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# God's Gift of Self

## Background

*The man who wishes to understand himself thoroughly—and not just in accordance with immediate, partial, often superficial, and even illusory standards and measures of his being—he must with his unrest, uncertainty and even his weakness and sinfulness, with his life and death, draw near to Christ. He must, so to speak, enter into him with all his own self, he must “appropriate” and assimilate the whole of the reality of the Incarnation and Redemption in order to find himself (Redemptor Hominis 10).*

### THE QUEST FOR SELF-KNOWLEDGE ACCOMPANIES

each of us through all our days. In a sense we are always a bit of a mystery to ourselves and to others. We are all created in the image and likeness of God. And in that reality, we can only find the true meaning of who we are and why we exist. We are God's great work of art. The more we learn about ourselves, the more we come to know God.

Out of love, the Son of God became one of us in all things but sin. Sent by the Father, he lived and died among us, then rose from the dead. The Son of God sent the Holy Spirit to help us uncover the mystery of our identity. Jesus Christ, the incarnate Son of God, is the source of our self-knowledge. Through the Paschal Mystery he has revealed to us a profound sense of our identity, value and purpose given to each of us by God the Creator. We can only come to know the full truth of who we are through Christ.

### QUESTIONS ABOUT IDENTITY ARE OFTEN ON THE

minds of sixth-graders. At least, it is good when they are. Sixth-graders are entering their preteen years, that transitional stage connecting childhood and adolescence. They are on the verge of many changes to



their bodies and their minds that accompany puberty. It is best that they have a good foundation in their search for personal self-knowledge.

Support the youth on their journey of self-discovery. Encourage your students to grow in self-knowledge through a friendship with those who seek to live a Christian life. Help them to find good role models from the past and today. You might have noticed that some young people desire that their clothes have the right labels. They proudly wear labels to project a sense of who they are or want to become. Help them to discover the label that they always wear—despite whatever other label they wear—is that label “Made by God.” They wear the label of the Designer of all designers.

### GOOD INTERPERSONAL COMMUNICATION IN PRAYER

is essential for learning about ourselves and others. Good communication in general includes humility. Humility is honesty in recognizing the wonders within each person that leads to a deep valuing of self and others. Humility strengthens not weakens our ability to be true unto ourself. This virtue strengthens a person to be open in knowing the “real self” and to express what is genuine about oneself. Humility also opens us to know and affirm others in their God-given identity. Humility helps us avoid comparing ourselves to others and valuing ourselves solely based on the opinion of others.

#### Additional Background

*Catechism of the Catholic Church:*  
§§ 1763–1764, 1767, 1769

The journey of self-discovery culminates in a relationship with God. Ultimately each of us will meet the One who already knows us better than we will ever know ourselves. Encourage your students to grow in their life of prayer as a source of knowing their own strengths and weaknesses, of their own God-given potential.

## For Reflection

### Read and reflect on the following:

*"God calls everyone to holiness. He has very precise plans for each person, a personal vocation, which each must recognize, accept, and develop"* (The Truth and Meaning of Human Sexuality 100).

- ▶ What have I learned and accepted about my self-identity? How do I affirm my God-given identity?
- ▶ What might I consistently do to help my students in their search for who they are and who God calls them to be? What are some things I am doing or saying that may put obstacles in their way?

## Child Safety

Psychologists speak of two laws that affect child development: the law of exposure and the law of cognition. The law of exposure says that we think about what we see and hear. The law of cognition says that what we think about shapes our actions and behavior. In this unit students will start to establish personal goals. Help them to incorporate a positive personal attitude into their goals. This will help them set high standards about how they wish to be treated. By setting these standards they will come to know when others are not treating them appropriately.

## Family Time

### Family Focus

These lessons provide an opportunity for families to examine whether their practices and values come from our dominant culture or from our shared faith. Families should do a family check-up about where they find their greatest source of life. Encourage the parents of your students to use the Family Time pages that begin each unit as a tool to communicate how we can live with humility in order to model self-discovery and emulate self-confidence.





## LESSON 3 PLANNER

**Goal:** To develop the skills of accepting oneself through self-discovery and discernment by accepting the person God created you to be

### Engage

Page 49

#### Objective

To identify creative ways of expressing yourself

#### Family Time

Ensure that each student tears out their Family Time page to complete at home.

#### Pray

Ask Christ to lead you on a path of self-discovery.

#### Focus

Create a personal timeline.

#### Discover

Engage in a group creativity game and then design a slogan poster.

### Teach

Page 50

#### Objective

To appreciate yourself as a person of integrity

#### Focus

**Growing in Virtue:** Integrity found in self-discovery

#### Explore

Read, discuss and summarize the importance of building self-confidence in seeking what is true, beautiful and good.

**Catholics Believe:** Chaste living results in integrity of life and love.

#### Connect

Learn about self-discovery tools.

