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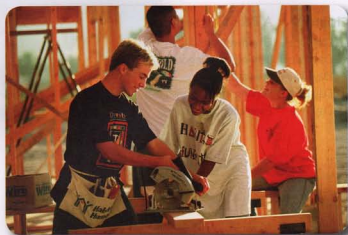
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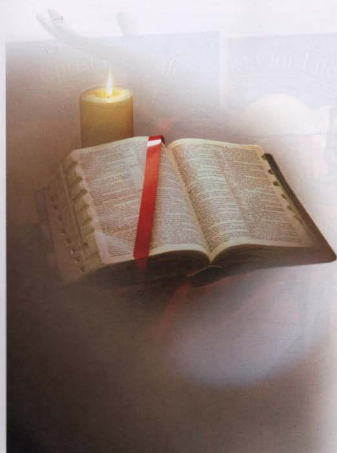
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What Catholics Should Know **T431**

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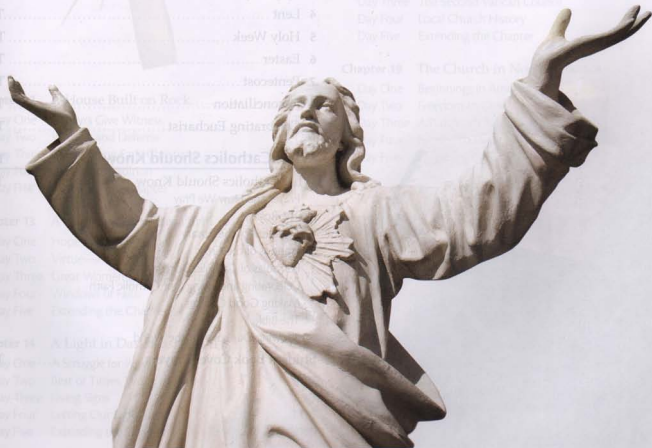
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The Marks of the Church

Goal

The students should grow in their understanding of the four Marks of the Church—one, holy, catholic, and apostolic.

6 One in the Spirit

The students explore the concept that all Catholics are united as one in the Church. We are one in faith, in worship, in governance, and in charity. Also addressed is the idea that working toward unity is the responsibility of all members of the Church.

7 Made Holy in the Spirit

The students learn that the Church is holy because it was founded by Jesus, is guided by the Holy Spirit, is led to be holy, and is called to help carry out Christ's saving mission. They study the lives of holy people who have come before them in the faith.

8 A Church That Is Catholic

The students examine the universal nature of the Church. They reflect on Jesus' mission to proclaim the Good News to all and consider practical ways that they can participate in this same mission in their lives.

9 An Apostolic Church

The students gain a brief overview of the apostles as the early Church leaders and the pope and bishops as their successors. They reflect on the notion that, as followers of Christ, they, too, are called to help serve the mission of the Church.

One in the Spirit

Faith Focus

The Church is one in faith, worship, governance, and charity.

Reflecting on the Faith Experience

Take a few moments to reflect prayerfully before preparing the lesson.

Listening

As a body is one though it has many parts, and all the parts of the body, though many, are one body, so also Christ. For in one Spirit we were all baptized into one body, whether Jews or Greeks, slaves or free persons, and we were all given to drink of one Spirit. . . . Now you are Christ's body, and individually parts of it.

1 Corinthians 12:12–13:27

Reflecting

Division and discord are sources of suffering. Conversely, union and harmony are wellsprings of joy. Often humankind's noblest dreams are associated with oneness. We speak of a close family unit, marital union, the United Nations, Christian unity. On the other hand, we refer to failure or pain with such phrases as "a broken heart" or "The whole thing went to pieces."

Genuine unity involves love, as illustrated in the Blessed Trinity. In love, the Father eternally generates the Son; their perfect love is eternally expressed in a third Person, the Holy Spirit. This union in love among Father, Son, and Holy Spirit is so complete that they are one God while still being three distinct, divine Persons. Jesus bequeathed this unity to us. The theme of union in love is woven throughout his farewell discourse.

[S]o that they may all be one, as you, Father, are in me and I in you, that they also may be in us, that the world may believe that you sent me.

