

Contents

Introducing the Living in Christ Series.....	7
--	---

Unit 1: What Do We Mean When We Talk about "Church"? 16

Overview	16
----------------	----

Student Book Articles Addressed in this Unit:

Article 1 - The Meaning of Church	
Article 9 - The Holy Spirit Gifts the Church	
Article 10 - The Mission of the Apostles	
Article 11 - Spreading the Gospel	
Article 12 - Persecution and Martyrdom	
Article 13 - The Church is the People of God	
Article 14 - The Church is the Body of Christ	
Article 15 - The Church is the Temple of the Holy Spirit	
Article 39 - The Church and Hierarchy	
Article 52 - Called by God to Belong to the Church	
Article 53 - Christ Enriches Us through Participation in the Life of the Church	
Article 54 - Called to Community	

Learning Experiences	20
----------------------------	----

Handouts	36
----------------	----

Unit 2: What Is the Origin of the Church? 56

Overview	56
----------------	----

Student Book Articles Addressed in this Unit:

Article 2 - God's Call to Israel Foreshadows the Church	
Article 3 - Christ Instituted the Church	
Article 4 - Introducing the Holy Spirit	
Article 5 - Pentecost: The Church Revealed to the World	
Article 6 - The Meaning of Pentecost	
Article 7 - The Holy Spirit Animates, Sanctifies, and Builds the Church	
Article 8 - Life according to the Holy Spirit	
Article 9 - The Holy Spirit Gifts the Church	
Article 10 - The Mission of the Apostles	
Article 11 - Spreading the Gospel	

Learning Experiences	60
----------------------------	----

Handouts	73
----------------	----

Unit 3: The Church Is a Mystery 86

Overview	86
----------------	----

Student Book Articles Addressed in this Unit:

Article 20 - Why is the Church Holy?	
Article 33 - The Fullness of Truth and Salvation	

Article 44 - The Evangelical Counsels	
Article 45 - The Mission of the Laity	
Article 46 - The Work and Vocation of the Laity	
Learning Experiences	90
Handouts	102
Unit 4: The Church Is One, Holy, Catholic, and Apostolic	120
Overview	120
Student Book Articles Addressed in this Unit:	
Article 16 - The First Mark of the Church	
Article 17 - Bonds of Unity	
Article 20 - Why is the Church Holy?	
Article 21 - The Church Makes Us Holy Through God's Grace	
Article 25 - The Meaning of the Word Catholic	
Article 26 - Catholicity: The Fullness of Christ in the Church	
Article 27 - The Church's Relationship with All People	
Article 28 - Universality and Diversity	
Article 29 - The Apostles Continue Jesus' Mission	
Article 30 - Apostolic Tradition	
Article 31 - The Successors to Peter and the Apostles	
Article 32 - The Apostolate of the Laity	
Learning Experiences	124
Handouts	136
Unit 5: The Church Carries Out Its Mission	150
Overview	150
Student Book Articles Addressed in this Unit:	
Article 38 - The Church and Evangelization	
Article 39 - The Church and Hierarchy	
Article 40 - The Pope: Visible Head of the Church	
Article 41 - The Role of the Bishops in the Church Hierarchy	
Article 42 - The Priesthood	
Article 43 - The Diaconate	
Article 45 - The Mission of the Laity	
Article 46 - The Work and Vocation of the Laity	
Article 47 - The Consecrated Life: Religious Orders	
Article 48 - Other Types of Consecrated Life	
Learning Experiences	154
Handouts	166
Unit 6: The Church Is a Light to All People	188
Overview	188
Student Book Articles Addressed in this Unit:	
Article 18 - Wounds to Unity	
Article 19 - Ecumenism	
Article 22 - The Communion of Saints	