### Apply

Page 52

#### Objective

To develop ways to improve in your own abilities

#### Focus

Psalm 8

#### Discover

**Catholic Family Album:** St. Hyacintha of Mariscotti

#### Integrate

Develop an action plan based on personal talents.

#### Pray

Personal prayer based on Psalm 8

### Vocabulary Preview

**Discernment**—prayerfully seeking to know God's will individually and personally so that the person's will can align with God's

**Fortitude**—courage or strength of mind and will to overcome adversity or difficulty in doing good

**Integrity**—being true to the person you are, seeking only what is true, beautiful and good about God, yourself, others and the world

### Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ paper clips, sheets of foil
- ▶ Bible
- ▶ Lesson 3 Activity Masters

### Call to Prayer

Lord, you have shared with us your creative power. Help us to look at ourselves as you do, as Creator, as Redeemer and as Sanctifier. Amen.

# Know Thyself

LESSON  
3

## Creativity at Work

Imagine that X marks where you are right now in your life. You know about your family background. You inherited a genetic package. You have an ethnic, social, cultural and religious background. At this point in your life, you might also have some ideas about your future. But all of this information still does not fully explain who you are.

One important thing to understand is that you are changing all the time. In fact, you will be changing for the rest of your life. You will always be learning about yourself, about life and about God's plan for you.

You bring a unique perspective and your own style to everything you do. As you mature, everything you do affects yourself and the people around you. The world is waiting for you to make your contribution!

The gift of creativity enables you to explore and develop different ways of doing things. Your creativity can help you choose where you are going in life. All along the way, your creativity flows from the unique person you are. Your use of this gift is as unique as your thumbprint—no two people use it in exactly the same way.

God desires that you use all of your gifts and talents in a loving and good way. Maybe you will be the one to discover a medical breakthrough in cancer research or maybe you will find a creative way to reach out to a lonely person.

Learn to use your creativity to deal with people, make decisions and solve problems. Look to the saints as models of people who used their gifts creatively in service to others. Help build the Kingdom of God as announced by Jesus.

This lesson will help you to:

- explore creative ways to express yourself.
- appreciate yourself as a person of integrity and virtue.
- develop ways to improve and use your abilities.



? What is one important quality you see in yourself that helps you to understand who you are?

Know Thyself 23

## ENGAGE

### Objective

To identify creative ways of expressing yourself

### Pray

Pray that Christ will lead you on a path of self-discovery.

### Focus

Have the class create a timeline of their lives. They should mark individual birthdates and milestones as well as major local and national events.

### Discover

- ▶ Read "Creativity at Work." Invite students to share an experience in which they had to use a map, directory or directions.
- ▶ Ask: What do you need to know before you can find what you are looking for? (*an understanding of where you are in the present*)
- ▶ Explain that students are still young and maturing; much of who they are is still to be discovered.
- ▶ Challenge students to a creativity game. Place them in groups, each with ten large paper clips. Give them five minutes to come-up with as many uses for the paper clips as they can. Share their results.
- ▶ Have students design slogan posters to encourage knowing themselves better. Example slogan: "God isn't finished with me yet."

## Teaching Tip

**Creative Solutions:** If your class or school has a particular concern or issue that needs a creative solution, engage the students in a brainstorming activity. Have them offer as many solutions as they can from various perspectives. Then have them sort and analyze the list to determine the most feasible solution. Challenge the students to create an action plan to implement their creative solution.

**Patron Saints:** Use the Church's extensive list of patron saints to explore the immense variety of skills and talents humanly possible. Students could research and report on a saint who is a patron of a particular skill or talent that they have. Knowing how a saint used their gifts could help them develop their own gifts and talents to give glory to God.

## Objective

To appreciate yourself as a person of integrity

## Focus

- Read aloud the Growing in Virtue box. Explain: Certain qualities and attitudes are necessary for an honest exploration. Self-discovery is not only about what you want, but who God calls you to be.
- Inquire: How would you define integrity? Elicit examples of a person who acts with integrity.

## Explore

- Have students quietly read "Being You in All Honesty." Ask: Why is God's help necessary in knowing yourself? (*God has a plan for you to be happy.*)
- Explain: God created you to seek and find what is true, beautiful and good. Acting out of integrity respects God's plan for you and others. Read I Cor 10:13.
- Have student make something out of a two-foot sheet of foil. Limit them to five minutes and using only their hands. Have them share what they made. The point is not the pressure to produce but the courage to share.
- Read the last section of "Integrity." Discuss and elaborate: How can knowing yourself build self-confidence?



## Growing in Virtue

The virtue of **humility** leads to us acknowledge God as the Creator of all. This virtue strengthens us to be honest with ourselves and to accept ourselves and our relationship with God. A truly "humble" person is a person of integrity.

## Being You in All Honesty

Many sixth-graders want to be somewhat like everyone else. They want to please others and to be accepted. While it is important for you to learn how to get along with others and to have friends, it is also very important for you to be honest with yourself and be the wonderful you God created you to be.

