

Module 1: WHO SAYS?

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Module 1: WHO SAYS?

Topic one: **types of authority**

to the teacher

The aim of this topic is to help pupils understand the things which influence their lives. They may not recognise some of these. They may be ashamed of some. Do they go along with the crowd? What are the things they are willing to make a stand on? What are they out for?

topic development

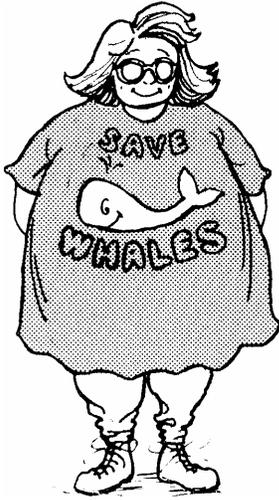
Use **worksheet 1** page 2 - **How do you choose?** - As this includes designing a personal T shirt, it could be a cross-curricular venture between yourself and the C.D.T. or Art Department.

or Provide large sheets of paper on which each pupil can lie to have his/her outline drawn by a friend. These outlines should then be filled in with pictures or words which mean something to them personally.

Use the results of this work to draw out in discussion the influences on their lives:

- What they see on T.V.
- Influence of pop stars or sporting heroes/heroines
- The dictates of fashion
- Peer-pressures. Are they willing to act, dress or think differently from their friends?
- What they hear/see at home or in school

Help the class to see how much these things affect their lives, some for good and others less helpfully. They can then be aware that they have a choice.



HOW DO YOU CHOOSE?

T-shirts come with all sorts of designs. Some are souvenirs from different places. Some have serious or funny messages. Others have pictures of people and some just have patterns.

What kind would you wear?

Any kind? Favourite team or pop singer(s)?

One from a place you've visited?

Funny message?

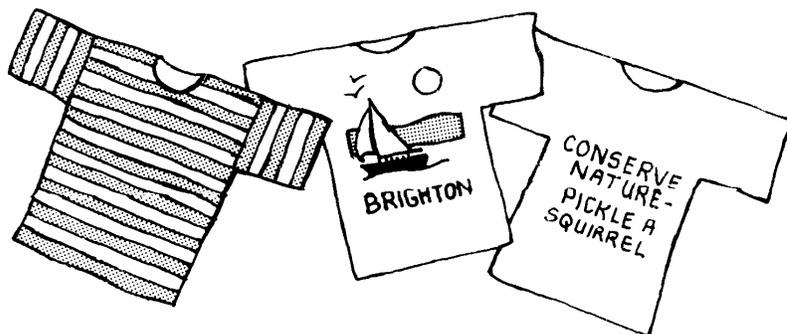
Serious message?

Do you have a T-shirt with a message? Yes?

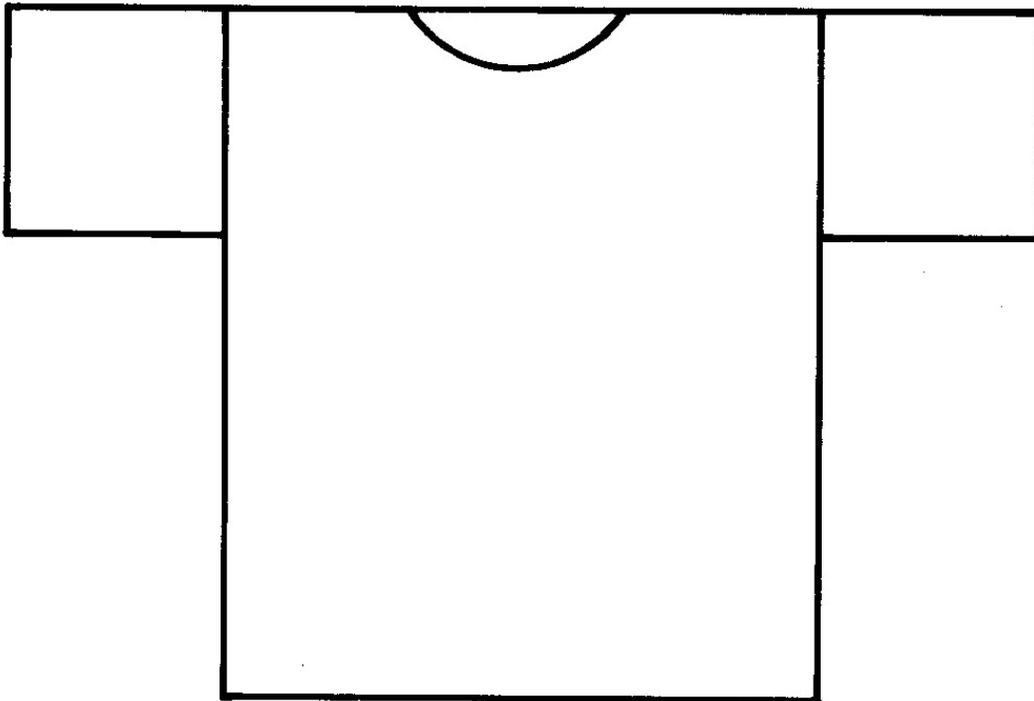
No?