Article 23 - The Saints: Models and Intercessors	
Article 24 - Mary: Perfect Model of Holiness	
Article 34 - Salvation for Those Outside the Church	
Article 35 - Who Needs Organized Religion?	
Article 36 - Engaging the World	
Article 37 - Engaging Modern Culture	
Article 38 - The Church and Evangelization	
Learning Experiences	192
Handouts	204
Unit 7: The Church Interprets the Signs of the Time in	
Light of the Gospel	214
Overview	214
Student Book Articles Addressed in this Unit:	
Article 49 - The Magisterium	
Article 50 - Indefectibility and Infallibility	
Article 51 - The Magisterium and Truth	
Learning Experiences	218
Handouts	231
Unit 8: God Calls Us to Live as Disciples in the Church	246
Overview	246
Student Book Articles Addressed in this Unit:	
Article 52 - Called by God to Belong to the Church	
Article 53 - Christ Enriches Us through Participation in the Life of the Church	
Article 54 - Called to Community	
Article 55 - Sent as a Disciple	
Article 56 - Discipleship in Daily Life	
Article 57 - Empowered by the Holy Spirit	
Learning Experiences	250
Handouts	262
Appendix 1: Additional Resources	276
Appendix 2: Student Book/Teacher Guide Correlation	278
Acknowledgments	283

Unit 2

What Is the Origin of the Church?

Overview

This unit helps the students to understand that the Catholic Church is not a creation of mankind but was instituted by the Holy Trinity: ordained by God the Father, founded by Jesus Christ the Son, and guided and empowered by the Holy Spirit.

Key Understandings and Questions


Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Jesus instituted the Church to continue his mission; it is a community planned by God the Father, beginning with God's promise to Abraham.
- The Holy Spirit revealed the Church at Pentecost.
- The Holy Spirit inspired the Apostles' mission.
- The Holy Spirit gifts the Church for its mission and is present in and through it.

Upon completing the unit, the students will have answered the following questions:

- Did Jesus mean to found a Church?
- What happened at Pentecost?
- How were the Apostles brave enough to spread the Gospel after Jesus' death, Resurrection, and Ascension?
- What is the Holy Spirit's role in the Church today?

Student Book Articles

This unit draws on articles from *The Church: Christ in the World Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from "Section 1: The Church: Christ's Continued Presence and Work in the World," and are as follows:

- "God's Call to Israel Foreshadows the Church" (article 2, pp. 13–14)
- "Christ Instituted the Church" (article 3, pp. 15–19)
- "Introducing the Holy Spirit" (article 4, pp. 21–23)
- "Pentecost: The Church Revealed to the World" (article 5, pp. 23–24)

- "The Meaning of Pentecost" (article 6, pp. 25–26)
- "The Holy Spirit Animates, Sanctifies, and Builds the Church" (article 7, pp. 27–29)
- "Life according to the Holy Spirit" (article 8, pp. 30–32)
- "The Holy Spirit Gifts the Church" (article 9, pp. 32–36)
- "The Mission of the Apostles" (article 10, pp. 39–42)
- "Spreading the Gospel" (article 11, pp. 42–44)

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 2" (Document #: TX001446)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001447)
- handout "Unit 2 Test" (Document #: TX001452)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of Jesus by deepening their understanding of the Church. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain

Step 1: Preassess what the students already know about the early Church and the role of the Holy Spirit in the Church.

Understand

Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001446) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001447).

Explain

Step 3: Present the idea of covenants as God's promises to mankind as you help the students to understand that, from the beginning, God the Father had planned to have Jesus the Son found the Church.

Interpret

Step 4: Have the students create an advertisement about God's invitation to us: the call to abundant life.

Apply

Step 5: Guide the students in creating movie posters announcing the coming of the Holy Spirit to reveal the Church at Pentecost.

Apply

Step 6: Investigate the Pentecost account, the effect the Holy Spirit had on the development of the early Church, and ways the Holy Spirit can be experienced today.

Perceive

Step 7: Conduct an all-play exercise illustrating the power and guidance of the Holy Spirit during the Apostles' mission to spread the Gospel.

Empathize

Step 8: Engage the students in a quest research exercise on the Council of Jerusalem.

Apply

Step 9: Lead the class in developing a comic book that illustrates Paul's missionary journeys and early Church expansion and a map of Paul's journeys.

Perceive

Step 10: Ask the students to translate the Gifts of the Holy Spirit into kid-friendly language and apply them to everyday life.

