social justice, rights and responsibilities, wealth, stewardship, ministry, support. Theme D - Marks Gospel Concepts: Ministry, communities, authority, challenges, discipleship.</p>
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**Module 4: CATHOLIC SOCIAL ACTION**

<p><b>Content</b>  <b>Objectives/Skills:</b></p> <ul style="list-style-type: none"> <li>• CST/Critical Thinking</li> <li>• Voice to the Voiceless/ Positive Attitude</li> <li>• Political Action/Problem Solving</li> <li>• Local Issues/Research</li> <li>• Material Poverty/Compassion</li> <li>• Social Poverty/Social Conscience</li> <li>• Spiritual Poverty/Resilience</li> </ul> <p><b>REDC</b>  <b>AOS1</b>            1.6 Suffering/weakness</p> <p><b>AOS 2</b>            2.1 God's plan            2.3 Catholic            2.2 One &amp; holy            2.5 Mission</p> <p><b>AOS 3</b>            3.3 Confirmation            3.6 Prayer</p> <p><b>AOS 4</b>            41 Dignity            42 Freedom, responsibility &amp; conscience            43 Law, Sin &amp; Grace            44 Community            4.6 Love of neighbour/ rights/responsibilities            4.7 Apologetics/charity/ agape/morality</p> <p><b>NC/PSHE</b>  <b>KS3 - CT3</b>            L2 - Targets &amp; goals            L8 - Skills &amp; qualities  <b>CT3</b>            L2 - Targets &amp; goals            L8 - Skills &amp; qualities  <b>KS4 - CT3</b>            L1 - Strengths &amp; weaknesses            L20 -Financial decisions  <b>KS5 - CT 1</b>            H14 - Risks and &amp; management  <b>KS5 - CT3</b>            L7 - Legal Rights            L8 - Prejudice &amp; discrimination            L11 - Budgeting</p>	<p><b>GCSE - WJEC Eduqas</b>            2.4 Component 1 (Route B)  <b>Theme 1 - Origins &amp; Meaning</b>            Concepts: Stewardship, agape, charities.  <b>Theme 2 - Good &amp; Evil</b>            Concepts: Conscience, freewill, goodness, suffering.  <b>2.5 Component 2</b>  <b>Theme 3 - Life &amp; Death</b>            Concepts: Judgement, magisterium, Vatican Council.  <b>Theme 4: Sin and Forgiveness</b>            Concepts: Mission, evangelisation, forgiveness, salvation.</p> <p><b>GCSE EDEXCEL - Religious Studies B</b>  <b>Area of Study 1 - Catholic Christianity.</b>  <b>Section 1 - Catholic Beliefs.</b>            Concepts: Catholic life, dominion, stewardship, benevolent God.  <b>Section 2 -Marriage &amp; family</b>            Concepts: Family life, support, local parishes, Church groups, equality, prejudice, discrimination, Catholic attitudes to ethical issues.  <b>Section 3 - Living a Catholic Life</b>            Concepts: Catholic Social teaching, ministry, Catholic charities, evangelism.  <b>Section 4 - Matters of Life &amp; Death</b>            Concepts: Sanctity of life, respect, stewardship, responses to ethical issues.</p>	<p><b>GCSE AQA - Religious Studies B (0863)</b>  <b>Component 1 - Catholic Christianity</b>  <b>3.1 - 3.1.6:</b>            Creation, perspectives on faith, triune God, redemption, Church &amp; kingdom of God, eschatology.  <b>2.5 Component 2</b>            Concepts: Beatitudes, free will, stewardship, agape, human dignity, sanctity of life, mission, evangelism, support groups, charities, prayer.</p> <p><b>3.2.2 Section B Themes (Philosophical &amp; Ethical)</b>  <b>Theme A: Dialogue 3,4</b>            Concepts: Roles, responsibilities, family life, equality, prejudice, discrimination, views &amp; values of society.  <b>Theme B: Dialogue 1,2</b>            Concepts: violence, justice, forgiveness, dignity, refugees.  <b>Theme C: Dialogue 1,2,3,4</b>            Concepts: Human rights, social justice, rights and responsibilities, wealth, stewardship, ministry, support.  <b>Theme D - Marks Gospel</b>            Concepts: Ministry, communities, authority, challenges.</p>
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**Module 5: VINCENTIAN LIVING**