Write down some of the things you've seen on T-shirts.

What is your favourite message on a T-shirt? If you haven't seen one that you like, make up the message you would like to see on T-shirts. It could be serious or funny.



Design a T-Shirt which shows other people what is most important in your life. You can use words, pictures or patterns, but remember that the best designs are simple ones.



Module 1: WHO SAYS?

Topic two: **types of authority** (continued)

to the teacher

Authority is often thought of merely in terms of teachers, parents, police etc. but there are many types of authority which make up the fabric of society. They derive from the following:

Expertise such as doctors or solicitors.

By appointment such as school principals etc.

In each of these cases the people have to earn the respect and trust of others but still have authority invested in them.

Consensus - agreement by the majority to obey rules for the mutual benefit of all concerned eg, in sports or the Highway Code.

Through the following activity the pupils will be led to explore:

- **What decides and forms our attitudes?** This is important as pupils may not always be aware how these are formed.

Some of this may be written work, but a discussion will probably yield the best results, if you are clear where it should lead. Pupils should be helped to form positive attitudes.

topic development

Ask the class to give examples of a) people they expect to obey them, e.g. younger brothers or sisters, and b) examples of authorities they voluntarily accept.

- referees or umpires in sport.
- doctors - because we need their help we usually accept the advice they give.
- conductor of band or orchestra if we play in one of these.

Have a general class discussion on what decides our attitude to authority:

- our experiences?
- our prejudices?
- what we hear other people say?
- what attitude we think we ought to have?

How do people earn our respect?
How can we gain others' respect?

activity

Some people choose to put their whole life under one particular authority e.g. if they go into the armed forces.

Hand out the **Oath of Allegiance** (page 8) and **worksheet 2** with the questions about it on pages 6 & 7.

project work

A higher authority?

The piece on Lord Shaftesbury (page 9) can be read as an example of someone whose life made a great impact on the society around him and about whom it was written, "... he devoted., .the great power of his mind to honouring God by serving his fellow men." (Eros Monument, Piccadilly Circus, London).

Pupils could then be encouraged to find out what motivated such people as:-
William Wilberforce, Elizabeth Fry, Martin Luther King...



Whose authority?

The dictionary says that authority is the 'power or right to enforce obedience'.

Read '**The Oath of Allegiance**' which is taken by men and women joining the Royal Air Force.

1. This oath gives a number of people the authority to command members of the Royal Air Force. List three of these people.
 - a)
 - b)
 - c)

2. What does 'as in duty bound' mean to you?

3. Who are the Queen's 'heirs and successors'?

4. Can you think of people who have put themselves under the authority of an organisation like the R.A.F. or a religion? Who?

Imagine you are a member of some group activity such as:-

a sports team/club

an orchestra

a mountain expeditionary force or.....

In the space below write and illustrate an **Oath of Allegiance** which you would be prepared to obey.

the Royal Air Force Oath of Allegiance



The Oath
of Allegiance

*I,, swear by Almighty God
that I will be faithful and bear true
allegiance to Her Majesty Queen Elizabeth The Second,
Her Heirs and Successors, and that I will as in
duty bound, honestly and faithfully defend
Her Majesty, Her Heirs and Successors, in Person, Crown and
Dignity against all enemies, and will observe and obey
all orders of Her Majesty, Her Heirs and Successors,
and of the Air Officers and other Officers
set over me.*

Attested at

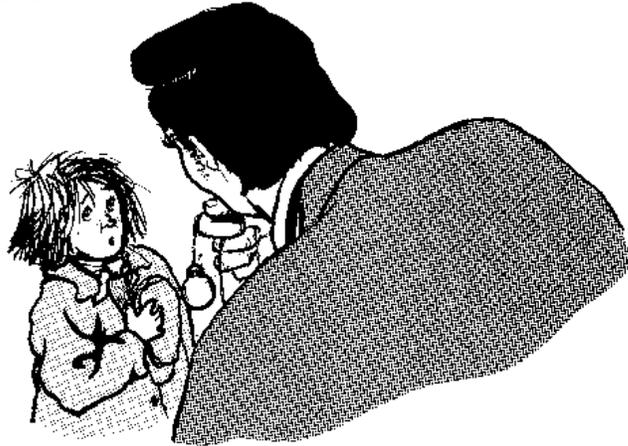
on the day of.....