God calls you to get to know yourself honestly, to grow in that understanding, and to share the goodness of yourself with others. Knowing and accepting yourself, with all of your strengths and limitations, will give you an advantage in life. Knowing yourself can help you build self-confidence. Accepting yourself will strengthen you to face life with integrity and courage—and not give into the temptation to run yourself down.

You have a unique purpose, or vocation, in life. God calls you to know and accept that vocation. He has given it to you and is with you each day giving you the grace to know it and fulfill it. God desires for you to seek what is true, beautiful and good. So while you might face difficulties and challenges in life, you will have the strength in God's grace to deal with life's ups and downs. Saint Paul teaches us that God does not give us more than we can handle (see 1 Corinthians 10:13).

**?** Think about times when you had to be honest with yourself. How well did you do? Why?



24 Know Thyself

## Integrity

Integrity is the personal quality of being true to the person God created you to be. The virtue of humility strengthens you to be a person of integrity and to seek God and what is true, beautiful and good in the world.

The vocation God calls and invites you to freely accept is an important part of who you are. As you mature, you will more clearly discern God's vocation for you. It is like putting together a picture puzzle of who you are. There are various tools for learning about yourself. While psychologists and counselors certainly can help you discover certain aspects of your personality and how to relate to others in loving responsible ways, you must above all seek God's help.

## Teaching Tip

**Multiple Intelligences:** Researchers like Howard Gardner have sorted various skills into eight categories of learning: Kinesthetic (Body Smart), Linguistic (Word Smart), Logical (Number Smart), Interpersonal (People Smart), Musical (Music Smart), Naturalistic (Nature Smart) and Visual/Spatial (Picture Smart). These categories can help a person better discern their gifts, learn how to develop them and then utilize them effectively.

You and your students can take simple tests online to gain a better idea of which learning styles they prefer. Use these to promote student self-awareness, but remind them that these results do not determine who they are or will be.



God's help, his grace, comes to us through the Church. The sacraments, the reading of Sacred Scripture and prayer are sources of God's grace. The wisdom and teaching of the Church guide us in our search to know God and ourselves and to live according to his will.

### "Self Discovery"

All of these tools can help you see that you are a person with dignity. Read below and act accordingly to discover the wonderful person God calls you to be.

#### Activity

**Self-awareness.** This means knowing and being conscious of your own personality and individuality. It means taking time to think about who you are, how you feel about things and what you've done.

**Your own experience.** Sometimes, when you've yearned for something such as a bicycle, you think that's the only thing that will ever make you happy. Yet you discover that the bicycle didn't really make you happy after all. Things aren't usually what make people happy. Look at your own experience and ask yourself, "What does make me happy?"

**Trust.** If you trust yourself and others, you'll be able to say what you really think and to be who you really are. You'll be free to be yourself because you trust that you're a good person.

**The experience of others.** As you talk with your friends and family, you'll discover that you're a lot like them because you share many of the same dreams, struggles and fears. Another's experience may teach you how to avoid some mistakes or to keep trying when you want to give up.

**Freedom to choose.** An important part of growing and learning is following the directions of other people who are older and wiser than you. But within that framework and within your own heart, you have many decisions to make. You can choose how you'll grow and change. You can begin now to follow your own dreams.

**Honesty.** When learning about yourself, it's important to be honest with yourself. You have to be brave enough to "own" everything about yourself, whether you like it or not. This means admitting your faults and mistakes as well as recognizing your talents and abilities.

**Perspective.** Step back and look at some of the choices you've made. Ask yourself, "Why do I do the things I do?" Gradually you will be able to observe your own life a little more objectively, and this helps you understand who you are.

*All of these tools can help you see that you're a person with value and dignity, and that is a great discovery.*

Know Thyself 25

#### Catholics Believe

One of the results of chaste living is achieving integrity of life and love. Chastity respects the unity of the whole person, body and soul.

- ▶ Read the Catholics Believe box. Explain that because God created you a person, your body and soul are connected. Therefore, the virtue of chastity is about respecting yourself and others.

#### Connect

- ▶ Facilitate a discussion about the obstacles that most often prevent a person from being their true self. Inquire: How can others help mentor you in self discovery?
- ▶ Explain: Part of God's plan is for you to discover who you are with the help of your family and friends.
- ▶ Review the self-discovery tools chart in the activity. Speak about the importance of having a positive attitude. Explain that this exercise can help them learn more about themselves; it is not to beat up on them for what they cannot do. Remind them that they start from a wonderful foundation: God has created them and so they are good and have an inherent dignity that can never be taken from them.

- ▶ Have students provide one example of an action for each of the seven tools. Help them unpack what they have learned about themselves from this activity.
- ▶ Time permitting, have students share one action that they have personally done or witnessed that can help them discern God's plan for them.

## Extending the Lesson

**Using Activity Master 3A:** Use the Activity Master "Let's Brainstorm." Use this worksheet to come up with some brand-new, off-the-wall uses for an ordinary cardboard box. Students can do this individually or as a group. Be sure that everyone works from the same parameters. Share the creative and courageous designs and uses with the public.