John 17:21

It is the love born of this oneness that Jesus wished to be the distinguishing mark of his disciples in a torn and hostile world. He said, "This is how all will know that you are my disciples, if you have love for one another." (John 13:35) The Church has clung to that oneness: oneness in doctrine, in worship, and in governance. Where is the source of this unity? Since God created Adam in his own image and breathed his breath of life into him, then God must be the model of spiritual union among his children and the Holy Spirit its source. This is why, at the Last Supper, Christ repeatedly referred to the union of Father, Son, and Holy Spirit. So too, the indwelling Spirit given at Baptism explains why the call to ecumenism strikes a chord in the heart of every Christian. After all, it is an invitation to return to pristine wholeness.

[S]triving to preserve the unity of the spirit through the bond of peace . . . until we all attain to the unity of faith and knowledge of the Son of God . . . living the truth in love, we should grow in every way into him who is the head, Christ.

Ephesians 4:3,13,15

How does the legacy of Christ—unity and love—affect the way I live and work?

How can I help preserve Church unity?

Responding

Spirit of unity, guide my students to live by truth in love, that they may know peaceful unity.

Scripture for Further Reflection

Ezekiel 34:11–16, 23–31 Through Ezekiel, God promises to look after his flock personally. He will rescue his sheep from danger and bring back the scattered and the strayed. He will unite them as one flock under the care of one shepherd, and he will be their God.

1 Corinthians 12:12–30 In the human body, many different parts function to make one harmonious unit. So too, in the Church, there are many members, but each is to do his or her part to make the Church, the Body of Christ, function as a perfect unit. Love is the bond that will unite these members.

Preparing for the Faith Experience

Day One

The Meaning of Unity

Day Two

Unity in the Church

Day Three

Toward Unity Among Churches

Day Four

Being a Peacemaker

Day Five

Extending the Chapter

Scripture in This Chapter

Acts of the Apostles 4:32 Life in the Christian community

Ephesians 4:1–3 Unity in the Body

1 Corinthians 12:12–20 One Body, many parts

John 17:21 That they all may be one

Catholic Social Teaching

- Solidarity
- Life and Dignity
- Family and Community

Church Documents

Catechism of the Catholic Church.

The themes in this chapter correspond to the following paragraphs: 791, 811–822, 834, 864.

National Directory for Catechesis

#51. The Holy Spirit calls every Christian community to work for unity among all Christians and to foster ecumenical efforts.

Decree on Ecumenism #3

(Second Vatican Council). Everyone justified by faith in Baptism is a member of Christ's body, has a right to be called Christian, and is accepted as brother or sister by the children of the Catholic Church.

Dogmatic Constitution on the Church

#4 (Second Vatican Council). After Christ had accomplished the work given to him by the Father, he sent the Holy Spirit to guide the Church in truth and to unify it in communion and the works of ministry. The Spirit does so by his gifts and fruits. Hence the universal Church is “a people brought into unity from the unity of the Father, the Son, and the Holy Spirit.” (Saint Cyprian)

Music in This Chapter

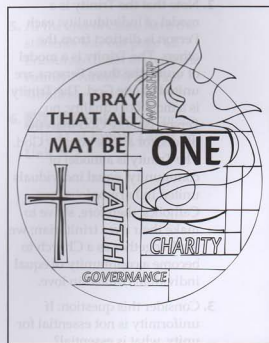
For a list of all the music suggested in this program, see page T531.

Enriching the Faith Experience

Use the activities at the end of the chapter to enrich a lesson or to replace an activity with one that better meets the needs of your class. Bookmark www.christourlife.org to find Web BLMs.

Bulletin Board

A suggestion for a bulletin-board design for this chapter is pictured.



LEARNING OUTCOMES

The students will be able to

- define a mark of the Church.
- describe what is meant by unity.

Words to Know

Marks of the Church

one catholic

holy apostolic

See the Glossary for definitions.

Materials

- 6 cards or slips of paper, each with a Scripture reference: John 1:12; John 13:34–35; Matthew 18:19–20; Luke 22:19–20; John 20:22–23; Luke 24:46–49
- Bibles
- BLM 24