.....
Attesting Officer



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The rugged pioneer



One day in the middle of the last century a horse-drawn cab drew up in front of a tall London house and two men got out. They dumped a wriggling sack on its doorstep and then jumped quickly into the cab and made off.

When the strangely moving sack was brought in and opened, it was found to contain a frightened small boy with a gold watch. It was one that had been stolen from Lord Shaftesbury a few days previously. The little boy was trembling. Would this tall man call the police or order a beating? But Shaftesbury knew all about the terrible conditions under which many East London children lived.... He looked at the boy. This gold watch was given me when I was about your age by the best friend I ever had', he told him. 'I am not going to ask how you came by it, but I am going to help you get some schooling and start a new kind of life.' He was as good as his word. (1)

Shaftesbury's principles were so universal that he became the champion... of all social reform... As the historian Bready says, 'Whenever Britons organised themselves to improve the health of children or the physical comfort of adults:... to shorten hours of labour and to provide Saturday half-holidays; to tear down slums and build decent houses, to suppress dens of vice and open up parks or recreation grounds;... to suppress grog shops and provide ample supplies of pure water - there stood Shaftesbury in the midst, a rugged pioneer, with jacket and waistcoat off, sleeves rolled up, and shoulders to the wheel.' In many fields he was the original pioneer, in others he came in to encourage others...

On his continual 'perambulations' through the darkest streets of London, he met thousands of unfortunates - men, women and children. Though he could not always remember their names, he never forgot his promises to them - or their needs.

On the Eros Monument, which was erected in his memory, with pennies collected in factory, mill and mine, is an inscription written by Gladstone:

During a public life of half a century he devoted the influence of his station, the strong sympathies of his heart and great power of his mind to honouring God by serving his fellow men, an example to his order, a blessing to his people and a name to be by them ever gratefully remembered. (2)

(Excerpts from (1) "Stories of Great Lives" edited by D.M. Prescott, Blandford Press, 1965, and (2) "Brave Men Choose" by Garth Lean, Blandford Press, 1977.)

Module 1: WHO SAYS?

Alternative topic two – drama activity: **types of authority** (continued)

to the teacher

Through this drama activity it is intended that pupils should be led to explore the different sources of authority in their lives and society as a whole.

The dictionary definition of **authority** is, "The power or right to demand obedience".

Whether people accept or reject authority often depends on:-

- their experience
- their prejudices
- what they have heard other people say

topic development

Having divided the class into groups, give each a different scenario either orally or in written form. Appoint a director for some of the groups, leaving the others without. Give them not more than five minutes to prepare their scene for performance in front of the class. While this is going on, note the acceptance or rejection of the appointed directors and the way in which those with no previously appointed director organise themselves.

suggested drama scenarios (next page - 11)

Ask each group to perform what they have prepared.

After as many scenes have been performed as the time allows, draw out from them what they learnt about authority from their particular scene. There may be one or two groups who have not been able to decide what to do in the given time of five minutes. The experience of those groups for whom you appointed a director will be somewhat different from the others. Were they more or less successful? Why?

Is there any alternative to one person being in authority in any given situation? What is it?

What gives us/others the right to assume authority?

drama scenarios

Parent/s are going out for the evening leaving the eldest looking after the others. Each brother/sister has a particular bedtime. One has a lot of homework to complete. What happens?

A disco in a cafe. Everyone is enjoying the party when the manager announces that a phone call has been received saying that a bomb has been placed in the building. Everyone is asked to leave quickly and quietly. Some persuade themselves that it is a hoax and light-heartedly refuse to leave immediately. What happens?

A group of trainees on high wires/trapeze at a circus. They are given certain rules by those in charge. One or more are deliberately disobeyed. What happens?

A has done something which all her/his friends think is mean. **B** calls them together and orders no one to speak to **A** until an apology is forthcoming. One person disobeys because he/she wants to find out why **A** did what he/she did. What happens?

A teacher has been involved in a car accident on the way to school. There is no teacher to take over for the first lesson so the class is asked to organise themselves for that period and go to the next-door teacher if they need any help. One or two of the class will not co-operate. What happens?