Understand

Step 11: Now that the students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 12: Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivingInChrist for additional information about these and other theological concepts taught in this unit:

- "The Holy Spirit" (Document #: TX001519)
- "Biblical Covenants" (Document #: TX001518)

The Web site also includes information on these and other teaching methods used in the unit:

- "Using the A to Z Method" (Document #: TX001520)
- "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011)
- "Using Rubrics to Assess Work" (Document #: TX001012)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Acts of the Apostles 2:1–13 (the coming of the Spirit)
- Acts of the Apostles 2:14–42 (Peter's speech at Pentecost)
- Acts of the Apostles 9:1–30 (Saul's conversion)
- Acts of the Apostles 13:1–52 (the mission of Barnabas and Saul)
- Acts of the Apostles 15:1–41 (Council of Jerusalem)
- Acts of the Apostles, chapters 16–28 (the mission of Paul to the ends of the earth)
- 2 Corinthians 3:6 (the Spirit gives life)
- Genesis, chapter 15 (the Covenant with Abram)
- Isaiah 11:2 (the Spirit of the Lord)
- Romans 8:14–17 (children of God through adoption)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 2" (Document #: TX001448).

animate	hierarchy
Ascension	Holy Spirit
charism	infallibility
charismatic	intercession
Communion	Magisterium
covenant	Pentecost
evangelization	petition
foreshadow	sanctify
Gentile	Trinitarian
Hellenistic	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the early Church and the role of the Holy Spirit in the Church.

This learning experience helps the students to explore what they already know about the early Church and the role of the Holy Spirit through identifying words that are associated with the early Church and the Holy Spirit.

1. Beginning with the student closest to you, assign each student a letter of the alphabet beginning with A and continuing in the order of the alphabet (you may choose to omit Q and X). If you have less than twenty-six students, assign the letters as directed and then allow the class to provide responses for the remaining letters. If you have more than twenty-six students, repeat letters for students.
2. Ask the students to stand. Beginning with the student assigned letter A (or A1), ask the students to share something they know about the early Church or the role of the Holy Spirit in the Church that begins with the letter they have been assigned. The students may sit down after they complete their turn.

Here are some examples of words the students might name:

- **A: ashes** (In the early Church, catechumens received ashes on Ash Wednesday [the first day of Lent] in preparation for their Baptism, which occurred at the Easter Vigil.)
 - **B: Baptism** (In the early Church, catechumens were welcomed into the Church at the Easter Vigil and received all three Sacraments of Christian Initiation at the same time.)
 - **C: catacombs** (In the early Church, Christians hid in catacombs to avoid being martyred for their faith.)
 - **H: hierarchy** (In the early Church, as is true today, the Holy Spirit helped to guide the formation and leadership of the Church.)
 - **W: worship** (In the early Church, the Mass was informal and resembled an *agape* service.)
3. If a student struggles to come up with a word for her or his letter, allow the class to offer suggestions. You may also choose to allow the students to identify additional words that begin with an assigned letter after they have provided the first word.

4. Do not comment on the information the students share. Rather, use this learning experience to determine the type and depth of information you must teach in this unit, based on the knowledge level the students demonstrate. Any information that must be corrected or elaborated upon can be built into future lesson plans.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 2” (Document #: TX001446) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001447).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a poster presentation that emphasizes the ongoing role of the Holy Spirit in the life of the Church or creating a children's storybook that tells the story of the early Church. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivingInChrist for background information.

1. Prepare for this learning experience by downloading and printing the handouts “Final Performance Task Options for Unit 2” (Document #: TX001446) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001447), one of each for each student.
2. Distribute the handouts. Give the students a choice as to which performance task they choose and add more options if you so choose.
3. Review the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:

- You may work with no more than two other people on option 1. If you want to work on your own, you may choose either option 1 or option 2.
- Near the end of the unit, you will have one full class period to work on your final performance task. Please keep in mind, however, that you should be working on this task throughout the course of the unit. Please do not wait until this class period to begin work on your final performance task.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand that there is not only one way to succeed.

4. Explain the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
5. Answer questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand how Jesus instituted the Church to continue his mission and the role of the Holy Spirit both in the early Church and in the Church today.