<p><b>Content</b>  <b>Objectives/Skills:</b></p> <ul style="list-style-type: none"> <li>• Creed/Open Mindedness</li> <li>• S.T.M./Acceptance &amp; Obedience</li> <li>• Virtue, Faith, Hope &amp; Charity/Discernment</li> <li>• Beatitudes/Self-Discipline</li> <li>• Church/Interpersonal Relationships</li> <li>• Prayer/Trust &amp; Perseverance</li> <li>• Vincentian Living/ Decision Making</li> </ul> <p><b>REDC</b>  <b>AOS1</b>            1.4 Creeds            1.6 Holy Spirit</p> <p><b>AOS 2</b>            2.1 God's plan            2.3 Catholic            2.2 One &amp; holy            2.5 Mission</p> <p><b>AOS 3</b>            3.6 Prayer</p> <p><b>AOS 4</b>            41 Human dignity            42 Freedom, responsibility &amp; conscience            43 Law, Sin &amp; Grace, virtues            44 Human community            4.6 Love of neighbour, agape            4.7 Apologetics, beatitudes</p> <p><b>NC/PSHE</b>  <b>KS3 - CT3</b>            L2 - Targets &amp; goals            L8 - Skills &amp; qualities  <b>KS4 - CT3</b>            L1 - Strengths &amp; weaknesses  <b>KS5 - CT 1</b>            H14 - Risks and &amp; management  <b>KS5 - CT3</b>            L7 - Legal Rights            L8 - Prejudice &amp; discrimination            L11 - Budgeting</p>	<p><b>GCSE - WJEC Eduqas</b>            2.4 Component 1 (Route B)  <b>Theme 1 - Origins &amp; Meaning</b>            Concepts: Stewardship, agape, charities.  <b>Theme 2 - Good &amp; Evil</b>            Concepts: Conscience, freewill, goodness, suffering.  <b>2.5 Component 2</b>  <b>Theme 3 - Life &amp; Death</b>            Concepts: Judgement, magisterium, Vatican Council.  <b>Theme 4: Sin and Forgiveness</b>            Concepts: Mission, evangelisation, forgiveness, salvation.</p> <p><b>GCSE EDEXCEL - Religious Studies B</b>  <b>Area of Study 1 &amp; 2- Catholic Christianity.</b>  <b>Section 1 - Catholic Beliefs.</b>            Concepts: Catholic life, dominion, stewardship, Omnibenevolent God.  <b>Section 2 -Marriage &amp; family/Crime &amp; Punishment</b>            Concepts: Family life, support, local parishes, Church groups, equality, prejudice, discrimination, Catholic attitudes to ethical issues, human rights, mercy, fellowship.  <b>Section 3 - Living a Catholic Life</b>            Concepts: Piety, prayer, Catholic Social teaching, parable of Sheep &amp; Goats, Catholic charities, mission &amp; evangelism.  <b>Section 4 - Life &amp; Death/ Peace &amp; Conflict</b>            Concepts: Sanctity of life, respect, stewardship, justice, responses to world issues.</p>	<p><b>GCSE AQA - Religious Studies B (0863)</b>  <b>Component 1 - Catholic Christianity</b>  <b>3.1 - 3.1.6:</b>            Creation, perspectives on faith, triune God, redemption, Church &amp; kingdom of God, eschatology.            Concepts: Beatitudes, free will, stewardship, agape, human dignity, sanctity of life, mission, evangelism, support groups, charities, prayer.</p> <p><b>3.2.2 Section B Themes (Philosophical &amp; Ethical)</b>  <b>Theme A: Dialogue 3,4</b>            Concepts: Roles, responsibilities, family life, equality, prejudice, discrimination, views &amp; values of society.  <b>Theme B: Dialogue 1,2,4</b>            Concepts: Violence, justice, forgiveness, dignity, refugees, peace organisations.  <b>Theme C: Dialogue 1,2,3,4</b>            Concepts: Human rights, social justice, rights and responsibilities, wealth, stewardship, ministry, support.  <b>Theme D - Marks Gospel</b>            Concepts: Ministry, communities, authority, discipleship.</p>
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## 9. Links to Church Teachings