Module 1: WHO SAYS?

topic three – rules and laws

to the teacher

The aim of this topic is to help pupils understand the need for rules and laws and the importance of reaching a consensus.

For the purposes of this project the definitions sought are:

a rule - a regulation that is made for the good of that community.

a law - passed by Parliament which, if disregarded, may result in court action, fines or imprisonment.

Example: If you ride a bicycle up the school drive, when it is not allowed, you might get a detention. If you drive a car up on a one-way street, you could be caught by the police and taken to court.

topic development

a Introduce **worksheet 3** (pages 13/14)

In a democracy laws are drawn up and discussed by members of Parliament. This exercise will help you to think about which laws you think are important.

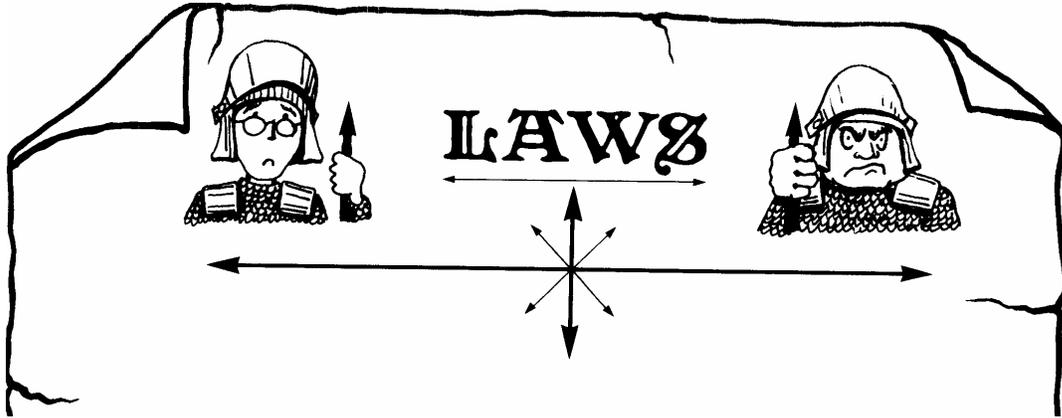
The pupils should answer question 1 on their own.

b Divide the class into groups to answer questions 2,3,4,5 and 6.

c Bring the class together in order to agree the final 10 laws which will preferably be those on the lists of more than half the groups. These should be written on the worksheet.

OR A mock Parliament could be held to pass one or more of these laws. To do this will take some research and preparation on behalf of the pupils.

N.B. It is essential to emphasise that the laws chosen do not in any way invalidate those which do not eventually feature.



You are drawing up laws for a country.

1. List **five** of the most important.

- a)
- b)
- c)
- d)
- e)

2. In your group compare the laws you have written.

3. Which of the laws suggested by others are you prepared to add to yours?

4. Which are you not prepared to accept? Why?

Module 1: WHO SAYS?

topic four: drama activity – **rules and laws**

to the teacher

The aim of these class drama exercises is to explore the application of written and unwritten rules/laws.

Elements that should be drawn out of these exercises are their application to:-

- personal behaviour
- group activity
- society

Each pupil should be encouraged to examine his/her own opinions in the light of this experience and to express conclusions either verbally or in writing.

topic development

The following scenes can be done by the whole or half the class without much preparation on their part.

- Form a queue with one person/a group coming in and trying to get ahead of others. Do this in two ways:
 - a) The queue jumper is being thoroughly selfish.
 - b) The queue jumper is in a hurry because of some urgent situation involving someone else's welfare.

discuss

What difference was there in the attitude of the people in the queue? What difference was there in the way the queue jumper/s approached those in the queue?

- A group of friends drive into a car park where, after some discussion, they decide not to buy a ticket. (The decision is not unanimous.) On their return they discover they have collected a fine. What should those who thought the original decision was wrong do now?

discuss

What would happen if everyone tried to cheat official authorities? What should those who thought a fee should be paid do if no ticket were found on the car?

Choose one of the following which both illustrate the same point.

- A group on a school outing are occupying all the seats in a train carriage when an elderly person gets on. There are two seats which are supposed to be given up if someone like this needs it.
- In a place where there are clear **NO SMOKING** notices, one person lights up. Show how other people react.

discuss

Often such rules are made to remind the public to think for others. Why are such notices necessary? Should there be such rules? Why? Are there such rules in the school or in the town? What is the best way of persuading people to obey rules?