**Personal Pennant:** Using the self-discovery tools from the activity, have students design a pennant-shaped piece based on one of the seven tools. The design should relate to the tool and their personal life. Have students with like tools compare designs. Then share as a class, displaying all pennants.

## Objective

To develop ways to improve in your own abilities

## Focus

Prayerfully read Psalm 8. Discuss the sense of awe and wonder that permeates this Scripture passage.

## Discover

- ▶ Read the Catholic Family Album box. Ask: How did St. Hyacintha discover her true self? (*Despite struggle, a priest spoke the truth in love to her and she changed.*)
- ▶ Explain: Speaking the truth or hearing it can be difficult, yet we must speak the truth if we are to be honest with others and ourselves.

## Integrate

- ▶ Explain that examining our lives deals with evaluations and critiques. Have students list common examples (e.g., report cards, losing, tests, examination of conscience).
- ▶ Read "Seeing the True Me." Point out the method in examining one's conscience as a way to examine talents.
- ▶ Have students complete the activity on the page. Have them identify practical steps in their planning.

## Pray

Invite students to write their own psalm imitating Psalm 8 and personalizing it.

### Catholic Family Album

**Saint Hyacintha of Mariscotti**

(1585–1640) was not always recognized as a saint. In fact, through much of her life, the opposite was true. As a child Hyacintha was so unbearably self-centered, her parents sent her to live in a convent. While there she took vows to live as a nun, but for many years did not live out those vows. When she became seriously ill, Hyacintha took an honest look at her life and changed directions. With God's grace she became a model for younger nuns. She reached out to people in need and became well known not for being self-centered but for reaching out to elderly people who were poor. She was named a saint of the Church in 1907.



26 Know Thyself

### Seeing the True Me

Sometimes it is easy to see the good things about yourself. And at other times, it is more difficult. Some days it is easier to see what you would like to change about yourself. And at other times, you may be less than honest with yourself.

When you prepare for the Sacrament of Penance and Reconciliation, you take the time to honestly examine your conscience. You take the time to ask the Holy Spirit to help you discern what you have done well and not so well, the right and wrong that you have done. You look honestly at how you need to change and grow to live as a disciple of Jesus Christ.

Use the chart below to take a good look at yourself. Ask the Holy Spirit to help you see yourself clearly. Remember, he knows you more than you know yourself. Briefly describe three of your best qualities or talents. Then, for each, write a plan of action. Include in your plan ways you will use that talent to help others. Be practical and specific in your planning.

TALENT	PLAN OF ACTION
1.	
2.	
3.	

## Extending the Lesson

**Using Activity Master 3B:** Use the Activity Master "Self-Portrait." This activity will have students examine their lives to appreciate the unique and exciting person they are. Encourage sharing among students for creative collaboration.

**Detective Game:** Provide time for a detective game in which one student guesses the identity of a classmate through a series of questions based on personal traits, attributes or characteristics. The detective asks the questions, and the student can respond only with a yes or no. Variations to the game might include other classmates offering various clues to help or hinder the detective student, or students can pair-up to identify a "famous person."



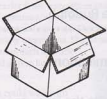
# ONLINE ACTIVITIES FOR LESSON 3

Activity Master 3A

Name \_\_\_\_\_

**Let's Brainstorm!**

Brainstorming is the most creative way to solve problems. Use this worksheet to come up with some brand-new, off-the-wall uses for an ordinary cardboard box. Then work in small groups with your classmates and see what you can cook up.



1. Look at the box in a totally new way (don't think of it as a container).  
How could it become:

a piece of furniture? \_\_\_\_\_

a device to make a daily activity easier? \_\_\_\_\_

something decorative? \_\_\_\_\_

a noise-making machine? \_\_\_\_\_

2. Two other ideas, not necessarily practical:  
\_\_\_\_\_

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Family Life Grade 6


Activity Master 3B

Name \_\_\_\_\_

**Self-Portrait**

Everybody is a wonderful mixture of assets and flaws, strength and weakness, wisdom and foolishness. Use the exercises below to take a look at yourself and appreciate the unique and exciting person that is you. Share at least one with your classmates.

- Recall a personal experience that made you happy, if only for a brief moment.  
\_\_\_\_\_
- What's your secret ambition—to cross the Atlantic in a rowboat, discover a new wonder drug, win an Olympic gold medal for juggling on ice skates?  
\_\_\_\_\_
- You've written a best-selling book, full of your wisest thoughts. Here's what the publisher says about you on the dust jacket:  
\_\_\_\_\_
- You're making a sensational personal appearance (standing room only). Here's what it says on the theater marquee:  
\_\_\_\_\_



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Family Life Grade 6



## How to Find It How to Use It

### Step 1: Click & Select



Go to [RCLBFamilyLife.com](http://RCLBFamilyLife.com)  
Click on the link for activities.  
Then select the activity master you need.