Module 1	Module 2	Module 3
<p>Follow the leader</p> <p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>• Wisdom/Respect</li> <li>• Understanding/Perception</li> <li>• Counsel/Listening</li> <li>• Fortitude/Empathy</li> <li>• Knowledge/Cooperation</li> <li>• Piety/Commitment</li> <li>• Fear of the Lord/ Self-Awareness</li> </ul> <p><b>Linking to:</b></p> <p>Catechism of the Catholic Church Part 1 (The Profession of Faith) Section 2 Chapter 3: CCC 687 – 747</p> <p>Compendium to the Catechism of the Catholic Church Part 1 (The Profession of Faith) Chapter 3 Q 136- 146 Links to CCC: 683-686; 687-690; 742-743; 691-693; 694-701; 687-688; 702-716; 743; 717-720; 721-726; 744; 727-730; 745-746; 731-732; 738; 733-741; 747; 738-741.</p>	<p>LEADERSHIP DEVELOPMENT</p> <p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>• Leadership/Self-Improvement</li> <li>• Charity/Time Management</li> <li>• President/Delegation</li> <li>• Secretary/Organisation</li> <li>• Treasurer/Practical Money</li> <li>• Communicator/ Public Speaking</li> <li>• Teamwork/Emotional Intelligence</li> </ul> <p><b>Linking to:</b></p> <p>Catechism of the Catholic Church Part 1 (The Profession of Faith) Part 3 (Life in Christ) 2197 – 2257 (leadership &amp; communication) 2401 – 2414 (on stewardship) Section 2 Chapter 3 Article 9 CCC 871- 945 (based mainly on Lumen Gentium, Canon Law and Scripture)</p>	<p>CREATIVE DEVELOPMENT</p> <p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>• Written Word/ Communication</li> <li>• Visual Arts/Observation &amp; Attention</li> <li>• Music/Rhythm</li> <li>• Sport/Motivation</li> <li>• Technological Creativity/ Adaptability</li> <li>• New Media/Innovation &amp; Discernment</li> <li>• Cooking/Appreciation</li> </ul> <p><b>Linking to:</b></p> <p>Catechism of the Catholic Church CCC 2492; 2493- 2499 – on social communications 2500 – 2503 – Art &amp; Beauty 1159-1162 – on images 2488-2492 – on respect for truth 2290 – on temperance 2288-2291 – on respect for health 1156-1158 – on singing and music 1136 – on who celebrates 159; 2293-2295 – science and technology</p>

Module 4	Module 5
<p>CATHOLIC SOCIAL ACTION</p> <p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>• CST/Critical Thinking</li> <li>• Voice to the Voiceless/ Positive Attitude</li> <li>• Political Action/Problem Solving</li> <li>• Local Issues/Research</li> <li>• Material Poverty/Compassion</li> <li>• Social Poverty/Social Conscience</li> <li>• Spiritual Poverty/Resilience</li> </ul> <p><b>Linking to:</b></p> <p>Catechism of the Catholic Church Part 3 (Life in Christ) 1392; 2402 (stewardship); 2419 - 2463</p> <p>Compendium of the Social Doctrine of the Church (John Paul II) Chp 1 la Chp 2 The Church's Mission and Social Doctrine Esp Ic, Iib, Ild, Illa-c; Chp 3 I &amp; II; III C; D; IV (Human Rights); Chp 4 esp VII; Part 2 Chp 5 – on the Family Chp 6 Part IV (The Right to Work); Chp 7 Part IV (Economic Institutions at the Service of Man) Part V on globalization and solidarity Chp 8 – The Political Community –all parts Chp 9 IV – the fight against poverty Part 3 Chp 12 II;</p>	<p>VINCENTIAN LIVING</p> <p><b>Content</b> Objectives/Skills:</p> <ul style="list-style-type: none"> <li>• Creed/Open Mindedness</li> <li>• S.T.M./Acceptance &amp; Obedience</li> <li>• Virtue, Faith, Hope &amp; Charity/Discernment</li> <li>• Beatitudes/Self-Discipline</li> <li>• Church/Interpersonal Relationships</li> <li>• Prayer/Trust &amp; Perseverance</li> <li>• Vincentian Living/ Decision Making</li> </ul> <p><b>Linking to:</b></p> <p>Catechism of the Catholic Church Part I Section 2 – Creed CCC 2001 – God's love; 2712, 2792 – God's mercy; 1846-1847, 1991 – grace Part 3 – Life in Christ: CCC 1803-1845 – virtues &amp; dignity of the human person, in particular 1806; 1834 Part 1 – CCC 74-100 Scripture, Magisterium, Tradition Part 1 Section 3 Article 9 CCC 751-780 – the Church Part 4 – Prayer – Section 1 CCC 2558-2565 CCC 251; 301, 304, 2086, 2115; 2119; 2828; 2836; 2861 CCC 946-948 – Communion of Saints</p>