Articles
2, 3

Explain

Step 3

Present the idea of covenants as God's promises to mankind as you help the students to understand that, from the beginning, God the Father had planned to have Jesus the Son found the Church.

1. Prepare for this learning experience by gathering blank sheets of paper and pens or pencils, one of each for each student.
2. As background, have the students read student book articles 2 and 3, "God's Call to Israel Foreshadows the Church" and "Christ Instituted the Church." Also remind the students to bring their Bibles to class. There is a PowerPoint available at smp.org/LivinginChrist that you can use to explore this topic with your students.
3. Begin by explaining the following points:
 - A covenant is a formal alliance or agreement made by God with individuals, communities, or humanity in general. Two examples of biblical covenants are the Covenant between God and Noah, in which God promised never to destroy the earth with a flood again, and the Covenant between God and Abram, in which God made a Covenant with Abram that he would bless Abram's descendants, making them more numerous than the stars. This was an unconditional Covenant, granted by God to Abram without any action required on Abram's part.
 - God also made a Covenant with the nation of Israel when he spoke to Moses on Mount Sinai, setting the nation of Israel apart from all other nations as God's Chosen People, if they would be obedient to his Divine Law. This is a conditional Covenant; it remains true only if Israel is obedient to God. If Israel disobeys, God will punish the people. The Mosaic Covenant is also referred to as the Old Covenant.
 - The Old Covenant was replaced by the New Covenant in Christ. In the New Covenant, Jesus Christ promised that his sacrifice on the Cross would atone for the sins of all who put their faith in him.

4. Next, have the students form pairs. Distribute a sheet of paper and a pen or pencil to each student, and then direct the pairs to work together to find the following Bible passages and make notes about what sort of promises God makes, and what covenants he enters into with specific people:

- Genesis 9:11
- Genesis, chapter 15
- Exodus, chapters 19–24
- Luke 22:20
- 1 Corinthians 11:25
- 2 Corinthians 3:6
- Hebrews 8:8, 13; 9:15; 12:24
- Matthew 26:28

5. Have each pair brainstorm other covenants that have been entered into throughout history. Have each pair come up with examples of two covenants they have made in their lives. Then have them discuss whether these were conditional or unconditional covenants, and how that status affected the value of those promises in their minds.
6. Gather the students back together and ask for feedback about what God's promises have been to mankind and how mankind has responded to those promises.
7. You may also choose to ask for feedback about personal covenants the students have entered and how those have fared. Remind the students to share only what is appropriate and safe to share.



Article

4

Interpret

Step 4

Have the students create an advertisement about God's invitation to us: the call to abundant life.

In this learning experience, the students consider ways God's invitation comes to us in the ordinary events of our lives and then create an advertisement that reflects that invitation.

1. Prepare for this learning experience by gathering sheets of blank paper, two for each pair of students.
2. As background have the students read student book article 4, "Introducing the Holy Spirit."
3. Begin by leading a lecture and discussion using the following talking points:

- What is an invitation?
- How do we respond? Why?
- We are called into life through our birth.
- Baptism and Confirmation and vocation are also calls to life. How so?
- Community is vital (the Trinity was made in God's image: relationship, interdependence).
- God, through Jesus, enters human history and enters creation. Why? So that we might become fully alive.
- The Church invites each of us to abundant life. How?
- Our "yes" to God's invitation transforms us. How?

4. Have the students form pairs. Distribute two sheets of paper to each pair. Direct them to use the first sheet to write a script for a 30-second radio commercial that demonstrates how God is inviting young people their age to a full life. The script should have at least two speaking parts and should present circumstances that are a part of the lives of young people (e.g., illness of a family member, struggling student, volunteer opportunities, enjoying the companionship of a new friend).
5. On the second sheet of paper, the students should each write a brief essay identifying specific aspects of their lives. Have them address the following questions:
 - How is God inviting you through these specific circumstances right now?
 - How are you accepting the invitation?
6. Have the students perform their scripts for the class or make recordings to share with the class.



Articles
5, 6,
7

Apply

Step 5

Guide the students in creating movie posters announcing the coming of the Holy Spirit to reveal the Church at Pentecost.