- Some pupils have asked a teacher to help them with something in the lunch hour.
 - a) The teacher arrives at the arranged time but the pupils arrive late.
 - b) The pupils arrive on time and the teacher arrives late.

discuss

What is the difference in the way the situation was resolved? This is a personal matter. No written law is being broken but if we give our word do we reckon to stick by it? Under what circumstances do we sometimes break our word? What do we owe to the person to whom we gave our word? What do we feel when others break their word to us?

alternative topic four - project work

to the teacher

Worksheet 4 - **Who Says?** (page 17) - gives a choice of activities the pupils can do at home. They are being asked to look out for the application of rules or laws in board games or from road signs etc. and are given some questions to answer. This could lead to a presentation to the class or a montage for the classroom wall. You may wish to limit the choice to two or three of those suggested. It would be most effective if not everyone did the same project!

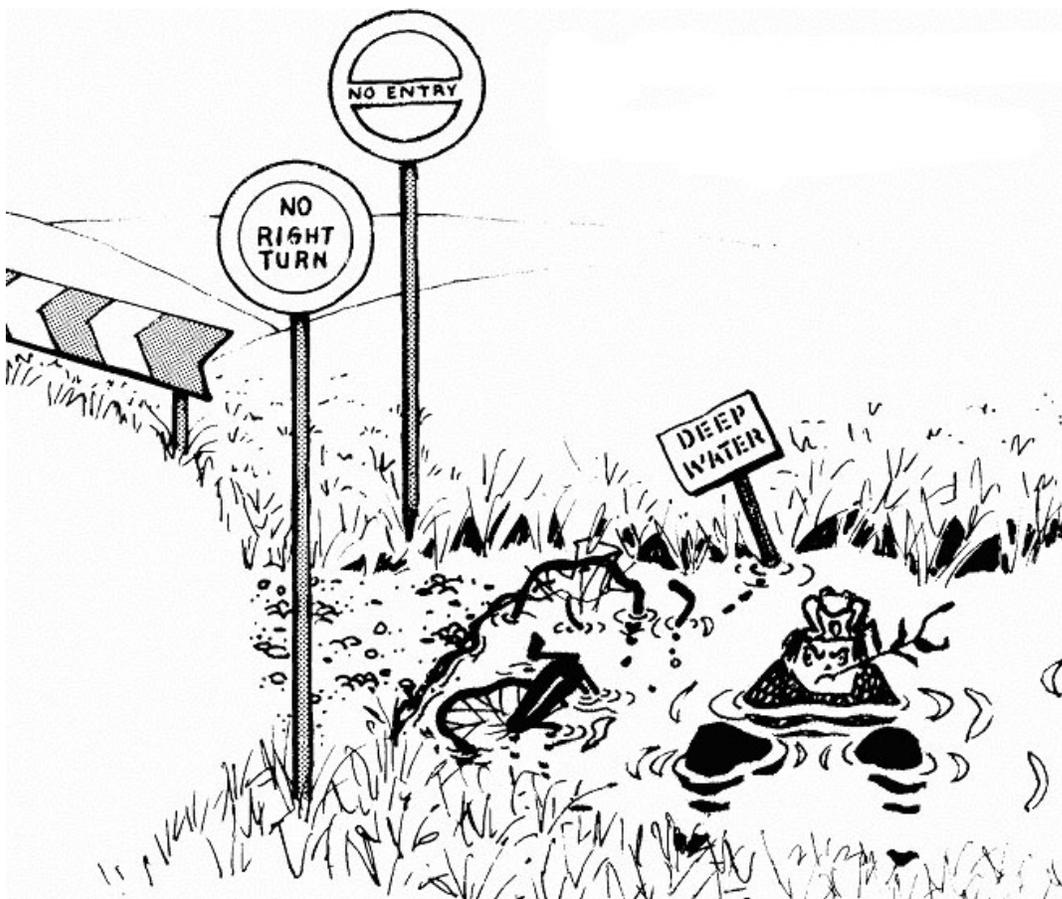
WHO SAYS?

choose one of the following

- Look out a board game. Read and write down 10 rules. Are they all important if the game is to work? Why?
- From the Highway Code list some important rules for cyclists. What would happen if these were disobeyed?
- Find and read the Ten Commandments in the Bible. (Exodus Chapter 20) Either write them in your own words or find a modern translation. Which ones still appear in our laws today or in what we believe is the right way to treat people?
- Discuss with your parents the rules they had as children and compare them with the rules you have at home now. Write the two lists down.
- In newspapers look for the laws that are being discussed in parliament or are mentioned in articles about people who have broken laws. Cut the articles out and stick them on a sheet of paper, writing beside them which laws they are.
- On the way home look out for any laws/rules you see indicated in public places and make a note of where they are. When you reach home, draw them and explain what they mean and why they were there.

answer the following questions

- a) What are the differences between rules and laws?
- b) What have you learnt about how rules and laws are used?
- c) Why are rules and laws necessary?