## 10. Practical activities list for Youth Leaders

Please note this is a summary of the 'LOVE' sections of the webapp only. The activities come with full guidance and instructions within the webapp.

### Module 1 – Be Happy – Personal Development

#### M1T1

Either:

- Choose either an injustice from the wider world (national, international or global issue) or one from your local school, parish or community.
- Create a mind map of the issues around your chosen injustice. Make notes on how you can address one of these injustices.

Or:

- Decide on some practical action that you can take to challenge an injustice such as homelessness or racism. For example you could write to your MP, start a petition.

#### M1T2

Choose one of the following activities, and complete in pairs or in small groups:

- 1 Approach someone new in your local residential home for the elderly [link to pdf 1.1.3.a]
- 2 Approach someone new in the homeless project you may be involved in [link to pdf 1.1.3.b]
- 3 Approach someone new at the event you have organised in your parish or school for any local vulnerable group of people [link to pdf 1.1.3.c]
- 4 Approach someone new in your local Church.[link to pdf 1.1.3.d]

#### M1T3

Choose one of the following:

- 1 Organise a talk or presentation with younger years on the topic of internet bullying
- 2 Organise a display at your parish or school on topics which teens or children struggle with which points out good and bad choices, highlighting which is which and why (in the context of the Learning in this topic)

#### M1T4

Choose one of the following:

- 1 Visit your local residential home for the elderly and ask them about God, sharing with them something positive about the effect of Christ in your life.
- 2 Ask someone you know who is a practising Christian about their faith.
- 3 Contact your local synagogue and ask to help them with a Mitzvah Day.

#### M1T5

Choose one of the following:

- Organise a sponsored walk and clear up
- Organise a charity car wash for SVP

#### M1T6

Choose one of the following:

- 1 Learn the Our Father in sign language, and video-record it!
- 2 Learn some non-verbal communication skills, and teach them in a presentation!
- 3 Study the meaning behind some or all of the gestures we make at Mass and present it to younger people!

#### M1T7

Spilt into pairs if possible and choose one of the following:

- Write letters of appreciation to street cleaners or the homeless
- Listen to the Elderly, record their stories, "This is me" scrapbook

### Module 2 – A Servant Heart – Leadership Development

#### M2T1

Choose one of the following:

- Run a planning meeting for a SVP activity of your choice



- Run a planning meeting for an afternoon tea party for elderly people.
- Run a planning meeting for a SVP fundraising car boot sale (or ebay sale)

### M2T2

A series of scheduling activities highlighting the necessity of prioritising

### M2T3

Contact your nearest local adult SVP Conference President, interview him or her about their experiences about Conference Leadership, ask and makes notes on what they have found useful and what has not worked.

### M2T4

Either:

**A** Interview your parish SVP Conference Secretary, or if your parish does not have an SVP group, your school PTFA/PTA secretary (it is the person who organises and takes the minutes of the meetings you need to interview). Ask them to tell you about what their role entails, how they set about doing the various aspects in a timely manner and to deadlines plus any tips and hints they can give you to develop your own life skills in this area. Make notes on what they tell you.

Or:

**B** In small groups devise a series of short sketches (improvisations) of a typical B-Attitudes meeting in which an event is being planned. Assign one person to act as Secretary to each event. Each person must fulfil all the tasks of the Secretary (make an agenda, circulate it before your 'meeting', take minutes, circulate them after the 'meeting') for their 'event meeting' sketch.

### M2T5

Prepare a budget for an imaginary afternoon tea for the homeless (target guests: 50). In order to determine how much needs to be raised to fund this project complete an expense budget.