### Step 2: Print & Copy



Print each activity master in advance.  
Then copy enough for everyone in the class.

### Step 3: Share & Discuss



Once students have completed the activity,  
have them share and discuss their responses.

## LESSON 4 PLANNER

**Goal:** To examine the process of goal setting and learning the value of imagination as ways to build self-confidence through attitudes that deepen self-worth

### Engage

Page 55

#### Objective

To examine the process of setting goals

#### Pray

Prayer to the Holy Spirit

#### Focus

Recall personal achievement despite obstacles.

#### Discover

Analyze the story of Wilma Rudolph.

### Teach

Page 56

#### Objective

To understand the importance of achieving goals

#### Focus

**Growing in Virtue:** Determination

#### Explore

Read, discuss and summarize the importance of inner strength through the three attributes of integrity, resilience and humility.

**Catholics Believe:** Christians share a responsibility to help establish God's Kingdom.

#### Connect

Defining success in light of this lesson

### Apply

Page 58

#### Objective

To recognize the value of imagination

#### Focus

The importance of our imagination

#### Discover

**Catholic Family Album:** Matt Talbot

#### Integrate

Interview a classmate about their dreams, goals and aspirations.

#### Pray

Prayer of petitions

#### Reviewing Unit 2

Summarize and review the content from both lessons.

### Vocabulary Preview

**Fortitude**—courage or strength in mind and will to overcome adversity or difficulty in doing good

**Humility**—the ability to be honest about yourself before God as well as consider the needs of others

**Integrity**—being true to the person you are, seeking only what is true, beautiful and good about God, yourself, others and the world

**Resilience**—the courage to deal with failure, being able to bounce back and move ahead in life

### Materials Needed

- ▶ writing paper
- ▶ pens, pencils
- ▶ art supplies
- ▶ Bible
- ▶ Aesop's "The Hare and the Tortoise"
- ▶ Lesson 4 Activity Masters

### Call to Prayer

*Lord, give me the ability to learn from my failures and see the good in my successes. Help me to show my students the value and power of courage each and every day. Amen.*

# Looking to the Future

LESSON  
4

## Walk First

When Wilma Rudolph was sixteen years old, she made the United States Olympic track team. At twenty, she became the first female to win three gold medals in the same Olympic Games. Her skills were in track and field. Yet early in her life doctors had said she would never be able to walk.

When she was four years old, Wilma's left leg was paralyzed as the result of scarlet fever, a condition that was complicated by double pneumonia. Her mother refused to believe that Wilma would not walk. She took her daughter for weekly therapy treatments. She herself massaged Wilma's leg for hours each day; she taught Wilma's brothers and sisters how to massage her leg, too.

When she was eight, Wilma could walk with the aid of a brace. A year later, she began to wear a reinforced shoe. When she was eleven, Wilma threw away the shoe and, shortly after that, began playing basketball with her brothers. Wilma became a basketball star in high school and started running track.

In her first Olympic Games, Wilma was part of a relay team that won a bronze medal. Wilma's success certainly was due in part to talent. But she was able to use that talent fully because of desire, dedication and the faith of her family.

The life stories and achievements of many people tell of similar determination.



How do you relate to the dedication and determination of Wilma?

This lesson will help you to:

- explore the life story of a person with determination and dedication.
- understand the importance of achieving goals.
- use your imagination in setting and achieving goals.



Looking to the Future 27

## Teaching Tip

**Competitiveness:** Guide students in a healthy understanding of the nature and purpose of competition. Use the lesson's focus on future and goal setting as an opportunity to help them see the positive and healthy aspect of competition. Discourage the notion that competition is combative for boasting purposes. Self-confidence and not arrogance is the proper attitude in competition. Cite positive and negative role models whom the student would be familiar with to demonstrate that a "good sport" is one who demonstrates self-confidence in winning or losing and a "poor sport" is one who shows arrogance or a bad attitude in winning or losing.

## ENGAGE

### Objective

To examine the process of setting goals

### Pray

Pray that the Holy Spirit guides us in setting goals according to his will.

### Focus

Have students recall a time in which they overcame obstacles and achieved success, for example, learning to ride a bike, swim, earn a scout badge, etc.

### Discover

- ▶ Read "Walk First." Inquire: Have you ever felt like Wilma or had her kind of attitude?
- ▶ Explain that the quality of Wilma's attitude is more important than her kind of goal or achievement.
- ▶ Challenge students to identify the process that Wilma went through to achieve her goals. She identified her goal based on her talent, gradually took small steps to improve skills and then took a big step in competition.
- ▶ Have students list three short-term personal goals on the board. Discuss the similarities and differences among the goals and how the students can help each other achieve their goals.