Module 1: WHO SAYS?

topic five – right and wrong

to the teacher

This activity should lead the pupils to a deeper understanding of the moral law which underlies much of our culture and ensures the freedom with responsibility which is enjoyed in a democracy.

The quotations below which are used for this topic are taken from a book by C.S. Lewis in which he says that such phrases or accusations can quite often start a quarrel because each person is trying to prove he/she is in the right and that the other is wrong.

"It looks," he says, "very much as if both parties had in mind some law, or rule of fair play or decent behaviour or morality or whatever you like to call it, about which they really agreed. And they have. If they had not they might, of course, fight like animals, but they could not quarrel in the human sense of the word. Quarrelling means trying to show the other man is wrong. And there would be no point in doing that unless you and he had some sort of agreement as to what Right and Wrong are; just as there would be no sense in saying that a footballer had committed a foul unless there was some agreement about the rules of football."

topic development

Without any previous discussion, give each of the following phrases to a group or in pairs and ask them to create a scene around it.

It would be best to leave comment until the end of all the scenes.

- 'How'd you like it if someone did the same to you?'
- 'That's my seat, I was there first.'
- 'Leave him alone, he isn't doing you any harm.'
- 'Why should you shove in first?'
- 'Give me a bit of your orange; I gave you a bit of mine.'
- 'Come on, you promised.'

OR read the passage from C.S. Lewis **Fair Play** (resource sheet 3 - page 20).

Discuss

What excuses are given to explain their behaviour by those to whom these remarks are made?

Why do they feel it necessary to make excuses?

What are they taking for granted in expecting certain behaviour from each other?

What makes something right or wrong and how do you know?

introduction to topic six

This topic can be found on pages 26/27. It consists of a story to be read with questions to answer orally or in written form.

The aim of this topic is to help clarify the reality and application of conscience and the moral and spiritual guidelines which need to be considered in this context.



Everyone has heard people quarrelling. Sometimes it sounds funny and sometimes it sounds merely unpleasant; but however it sounds, I believe we can learn something very important from listening to the kind of things they say. They say things like this:

"How'd you like it if anyone did the same to you?" - "That's my seat, I was there first" - "Leave him alone, he isn't doing you any harm" - "Why should you shove in first?" - "Give me a bit of your orange; I gave you a bit of mine" - "Come on, you promised." People say things like that every day, educated people as well as uneducated, and children as well as grown-ups.

Now what interests me about all these remarks is that the man who makes them is not merely saying that the other man's behaviour does not happen to please him. He is appealing to some kind of standard of behaviour which he expects the other man to know about. And the other man very seldom replies: "To hell with your standard." Nearly always he tries to make out what he has been doing does not really go against the standard, or that if it does there is some special excuse. He pretends there is some special reason in this particular case why the person who took the seat first should not keep it, or that things were quite different when he was given the piece of orange, or that something has turned up which lets him off keeping his promise. It looks, in fact, very much as if both parties had in mind some kind of Law or Rule of fair play or decent behaviour or morality or whatever you like to call it, about which they really agreed. And they have. If they had not, they might, of course, fight like animals, but they could not quarrel in the human sense of the word. Quarrelling means trying to show the other man is in the wrong. And there would be no sense in trying to do that unless you and he had some sort of agreement as to what Right and Wrong are; just as there would be no sense in saying that a footballer had committed a foul unless there was some agreement about the rules of football.

Each man is at every moment subjected to several different sets of laws but there is only one which he is free to disobey. As a body, he is subjected to gravitation and cannot disobey it; if you leave him unsupported in mid-air, he has no more choice about falling than a stone has... That is, he cannot disobey those laws which he shares with other things; but the law which... he does not share with animals or vegetables or inorganic things is the one he can disobey if he chooses.

I know that some people say that the idea of a Law of nature or decent behaviour known to all men is unsound, because different civilisations and different ages have had quite different moralities.

But this is not true... If anyone will take the trouble to compare the moral teaching of say, the ancient Egyptians, Babylonians, Hindus, Chinese, Greeks and Romans, what will strike him will be how very alike they are to each other and to our own.