### M2T6

Either individually or in small groups, create a short (no more than 3 minutes) presentation on what it means to be a



Vincentian. Make sure you read the guidance for this activity so you don't leave anything out. Present to your larger group. Record the presentation and watch it back so you can analyse how it went.

### M2T7

Organise a parish Thanksgiving Youth Mass for the Society of St Vincent de Paul, past, present and future. Liaise with your nearest local parish and include refreshments after Mass so that you can talk to parishioners and have a display of your B-Attitudes group and general information about the SVP.

## Module 3: Heart to Heart - Creative Development

### M3T1

Choose option 1 or 2:

- 1 Write to someone in your parish who is housebound.
- 2 Write to someone who is homeless or a refugee.

### M3T2

Pick one of the following three activities to do this week:

- Make a film
- Shoot a dozen photographs
- Paint a portrait

### M3T3

Either: Write a song and share it"

Or: Organise a charity busk

### M3T4

Option One: Plan a sporting event to raise money for and awareness of your work and the work of the Society of St Vincent de Paul.

Option Two: Organise some form of sport with those you serve according to their abilities.

### M3T5

Either:

- Using technology and the principles of gamification create a plan for a

technological way of raising awareness of the issues of either homelessness, loneliness, mental health issues, or poverty. If you can create the technology even better! Include comments on the ethical issues raised and how they are answered.

Or:

- Create a plan for a technology which will help either the environment or human beings. Include comments on the ethical issues raised and how they are answered.

### M3T6

Create a new media campaign to tackle a local issue in your area from the following choices: loneliness, dementia, homelessness, alcoholism, drug addiction, bullying, mental ill health.

### M3T7

Either:

Make a soup and sandwich lunch for a group of older people. You can usually arrange this through your local Catholic parish. Make the event sociable by playing music.

Or:

Invite an organiser from your local food bank to come and give a presentation about their work and the impact it makes on the town. Make pizzas for the attendees.

## Module 4 – Passion for Compassion – Catholic Social Teaching

### M4T1

Choose one of the following:

- Thinking locally - Supporting the local food Bank  
Ask your local church or community food bank what food items they are in need of. Organise several collections and arranged for goods to be distributed.
- Thinking Globally – giving an Assembly or Parish Talk  
Your Mission is to prepare an assembly or Parish Talk on Global Poverty. In order for this to be successful, a Plan of Action is needed.

### M4T2

Reflection exercises on making a difference

### M4T3

Organise a campaign to highlight Catholic concerns in your local area.

### M4T4

Conduct a research project into the issues that affect your own local social environment.

### M4T5

- Option 1: Organise a collection of sanitary products, toiletries for both men and women, and new underwear, Arrange to pass these on to the homeless via a homeless adult charity. Your adult SVP Conference in a local Catholic parish will be able to hand out the items at a homeless outreach.
- Option 2: Choose a corporal work of mercy and carry it out.

### M5T6

Either:

- Identify lonely elderly members of your Parish or Local Community either living at home or in Care. Arrange to visit them and befriend (become a friend to someone in need) on a regular basis. If the visits are to a care home, you may want to help with many of the clubs that are run there, at weekends or school holidays

Or:

- Get permission to plan and set up a Friendship Group in school to befriend pupils, who are finding life difficult at present and are at times Socially Excluded. If mentoring groups already run, this could be an extension once or twice a month at lunchtimes.



### M5T7

Create a Power point for an assembly which outlines the differences between material, social and spiritual poverty. Within the power point answer the question: How might the traditional practices of Lent help to address these kinds of poverty in ourselves and in others? If you can, give the assembly in your school. If this is not possible, give the power point within your svp group and ask for people's feedback. Receiving feedback will help build your life skill of resilience!

## Module 6 – Be Fruitful – Live like a Vincentian – Faith Development

### M6T1

Choose one of the following and put it into action:

- Share The Faith
- Share affirmations

### M6T2

Create a power point about scripture, tradition and magisterium relating it to Bl. Frédéric Ozanam

### M6T3

Either:

- Pray the way of the Cross with Blessed Pier Giorgio Frassati.