1. Prepare for this learning experience by gathering sheets of newsprint, one for each small group of two or three, as well as markers, magazines (for cutting out images), scissors, and glue.
2. As background have the students read student book articles 5–7, "Pentecost: The Church Revealed to the World," "The Meaning of Pentecost," and "The Holy Spirit Animates, Sanctifies, and Builds the Church."

3. Divide the class into small groups of two or three and assign each group to create a "Coming Soon" movie poster for Pentecost and the founding of the Church. Explain that the movie posters should include the following:

- image of wind and tongues of fire
- the phrases "founding of the Church" and "gifts of languages"
- comments from reviewers praising Pentecost and the founding of the Church

4. Distribute the art supplies and direct the small groups to be as creative as possible in creating their movie posters. They can draw images, cut out images from the magazines, or download images if computers and printers are available.
5. When the students have completed their movie posters, have them share them with the class, explaining their ideas and visions. You may choose to post the posters around the room for the remainder of the unit.

Teacher Note

You may want to bring in movie posters (video rental stores often have posters they will give away) or print old movie posters from the Internet for examples. Old horror or science-fiction movie posters are good for showing over-the-top advertising, as are posters extolling the virtues of movies in CinemaScope and Technicolor.

Apply

Step 6

Investigate the Pentecost account, the effect the Holy Spirit had on the development of the early Church, and ways the Holy Spirit can be experienced today.

1. Prepare for this learning experience by downloading and printing the hand-out "The Power of the Holy Spirit in the Acts of the Apostles" (Document #: TX001449), one for each student.
2. As background have the students read student book articles 8 and 9, "Life according to the Holy Spirit" and "The Holy Spirit Gifts the Church." Remind the students to bring their Bibles to class.
3. Begin by inviting the students to share what they know about Pentecost and the role of the Holy Spirit in the development of the early Church.
4. When the students have shared what they know about Pentecost and the role of the Holy Spirit in the early Church, have the class read aloud Acts of the Apostles 2:1–41. You may either assign parts to students ahead of time or simply have each student read one or two verses.
5. Explain that in the reading there are three signs of the coming of the Holy Spirit at Pentecost: fire, wind, and new languages. Have the students identify what qualities each of these elements possesses that would make it a



Articles
8, 9

good sign of the Holy Spirit. Here are some possible answers the students might come up with:

- Fire, wind, and language are all powerful, uncontrollable forces; likewise, the Holy Spirit is powerful and uncontrollable.
- Fire, wind, and language all have the potential for promoting life or causing harm; likewise, the Holy Spirit is meant to be a source of life, but ignoring the Spirit will cause harm. All these forces are ultimately sources of transformation; the Holy Spirit transforms the disciples into witnesses for Christ.
- Fire, wind, and language all have Old Testament connections to God: the burning bush, the wind that blew over the formless waste of creation, the tiny whisper that spoke to Elijah in the cave. In this account these signs take on newer meanings of the Spirit's power.

6. Next, have a volunteer read Acts of the Apostles 1:8 aloud. Then ask the students the following question:

- What does Jesus say about the coming of the Holy Spirit?
"You will receive power when the Holy Spirit comes on you" (Acts of the Apostles 1:8).

7. Now pose the following questions to the class:

- What does the world see as powerful?
money, fame, weapons, education, beauty, political influence
- What is the power or strength of the Holy Spirit?
love, faith, God

8. Share the following with the class:

- The Holy Spirit's power, like fire, wind, and language, is meant to transform our lives with the life of the Risen Christ. In fact, each Pentecost element can correspond to an aspect of our lives that the Holy Spirit can transform: the fire can represent our inner life, the wind can represent the world around us, and the new languages can represent our relationships with others. Let us examine how the Spirit transformed the followers of Jesus in the Acts of the Apostles on each of three levels and where we might see these transformations happening in our world today.

9. Divide the class into small groups of three and make sure each small group has a Bible available. Distribute the handout and have each member of the group fill out one of the sections on the first part—power of the Spirit in our inner life (fire), power of the Spirit around us (wind), and power of the Spirit in relationships (new languages)—based on the Acts of the Apostles reading. Once each student has completed his or her section, the group members should then collaborate to complete the handout together.