Excerpt taken from pages 15 & 16 of 'Mere Christianity' by C.S. Lewis (Fontana Books paperback published by Collins)

Module 1: WHO SAYS?

alternative topic five – **universality of right and wrong**

to the teacher

This activity will help to establish the universality of certain basic ideas of right and wrong. It should lead the pupils to a deeper understanding of the moral law which underlies much of our culture and ensures the freedom with responsibility which is enjoyed in a democracy.

From **worksheets 5 & 6** (pages 22 & 23) emphasise:

- The age-span of these truths - from several centuries B.C. (e.g. Ancient Jewish, Hindu scriptures) through to the present day
 - their wide geographic spread
 - the common agreement on things which are right and wrong
-

topic development

Give class **worksheet 5** (page 22) and **worksheet 6** (page 23) and **resource sheet 4** (pages 24/25).

Answers to map question on worksheet 5 are:-

1. Norsemen
2. Greeks
3. Confucius
4. Hindus
5. Australian Aborigines
6. Founder of Buddhism
7. Mohammed
8. Jesus
9. American Indians

when completed, discuss

- What do you notice about what different religions say about the same subjects?
 - What situations are caused in the world because people do not follow these ideas?
 - Does the way we live affect the people around us? Does it matter if we lie or cheat or are unkind?
-

please note

Introduction to **topic six** is to be found on **page 19**



Put the following by the correct number under the map:

- Greeks
- The Founder of Buddhism
- Hindus
- Jesus
- Norsemen
- Mohammed, who wrote the Koran
- Confucius
- American Indians
- Australian Aborigines

WHAT'S RIGHT?

From **illustrations of right and wrong from world religions** (resource sheet 4) answer the following questions:

1. What do the Buddhists say about honesty?
2. What do the Hindus say about your thoughts?
3. What does the Koran say about loving people?
4. What does Confucius say about how to treat people?
5. What is the American Indians' attitude to less fortunate people?
6. What does the word 'reproach' mean?
7. How do you think these people knew that all these things were either right or wrong?

illustrations of right and wrong from world religions

honesty



Do not steal. (**Ancient Jewish - Exodus 20, v15**)

Choose loss rather than shameful gains. (**Greek-Chilon**)

Let him not steal nor tell a lie. (**Buddhist**)

Those in whom there is no deceit, untruth or bad faith, who live in steadiness, purity and truth, theirs are the radiant regions of the sun. (**Hindu - Upanishads**)

Then throw off falsehood, speak the truth to each other, for all are parts of one body. The thief must give up stealing and instead work hard and honestly with his own hands that he may have something to share with the needy. (**Christian - St. Paul**)



Do not commit adultery. (**Ancient Jewish - Exodus 20 v14**)

I saw in Nastrond (hell)... beguilers of others' wives. (**Old Norse**)

Let one therefore keep the mind pure, for what a man thinks he becomes. (**Hindu - Upanishads**)

The thoughts of an impure heart are topsy-turvy for it sees reality upside down. (**Buddhist scriptures**)

A weak person goes where he is smiled at. (**African - Herero**)

Sin neither openly nor in secret. (**Muslim - Koran**)



Love thy wife studiously. Gladden her heart all thy life long. **(Ancient Egyptian)**

Every good man, who is right-minded, loves and cherishes his own. **(Greek - Homer)**

Return love for great hatred. **(Taoist)**

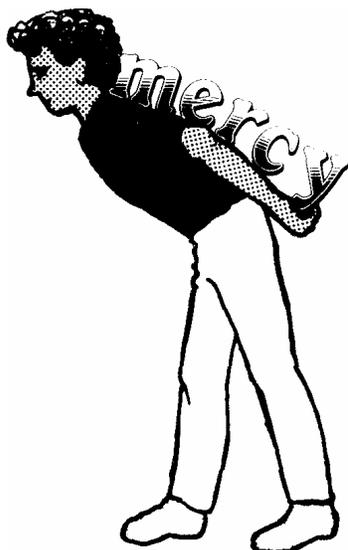
Requite evil with good and he who is your enemy will become your dearest friend. **(Muslim-Koran)**

Never do to others what you would not like them to do to you. **(Ancient Chinese - Confucius)**

Men were brought into existence for the sake of men that they might do one another good. **(Roman-Cicero)**

If a man in authority makes you go one mile, go with him two. **(Christian - Matthew 5 v 41)**

Whenever the soul has thought of 'I' and 'Mine' it binds itself with its lower self as a bird with the net of a snare. **(Hindu - Upanishads)**