Or:

- Make your charitable action a witness of faith! Raise awareness of those in countries that are struggling due to their faith being oppressed. Aid to Churches in Need raise monies for those in this situation. ([www.acnuk.org/what-we-do](http://www.acnuk.org/what-we-do)). (Caution on our fundraising procedures)

### M6T4

Do a 'mini-Lent', practicing self-discipline, for a period of three days.

### M6T5

Research Project. Either:

- Research how your local Catholic parish lives out the missionary mandate as outlined by Jesus Christ and repeated throughout the ages through the Church

Or:

- How can you as a Young Vincentian, or your B-Attitudes group fulfil this missionary mandate? (Links given to how to do this liaising with other SVP groups)

### M6T6

Create a short (2min) vlog which explains what it means to be a Young Vincentian.

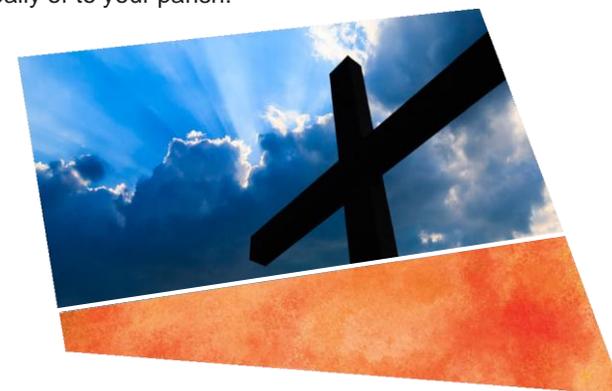
### M6T7

Choose one of the following:

- 1 In small groups plan and put on a tea party for the lonely in your area.
- 2 As one large group plan a Christmas/Easter/Summer party for a group in need in your area. This could be for example a group living in a hostel (refugees, asylum seekers); you could liaise with your local Caritas group for a group, e.g. homeless, families in need, dementia patients in a local nursing home
- 3 Arrange a visit to a Children's hospital or hospice and put on some entertainments for the families.

For each of the above, in light of the content of this topic as a whole, prepare a short speech or presentation explaining what your group is and why you do what you do.

Ask at your chosen event if it is possible for you and the group to give the talk/presentation. If it is not possible, present it to your school in a whole school assembly ideally or to your parish.



## 11. Certification

The SVP will award webapp participants certificates corresponding to the Modules that they have completed. We will need to see proof that the young people have engaged with the material in two ways:

- By giving feedback on the webapp itself; either using their own logins, or by group login through the Vincentian Coordinator's account.
- The Vincentian Coordinator emails the Young Vincentians team at the National Office between April and May with a general breakdown of the usage of the webapp during any group sessions.

Certificates will be issued for the completion of a whole module, when all the topics in one module have been completed.

## 12. Credits

The SVP are thankful for the inspiration from almighty God to create this B-Attitude Life webapp. We are also grateful to all contributors, but particularly the core team for all of their contributions toward the project...

### A. Core Team

Online content and User Experience Coordinator: **Teresa Kehoe**

Teresa has coordinated the writing and creation of the basic 'Learn' and 'Love' section content on the webapp, contributing some material herself. She is a:

- Freelance Writer, Speaker and trainer for various organisations such as Ten Ten Theatre, Higher Education Institutes and Catholic dioceses as well as a lecturer in catechesis at Oscott Seminary.
- Ex-Trustee of the Kenelm Youth Trust, appointed by the then Archbishop

Vincent Nicholls, to be part of a new team to lead and manage youth ministry for the Archdiocese of Birmingham.

- Experienced in website projects: responsible for managing content development.

Project Management and Technical Development: **AFB Consulting LTD** (Team of 2)

Project Manager and developer: **Ana Ferrer-Bonsoms**

Ana has been responsible for ensuring that the project keeps to deadlines and has overall responsibility of delivering the technical and design side of the project online.

- Owner and developer of the iGro App, a mobile App that promotes development of 'Soft' or 'Life' skills. It is a complete education platform for both students and teacher with a sole focus on delivery of key skills messages on how students can learn, develop and improve.
- Project manager of the V.me pilots across Europe for Visa Europe Ltd.
- Acting Head of Business Planning and Analysis for RBS

Technical development and programming: **Paula Mendiburu-Aletti**

Paula has been responsible for coding the webapp, ensuring each element of multimedia functions correctly within the webapp.