10. When all the groups have completed the first part of the handout, ask the students the following questions and invite their reflections for a few minutes:

➤ Does the Holy Spirit still move people today in ways similar to those of the Acts of the Apostles? In other words, are people still transformed in their inner lives (fire), are people still sensing the Spirit in the world (wind), and are people still experiencing the Spirit in relationships (new languages)? Explain.

11. Now direct the students to individually refer back to the handout and select one of the three areas—fire, wind, or new languages—and then address in writing the question about the Spirit's power in the world today. Instruct the students to write directly on their handouts.



Articles
10, 11

Perceive

Step 7

Conduct an all-play exercise illustrating the power and guidance of the Holy Spirit during the Apostles' mission to spread the Gospel.

In this exercise the students have a hands-on experience listening to the guidance of the Holy Spirit as they work their way through the world and try to spread the Good News like the Apostles did when building the early Church.

- As background for this learning experience, have the students review student book articles 10 and 11, "The Mission of the Apostles" and "Spreading the Gospel," which they read in unit 1.
- Begin by assigning the following roles to six volunteers:
 - Holy Spirit (one student)
 - Apostle (one student)
 - disciples (four students)
- Have the Apostle stand at one end of the room and the Holy Spirit at the other. Between them, place chairs and desks in an obstacle course, through which the Apostle and the disciples will have to make their way.
- Blindfold the Apostle and the disciples and station the four disciples at the side of the obstacle course in various spots. Direct the remaining students to stand along the course and down at the end.
- Share the following instructions with the class:
 - The object of the game is for the Holy Spirit to guide the Apostle and the disciples to the Church (the end of the room where the Holy Spirit is standing) by directing the Apostle and disciples through the obstacle

course with spoken instructions. As the Apostle works his or her way through the course, the Holy Spirit will give guidance about navigating the obstacles, and also telling the Apostle when to reach out to touch a disciple.

- When a disciple is touched, she or he steps onto the course with the Apostle and follows along, listening to the voice of the Holy Spirit.
 - Students who are positioned along the way and at the end now become the voice of the world, trying to lead the Apostle and disciples astray, not by yelling but simply by speaking and distracting those on the course. (One effective way to do this is to have one or more students call the disciples by name and convince the disciples to listen to them, as they are the voice of the disciples' conscience.)
 - The exercise ends when the Apostle and all four disciples have found their way to the Holy Spirit.
6. When the students finish the exercise, ask the Apostle and disciples what the experience was like for them. Then invite the rest of the class to share what they feel the exercise demonstrates about how the Holy Spirit led the early Church and how the Holy Spirit calls to us today. Ask the students to share what "voices" in the world they think are drowning out the voice of the Holy Spirit.
7. Conclude by explaining that it can be challenging to follow Christ and the Holy Spirit when all the voices in the world around us are drowning out their guidance. We have to be attentive to listening to Christ and the Holy Spirit. Before moving on to the next step, you may wish to invite the students to silent reflection and prayer.

Empathize

Step 8

Engage the students in a quest research exercise on the Council of Jerusalem.

Conducting a quest means seeking information, typically by researching an idea, concept, or fact. Quest activities can be utilized in a variety of ways and formats and can be facilitated by the use of the Internet, library, interviews, scavenger hunts, or any other means of gathering information regarding a topic.

1. Explain to the students that they will be conducting a quest research exercise on the Council of Jerusalem. They are to work in pairs or groups of three to uncover as much accurate information as possible about the Council of Jerusalem.

2. Explain that each pair or group is to, at a minimum, identify the following:

- date and location of the Council of Jerusalem
- topics and decisions addressed by the Council
- key people of the Council and their positions on the topics and decisions

3. When the students have completed the research, they are to create a skit portraying the Council of Jerusalem. Each student in each group is responsible for choosing a character from the Council that he or she would like to portray in the skit.

4. Allow each pair or small group to perform its skit for the class. When all the skits have been performed, have the class review the key points of their research:

- date and location of the Council of Jerusalem
- topics and decisions addressed by the Council
- key people of the Council and their positions on the topics and decisions

5. For homework have each student turn in ten typed bullet points about his or her character. (This may or may not be a graded assignment; you decide.)