## Objective

To understand the importance of achieving goals

## Focus

- Read aloud the Growing in Virtue box. Explain: Part of maturing is developing specific positive attitudes that will motivate a person to pursue goals and become better at making good decisions.
- Read Aesop's fable "The Hare and the Tortoise." Discuss the traits of each character in light of the three qualities of the heart.

## Explore

- Have students quietly read "Reaching Beyond Yourself."
- Ask: What does courage have to do with reaching goals? Use a negative example to explain. For example, fear can be good in preventing us from harm; however, fear can also prevent us from doing what is right and good.
- Guide students in evaluating the story of Wilma Rudolph to see how she displayed the three qualities of the heart.
- Explain the difference between self-confidence and arrogance. When you believe you can achieve a goal, that is self-confidence; when you act superior to others, you are arrogant.
- Have students identify the dangers of arrogance. For example, someone who thinks no harm can come to them and wears no safety equipment.



## Growing in Virtue

The virtue of fortitude, or courage, is also one of the Seven Gifts of the Holy Spirit. It strengthens us for doing good. **Determination** takes courage of the heart, grounded with a sense of integrity, a capacity for resilience and an attitude of humility.

## Reaching Beyond Yourself

Achieving any goal is like crossing the finish line. Some goals are easy to reach. Others are more difficult. Reaching goals requires determination, dedication, patience and perseverance. Having goals gives direction to your life. Goals help you focus on what you are doing and where you would like to head. Having clear, good goals can help you do your very best.

You must work hard to reach a goal you have set for yourself, as Wilma Rudolph did. You will not reach your goals immediately. For example, if you have set the goal of becoming a concert pianist, you will have to devote time toward learning the skills necessary for achieving your goal. You will have to practice, practice and practice.

Reaching your goals takes planning. You must think ahead and have a vision and "see the future." This vision will help you discipline yourself to work at achieving your goal. This vision will help you set priorities and make sacrifices.

You will have to put off certain other things that you would like to do now in order to reach your future goals. This means that you are willing to wait for the future reward. This is called delayed gratification. Instant gratification works the opposite. It means demanding and receiving your wants and desires immediately—right here, right now. Instant gratification is a dead end. It is a path leading to little or no personal growth. It prevents you from achieving future goals. Your success at achieving your long-term goals will be measured by your dedication and determination.



Think about how well you deal with waiting for what you need or want.

Achieving the bigger goals in one's life often takes more time, discipline, planning or practice than it takes to achieve smaller goals. Working to achieve bigger goals require inner strength or determination. It requires using the Gifts of the Holy Spirit and the grace of God.

Determination has to do with three qualities of the heart: a sense of integrity, a capacity for resilience and an attitude of



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## Teaching Tip

**S.M.A.R.T. Goals:** When establishing and setting goals, make sure they are specific, measurable, achievable, relevant and time-bound. To specify a goal address: who, what, when, where and why of the topic. The more specific the goal, the easier one can assess achievement of it. A measurable goal can be numerical or descriptive in addressing how the goal is to be achieved. An achievable goal is realistic according to the individual's role and ability. Every goal must be related to the purpose or point of what the goal is connected with. And finally goals must fall within a particular timeframe. The time could either be a frequency or the end time in which the goal is to be achieved.

humility. Your integrity comes from your sense of self-worth. You gradually accept that your self-worth and that of others come from God.

Resilience is the courage to deal with failure, to bounce back and move ahead despite failure or difficulties. This kind of courage enables you to move past the temporary obstacles and focus on ways to improve for the future.

The virtue of humility allows you to accept yourself with all your God-given strengths and your limitations and to admit that you need the help of others. Everyone, at times, needs the assistance of someone who will listen and support their efforts.

Wilma Rudolph would never have achieved her Olympic goals without her dedication and determination and the support of her family and friends. You too can reach beyond yourself.

### "Defining Success"

With a partner, write a definition of success in the space provided. Keep in mind integrity, resilience and humility. Share your definition with the class.

### Activity

### Catholics Believe

Jesus announced the good news of the Kingdom of God. At Baptism, every Christian receives the mission, the responsibility and the grace to work toward the goal of the establishment of the Kingdom.

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## Extending the Lesson

**Using Activity Master 4A:** Use the Activity Master "Focusing on Success." This activity will help students set long-term goals. An example is provided to assist the students. Use this either to help focus students on the key aspects of the lesson or to exercise what they have learned.

**Respectful Manners:** Facilitate a discussion on how respectful manners are connected with self-worth. Explain that such common courtesies demonstrate respect for both self and others through words and actions. The use of polite words and kind actions reflects the kind of attitudes necessary for developing a sense of self-worth found in self-confidence.

- ▶ In student groups, have them discuss what attributes make them feel good or bad about themselves? For example, when they achieve good grades or not, how people treat them, when they know they have messed up, etc. Point out the difference between internal and external causes of happiness. Remind students that they should never be afraid to speak with a parent or other trusted adult about those things that cause them to be happy or sad. Learning to express their feelings and act responsibly on them is an important step toward maturity.