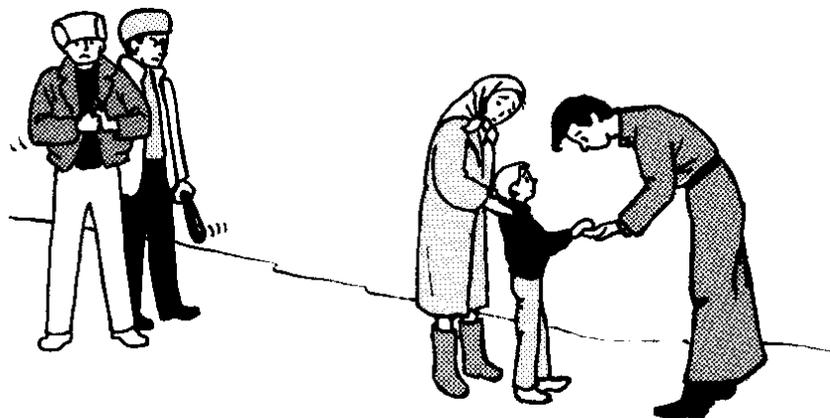


You will take care of widows, orphans and old men, never reproaching them. **(American Indian)**

In the Dalebura (nomadic) tribe a woman crippled from birth was carried by the tribes-people in turn until her death at the age of 66yrs.. 'They never desert the sick'. **(Australian Aborigine)**

FATHER JERZY POPIELUSZKO

R1-M1-resource sheet 5



In October 1984 the body of Father Jerzy was dragged from a reservoir in Poland. These words were written about him after the news was heard.

*To the mother of a murdered son
you were a son,
to the families abandoned and forsaken
you were a brother.*

*to the old
you were a reminder of their once noble
youth,
to Warsaw and to Poland
you gave a hope and a heart.*

So why was he murdered and by whom?

Jerzy was born in a remote village near the USSR border where the conditions were very primitive. Their house had two rooms, only one of which was heated by a stove; all the family slept in this one room in winter. There were five children. They all had to help in the home and in the fields.

When he was 18 years old Jerzy went to study for seven years. He had chosen to become a priest. Most people would think that was a safe job. It was far from safe in Poland at that time. The government was trying all the time to destroy the church. It did not want the people to listen to any ideas but those of communism.

After his training and two years of compulsory military service Father Jerzy worked in two churches. He was never strong and was in hospital twice with serious illness. His ill health meant he should have led a quiet life,

but he was always involving himself with others' needs.

Father Jerzy was invited to preach on basic human rights all over Poland. He is specially remembered for the way he helped the workers in the factories of Warsaw giving them great spiritual and moral support. One Sunday in August 1980 he was asked to take a religious service for the men on strike inside the steel works. From then until his death he stood by these men as they fought for fair treatment. Also, to help people express their feelings for Poland, he started a special 'Mass for the Fatherland'. Each month people from all over the land came to take part in the worship.

The authorities began to attack Father Jerzy although his only crime was to preach love and forgiveness. His small flat was damaged, his car followed. Though the workers set a watch to protect him, he was arrested and charged with having arms and anti-government papers. This was not true and he was released. After that he was often arrested and questioned but this did not stop him from doing what he believed to be right.

On 19th October 1984 his car was stopped by the secret police. Father Jerzy was bundled into the boot. He was tortured for several hours, badly beaten, tied up and thrown into a reservoir.

In killing him his enemies believed they could kill the truth for which he stood but eventually it was courageous living like this which broke the stranglehold of fear and dictatorship in Poland.

Discuss or write the answers to the following questions

1. If you have told lies and someone starts telling the truth, how do you feel? What do you do about it?
2. Who were Father Jerzy's friends?
3. What ideas did he try to spread?
4. Why did he make enemies?
5. Imagine you were a friend of Father Jerzy. What would you have advised him to do after he was released the first time? Why?
6. Do you think he would have taken your advice? Why?

People like Father Jerzy who have been imprisoned under dictatorships are called "Prisoners of Conscience" because their only "crime" has been to obey their consciences. What does this mean? In Father Jerzy's case his conscience was guided by the fact that he was a follower of Jesus. He had therefore decided to live the way Jesus lived and to follow his teachings such as:-

"It is said, 'You should love your neighbour and hate your enemy' but I say, love your enemies and pray for those who persecute you."

This comes from the Bible in Matthew Chap.5 starting from verse 21. Why not read this and then write down the things that would change if you and your friends lived out what is written there.

how about it?

If you are of a faith other than Christian, see what is in your scriptures which can help to guide your conscience and therefore your actions.