Teacher Note

If the students have access to the Internet in the classroom or in a computer lab, this exercise can be conducted during class time; otherwise, it should be completed outside of the class as a homework assignment.

Apply

Step 9

Lead the class in developing a comic book that illustrates Paul's missionary journeys and early Church expansion and a map of Paul's journeys.

This is a way for the students to familiarize themselves with the geography and culture of the Greco-Roman world in which the Church was first established. After they have created the comic book, the students will make a map detailing Paul's journeys. There is a PowerPoint available at smp.org/LivinginChrist that you can use to explore this topic with your students.

1. Prepare for this learning experience by downloading and printing copies of the handout "Paul, The Missionary Adventurer: The Comic Book Version" (Document #: TX001450), one for each student. Also be sure that each student has a copy of the New Testament and maps of Paul's missionary journeys (located in the colored index section of *The Catholic Youth Bible*®), as well as several sheets of blank paper and black or blue pens and pencils for drawing their comics and writing out answers to reflection questions.

2. Distribute the handout, which has the directions for creating the pages of the comic book. Review the directions with the students.
3. Assign sections of the Acts of the Apostles as identified on the handout to each student.
4. Distribute the paper, pens, and pencils, and give the students 10 to 15 minutes to create their comic books according to the sections they were assigned. Encourage the students to be creative. It is important to emphasize, for students who are not artistic, that the important part of the comic book is the story; they will not be graded on their artwork.
5. When the students have completed their assigned sections, photocopy all the pages and assemble them into a book (or scan the drawings and create a digital copy of the book that the students can download). Distribute the copies of the comic book to the class or display the digital comic book on a projector.
6. Before reading the comic book as a class, write the following reflection questions on the board:
 - What model of the Church seems to dominate in the early Church? Explain.
 - What successes does the early Church experience, and why and how do they occur?
 - What struggles does the early Church experience, and why and how do they occur?
7. Now, together as a class, read the students' comic book account of Paul's journeys.
8. Refer to the reflection questions on the board and invite the students to share in their responses.
9. As a final reflection, ask the students to write out answers to the following questions:
 - What are two successes of the Church today that are similar to successes of the early Church? Explain.
 - What are two struggles of the Church today that are similar to struggles of the early Church? Explain.

Final Performance Task Options for Unit 2

Perceive

Step 10

Ask the students to translate the Gifts of the Holy Spirit into kid-friendly language and apply them to everyday life.

1. Prepare for this learning experience by downloading and printing copies of the handout "Gifts of the Holy Spirit" (Document #: TX001451), one for each student. Remind the students to bring their Bibles to class.
2. Begin by having volunteers read aloud Isaiah 11:1–3 and 1 Corinthians 12:27–31. Ask the rest of the students to follow along in their own Bibles.
3. Distribute the handout and direct the students to complete it individually.
4. When all the students have completed the handout, have them each pair with another student and share their answers.
5. Now gather the class together and invite volunteers to share their answers. Allow for any questions the students might have. Conclude by emphasizing that the Gifts of the Holy Spirit produce virtue in a person's life (fruit of the Holy Spirit).

Option 1: The Spirit Lives!

Understand

Step 11

Now that the students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.

If possible, allow 50 to 60 minutes for the students to ask questions about the tasks and to continue working on them.

1. Remind the students to bring to class any work they have already prepared or completed so that they can work on it during the time allotted. If necessary, reserve the library, computer lab, or media center so the students can do any book or online research. Download and print the handouts "Final Performance Task Options for Unit 2" (Document #: TX001446) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001447). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. Provide some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.



Reflect

Step 12

Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

This learning experience provides the students with an excellent opportunity to reflect on how their understandings of God and the Trinity have developed throughout the unit.

1. To prepare for this learning experience, download and print the handout "Learning about Learning" (Document #: TX001159; see Appendix), one for each student.
2. Distribute the handout, and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.

- What successes does the early Church experience, and why and how do they occur?
- What struggles does the early Church experience, and why and how do they occur?