## Connect

- ▶ Read the Catholics Believe box. Explain that attaining personal goals is possible only with God's grace and the support of others.
- ▶ Have students discuss the importance of God and faith in setting and achieving goals. Elicit examples from the youth in which they realized the need for God's help.
- ▶ Read aloud Philippians 4:12–13. Discuss Paul's attitude in this passage. Inquire: How can you find strength in Paul's teaching?
- ▶ Have students complete the activity on the page. If needed, have them finish it at home with their family.
- ▶ Time permitting, have the whole class develop a class definition of success and then display it in the classroom.

## APPLY

### Objective

To recognize  
the value  
of imagination

### Focus

**Inquire:** What kind of dreams do you think Wilma Rudolph might have had? Explain that our imagination can be a creative way for us to work through things in life. For example, our ability to dream about our future comes from the gift of our imagination.

### Discover

- ▶ Read the Catholic Family Album box. Ask: How did Matt Talbot reach beyond himself? (*He achieved his goals and remained sober with the help of the Church and the grace of God.*)
- ▶ Explain that dreaming can help us to overcome obstacles in life or gain insight to achieve goals.

### Integrate

- ▶ Read "Making My Dreams Come True." Allow students to reflect on their future. Then pair them up to interview each other about their dreams, goals and aspirations.
- ▶ Have students complete the activity on the page based on their interviews.

### Pray

Invite students to write a petition about their future. Then as a whole class offer all petitions in prayer.

### Catholic Family Album

**Matt Talbot** (1846–1925) lived in Ireland. His family was very poor and Matt began working for a liquor company when he was only twelve years old to help his family. He began drinking very soon after he started working. It quickly became the most important thing in his life and he could not stop. When he was thirty years old, Matt set the goal to stop drinking and was determined to achieve it. He turned to God for help, began to go to Mass each day and often spent his free time praying to Mary. Matt achieved his goal and remained sober for the rest of his life. The Catholic Church has named Matt Talbot "Venerable." This is the first step in naming him a saint of the Church.



30 Looking to the Future

### Making My Dreams Come True

When Wilma Rudolph was twelve years old, she could not have known that she would be an Olympic champion. But she could have imagined how it would be to run with strength and grace. Wilma's dreams may also have included being a teacher or a mother or a coach, for she was all of these things after her competitive athletic career ended.

Your imagination lets you dream. Imagination is the ability to form a mental image of something that is not present or that does not exist. Your imagination helps you plan and dream about the future that may be yours someday. Your imagination is a gift from God—a gift that is a truly human power. Your imagination lets you "try on" different roles and ideas for yourself.

Consider for a moment that Wilma Rudolph's story might be found in a book entitled "Great Athletes of Our Time." Below complete the title of a book, in which your story might be told. Then imagine your future and write your story. Include two things you will do now to work toward that future.

Great \_\_\_\_\_ of Our Time

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## Extending the Lesson

**Using Activity Master 4B:** Use the Activity Master "Qualities of the Heart." This activity will further help students utilize the qualities of the heart in the context of goal setting.

**Dream about the Future:** Invite students to review Martin Luther King Jr.'s "I Have a Dream" speech online. Discuss the successes and struggles that he had to go through to attain this point in his life. Investigate the role Dr. King's faith played in his life and how he drew strength from God despite all of his obstacles. Then challenge students to draft their own speech in imitation of his as they imagine their future role in the Church, the nation, their community or family.



# ONLINE ACTIVITIES FOR LESSON 4

Activity Master 4A

Name \_\_\_\_\_

**Focusing on Success**

Once you've set a long-term goal, you can start taking small steps toward it. Read the examples, then write about a long-term goal of your own.

	Example Goal	Your Goal
Long-term goal	To be a performing musician	
Strengths	Talent and strong love of music	
Limitations	Nervous on stage; impatient with daily practice	
Short-term goals	Top notch training; learn stage poses; play for small audiences; save money to buy a good instrument	
Sacrifices and discipline	Low free time daily; rare fun time with friends; keep up with schoolwork and chores	

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Family Life Grade 6



## How to Find It How to Use It

### Step 1: Click & Select



Go to [RCLBFamilyLife.com](http://RCLBFamilyLife.com)  
Click on the link for activities.  
Then select the activity master you need.

### Step 2: Print & Copy



Print each activity master in advance.  
Then copy enough for everyone in the class.

### Step 3: Share & Discuss



Once students have completed the activity, have them share and discuss their responses.

Activity Master 4B

Name \_\_\_\_\_

**Qualities of the Heart**

On the way to your goals, you work on your "qualities of the heart": a sense of self-worth, courage to deal with failure, and humility to ask for help. Use the questions below to assess these precious qualities and to plan strategies for developing them. Share your ideas with your classmates.