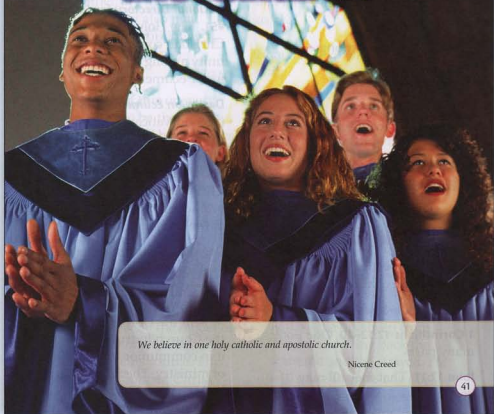
Before You Begin

1. Keep in mind that the unity of the Father, Son, and Holy Spirit is the source and cause of Christian unity. To remain in union with the Trinity means being united in truth and love with the community of believers, with our families and friends.
2. Note that the Trinity is a model of individuality: each Person is distinct from the others. The Trinity is a model of unity: the three Persons are united as one God. The Trinity is a model of equality: no Person is more God than the others, for all are equally God. The Trinity is a model of community: equal individuals united in harmonious love. Catholics, therefore, strive to make their lives trinitarian: we work together as a Church to become a community of equal individuals united in love.
3. Consider this question: If uniformity is not essential for unity, what is essential? Ephesians 4:1–6 provides us

UNIT

2

The Marks of the Church



We believe in one holy catholic and apostolic church.

Nicene Creed

41

with a valuable list of what is necessary for unity.

There is one body: not one Body of Christ here and another there, or one Body of Christ in this group and another in that group. There is one Spirit: all of us are enlivened by the same Holy Spirit, the Spirit of Jesus sent to us by the Father and the Son. There is “the one hope of your call,” for we all have the same expectation, the same hope—we look forward to the same resurrection and eternal life. There is one Lord, Jesus Christ, who is Lord of all. There is one faith, and the fundamental ingredients of that faith are the same for all

believers. There is one Baptism, not different Baptisms for different communities. Finally, there is one God and Father of all, one Creator, one source of all that is, and one God who cares for us.

These are the basic ingredients of unity. They are what holds all believers together. This does not mean that other things are unimportant. Uniformity implies that people should all be alike in their external attitudes and behavior and express their faith in a single fashion. It discourages diversity in the expression of the unity of faith.

Centering

- Link this lesson to Chapter 4, **A People of Prayer.**
 - You have learned that the Church is a praying people.
 - One basic prayer that we pray together is the Creed in which we say we believe in one, holy, catholic, and apostolic Church.
 - Today we will learn about these four characteristics of the Church.
- Ask if anyone can identify the name of the Creed that we usually recite at Mass. Note that it includes the words *one, holy, catholic, and apostolic.* (Nicene Creed)
- Invite the students to open their books to page 41 and to read aloud the line from the Nicene Creed at the bottom of the page.
- Provide background about the Nicene Creed and the Apostles' Creed.
 - Various versions of the Apostles' Creed were composed in the second through fifth centuries of the Church's history and represent the faith of the Christians in Rome in the first centuries of the Christian era. The Apostles' Creed is based on a trinitarian formula that expresses our basic beliefs about the Father, Son, and Holy Spirit. The Apostles' Creed is shorter than the Nicene Creed, which we recite at Mass.
 - In A.D. 325, the Roman Emperor Constantine called all the bishops together for a meeting known as the Council of Nicaea. Constantine wanted them to clarify what the Church believed and taught about Jesus Christ so that there would not be a split within his empire. The bishops met and decided to make a clear statement about who Jesus is and who he is not.

Family Feature

One, Holy, Catholic, and Apostolic Church

Our beliefs and way of living are rooted in the beliefs and actions of the first apostles. This connects our lives today to the time of Jesus. Being apostolic means that the mission of the Church today is to continue the work entrusted to the apostles—to bring Christ's love and healing presence to the world.

Serving the world's needs can be overwhelming. The good news is that when we join with Catholics around the world, we are part of an organization capable of great things. With your family, try to become more aware of the Church's apostolic work and how you can contribute.

"Our times call for a new readiness to assist our neighbors in need."
(*Deus Caritas Est*, Pope Benedict XVI)

The Apostolic Work of Catholic Relief Services

Catholic Relief Services feeds families, shelters refugees, rebuilds shattered lives, protects health, develops sustainable communities, and restores hope in 99 countries around the world. Take time with your family to learn more about the work of CRS and how you can be part of it. The inspiring stories on their Web site showcase modern-day disciples reaching out with compassion and dignity to those who are the poorest of the poor.

The Apostolic Work of Catholic Charities

Catholic Charities is one of our nation's largest social-service networks. Catholic Charities'



agencies and institutions provide vital social services to people in need, regardless of their religious, social, or economic backgrounds. Investigate ways your family can become involved in the apostolic work of Catholic Charities in your community.

Apostolic Relationships

The apostles modeled their ministry on the way Jesus lived his life. Jesus spent time with the people he served. He walked with those who were poor, ate with those who were hungry, comforted those who were sick, and listened to those who were lonely. Look for ways to build relationships with people you serve. Take time to learn their names and listen to their stories. Be open to ways you can receive as well as give.