- Studied Biochemistry in Spain and soon after came to the UK to perfect her English. While in the UK she became interested in web and mobile technologies, and did a web and app development course in London.
- She has been responsible of "translating" the user interaction sections into the web-app, and has configured Moodle to be used by SVP. She has built websites for a number of organisations, and you can access her portfolio at: [paolamendiburu.com](http://paolamendiburu.com)

Interactivity Producer: **Emily Moore**

Emily has been the creator and 'translator' of all the written content and concepts into interactive digital elements in the webapp – particularly the interactive sections of the programme i.e. the 'Live' sections.

- Qualified Midwife
- TeenSTAR program Facilitator
- Extended team member for Youth 2000 since 2013
- Contributor to Youth SVP Liturgical resources
- Contributor to Young Vincentians resources in preparation for the Synod on Youth & Vocational Discernment, such as the 1833 booklet on Discernment

### b. Consultancy

Interactivity for Module 1: **Sarah de Nordwall**

- Researcher and then Assistant Producer of interactive environments for the top entertainment shows at BBC Entertainments Online 1999 to 2001.
- Schools and Youth Online Co-ordinator for the Commonwealth Institute and Action Aid project linking young people around the Commonwealth. UK Representative for Action Aid in Pakistan for conference on Art and Social Change.
- Freelance Creative workshop leader for Pilgrim Hearts and the Bard School - working with homeless, ex-addicts in re-hab and ex-prisoners, NEETS, Youth Workers, School Chaplains, those in Post-Ordination Training and a large array of varied audiences, developing creativity in a prayerful environment.

Curriculum advisor: **Olivia Lavelle**

- Presently supporting KS3 & KS4 students with curriculum needs. Assisting with implementation of new GCSE RE Syllabus'

Doctrinal & Catechetical advisor: **Teresa Kehoe** (as above)

### c. Freelancers

Writer: **Camilla Goodman**

- Experienced RE teacher and exam marker for GCSE/A Level RE.

Writer: **Margaret Wickware**

- Experienced catechist and speaker in the Archdiocese of Westminster; co-author of a series of faith formation books for families written for the same diocese.

Writer: **Callum Moore**

- Experienced Youth Worker currently working for Westminster youth diocesan services. Previous experience at 2 retreat centres within the UK working specifically with teens aged 14-18.

Writer: **Thomas Mannion**

- Youth worker with a specialism in teens aged 14-18.

Writer: **Xanthe Vanderputt**

- Experienced Youth Worker and diocesan leader of youth work based at Salisbury. Previously worked as a Street Pastor, which included work with disaffected and homeless teens.

Writer: **Olivia Lavelle**

- Experienced RE teacher and ex schools counsellor. Has worked extensively with teens aged 14-19 who had mental health issues and were victims of abuse. Current specialism with RE is working with disaffected and disengaged youth.

Writer: **Peter Kehoe**

- Experienced young professional filmmaker currently working on a variety of projects - corporate, feature, advertising, music videos. Has filmed for Save the Children and other charities.

Writer: **Mark Lambert**

- Experienced parish Confirmation catechist and Catholic blogger.

Writer: **Mark Nash**

- Director for the Centre of Catholic Formation, Archdiocese of Southwark. Mark is an experienced catechist and Catholic author.

Writer: **Dominic Cunliffe**

- Youth Worker for Westminster Diocese Youth Ministry. Dom is a talented musician working with teens evangelising through Catholic Praise and Worship.

Writer: **Angela Woods**

- Experience parish catechist and youth leader.

#### d. Funders

##### **The Mercers Company**

Experienced

##### **Sisters of the Holy Cross**

Experienced



## 13. Copyright disclaimer

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## 14. Contacting us

We have made every effort to provide a pleasing and workable training programme for your teens. If you need to report in any problems with the webapp, please contact us using the following details:

### Young Vincentians

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**Email:** [youngvincentians@svp.org.uk](mailto:youngvincentians@svp.org.uk)

**SVP website:** [www.svp.org.uk](http://www.svp.org.uk)

**SVP B-Attitude Life webapp:** [svp-b-attitudelife.online](http://svp-b-attitudelife.online)

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