**Self-Worth**

1. Do you tend to be critical about yourself and others, or are you realistic about accepting flaws along with assets?  
\_\_\_\_\_
2. What daily exercise could you use to train yourself to see the best in yourself and others?  
\_\_\_\_\_

**Courage to Deal with Failure**

1. Do you think of failure as a signal to cop out and give up, or as an indication that a change is needed?  
\_\_\_\_\_
2. What's your plan for dealing with your next setback?  
\_\_\_\_\_

**Humility to Ask for Help**

1. How do you feel about asking for help? Do you think it's a smart or a dumb thing to do? Why?  
\_\_\_\_\_
2. What parts of your life might be easier if you asked for support from other people?  
\_\_\_\_\_

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Family Life Grade 6

# REVIEWING UNIT 2

## Summary

- ▶ Ask the students to read through the Summary section.
- ▶ Invite them to ask questions about any points that are not clear to them.
- ▶ Make sure to expand on any points that were perhaps touched on only lightly during class time.

## Thinking It Through

- ▶ Have students answer all three questions on the page.
- ▶ Assign each student a number from one through three. Have students share with the class their answer to the question that corresponds to their assigned number.

## Matching It Up

Use this matching section to help the students be able to identify the appropriate definition or description of a key concept, term or person from the unit.

## Pray

Invite students to write a petition about their future. Then as a whole class offer all petitions in prayer.

# REVIEWING UNIT 2

Name .....

## Summary

Remember what you have learned in each of the lessons in God's Gift of Self.

### LESSON 3: Know Thyself

- God invites me to accept a vocation to use my gifts and talents in a loving and good way.
- I can discern the vocation God offers me by knowing myself and the talents and gifts he has given me.
- Integrity enables me to be the person God calls me to be.

### LESSON 4: Looking to the Future

- Having goals gives direction to my life; achieving goals requires hard work, patience and perseverance.
- Determination takes courage of heart and is based on integrity, resilience and humility.
- God has given me the gift of imagination to help me plan and dream about my future.

## Thinking It Through

- How does humility help me know myself?
- How does a strong sense of my self-worth help me achieve my goals?
- How can the gift of creativity help me plan and attain my goals?

## Matching It Up

On each line, write the letter of the description in Column B that best goes with the term in Column A.

- |   |   |
|---|---|
| 1. .... <b>D</b> ..... Humility                 | <p><b>A</b> Human power that helps a person set long-term goals using their gifts and talents</p> <p><b>B</b> The courage to deal with failure</p> <p><b>C</b> Being true to the person you are</p> <p><b>D</b> Being honest about yourself before God</p> <p><b>E</b> God-given powers and strengths that enable us to work toward the establishment of the Kingdom of God</p> |
| 2. .... <b>C</b> ..... Integrity                |   |
| 3. .... <b>B</b> ..... Resilience               |   |
| 4. .... <b>A</b> ..... Imagination              |   |
| 5. .... <b>E</b> ..... Gifts of the Holy Spirit |   |

Unit 2 Review 31

## REVIEWING UNIT 2

Name \_\_\_\_\_

### Recalling Key Concepts

Circle the T if the statement is true. Circle the F if the statement is false.

- Once you make a goal, you cannot change it.
- It is healthy to accept your strengths and your limitations.
- The Church teaches that a sixth-grader is too young to bring goodness to others.
- No two people think and respond exactly the same.
- Achieving goals is simple, easy and quick.

T	F
T	F
T	F
T	F

Fill in the missing words in these sentences.

- Studying before watching TV is an example of **DELAYED** gratification.
- Skipping practice to watch a movie is an example of **INSTANT** gratification.
- Knowing yourself can help build **SELF-CONFIDENCE**.
- WILMA RUDOLPH** was the first female to win three gold medals in the same Olympic Games.
- Your **IMAGINATION** lets you "try on" different ideas and dream about the future.

### Working Together

Create a class booklet about people who have achieved their goals. Keep in mind the class' definition of success. Brainstorm as a class, a list of names. Include people from all walks of life, regardless of their notoriety or popularity. Working individually or in pairs, research and write a short article about one of the people named by the class. Use your creativity in doing this project.

32 Unit 2 Review

### Recalling Key Concepts

- Use this section to help the students be able to accurately recall important information from the unit.
- For the true and false section, you can have students correct any false statements.
- To help with the fill-in-the-blank section, you might want to provide a word bank on the board.

### Working Together

- Choose a project that best fits the needs and abilities of your students, as well as your time schedule.
- Time permitting, have students complete the unit assessment individually or as a class; otherwise encourage them to complete it at home.
- End the unit with a prayer from The Catholic Home section or one of your own choosing.

### Teaching Tip

**Inspiring Images:** Learning about heroes and saints and displaying their images can serve as inspiration, sparking the imagination of young people to have the courage to do likewise in achieving important goals in life. Recognizing why students emulate popular people is more important than criticizing those whom they admire. Help them understand the difference between being popular and doing good. If you know why the youth admire a certain popular person, you can engage in a conversation about the value of such a role model. Realize that we all are inspired by those who remind us of what it means to be a hero or saint.