Apostolic Action

Make a decision with your family to contribute to an outreach ministry of the Church that serves people in need and promotes justice and peace (for example, Catholic Charities or Pax Christi USA). Contribute money to support the organization's efforts. Pray for the organization and for those being served.

Apostolic Homework


Look to the Corporal Works of Mercy for ways your family can carry on the work of the apostles close to home: feed those who are hungry; clothe those who are naked; shelter those who are homeless; and visit those who are sick or imprisoned.

Visit www.christianlife.org/family for more family resources.

42 UNIT 2 The Marks of the Church

- Other meetings of bishops took place later, long after the time of Constantine. These later councils would answer more of the questions being asked about Jesus and the Church.
 - Finally in A.D. 381, at the Council of Constantinople, the teachings that had begun at Nicaea were completed. The Church combined the teachings of Nicaea with those of Constantinople to create what we call the Nicene Creed.
- At the end of class, have the students tear out page 42. Encourage them to share the Family Feature with their families.
 - BLM 24** Send home copies of **BLM 24 Family Letter** on Unit 2.

Sharing

- Have volunteers read aloud the opening paragraphs on page 43.
 - Ask the students if they can identify with any of the experiences related there.
 - Invite a few volunteers to share their stories.
- Ask what is meant by a mark of the Church. (a visible characteristic of the Church that makes it what it is) Have the students underline these words in their books.
- Ask volunteers to read aloud **All for One and One for All** on page 43.
 - Have the volunteers take the parts of narrator, Ana, and her mother.
 - Invite the students to answer the questions. Discuss their responses.
 -  Ask the students what they would do to help build unity in the team if they were in Ana's place. Invite them to name some groups in which they see real unity.

✦ Solidarity

- Tell the students that they will be learning about unity in the Catholic Church.
 - Pass out the cards with Scripture references.
 - Direct the students who receive them to locate the references in the Bible and to read them aloud.
 - Ask how each passage relates to Church unity.
 - John 1:12** (Jesus unites us through faith as children of the one Father)
 - John 13:34–35** (Love as Jesus taught it is the strongest uniting power.)
 - Matthew 18:19–20** (Common prayer unites us in faith and love for God and one another.)

3. Consider this question: If uniformity is not essential for unity, what is essential? Ephesians 4:1–6 provides us

CHAPTER
6

One in the Spirit

Think of times when you had experiences such as these:

- You meet someone your age and discover that like you, he or she is very interested in music. You instantly become friends.
- You are in another state or country and find someone from your hometown. Excitedly you plan to do something together.
- You walk into an auditorium filled with people. You spot someone you recognize and go over to sit with him or her.

Having things in common creates unity, a sense of oneness among people. Unity is one of the four visible signs, or **Marks of the Church**, that make the Church what it is. Just as you can tell a brand of clothing by its characteristics, you can identify the Church by its marks. Besides being one, the Church is holy, catholic, and apostolic. In this chapter and the next three, you will learn about each of these marks.

All for One and One for All

Ana's mother watched her daughter walk across the living room and sink into a chair. Ana looked tired and unhappy.

"How was the car wash?" Ana's mother asked. "It went well. But that's not the problem. Theresa and I were the only ones who showed up to work!"

"Where were all the others?" asked her mother gently.

"Denise said she had to stay home. Juanita couldn't get a ride. Clare had piano lessons. What upset me is that last Thursday when we talked about it, all of them acted as if they would be there."

Ana's mother walked over and put her arm around Ana's shoulder. "You and Theresa must be tired. You've been working since eight o'clock this morning."

"It's not that, Mom. What bothers me is that all of us are on the basketball team. We all want new uniforms, not the boring gym suits we have now. We all said we would come and work on the car wash to earn money for the team. Where's the spirit of the team? Where's their loyalty?"

How do you know that Ana's basketball team lacks unity?

They do not work together. They make

promises to help but do not keep them.

How could the members of the team have built up unity?

They could have made a schedule of duties and kept to it.

- Luke 22:19–20** (The Eucharist is the best sign of our unity with God and with others. It both expresses and develops unity.)
 - John 20:22–23** (Through the Sacrament of Reconciliation, we are reconciled with God and others. Unity is restored.)
 - Luke 24:46–49** (The Holy Spirit enables us to perform our mission to unite all people as one in Christ.)
3. Consider this question: If uniformity is not essential for unity, what is essential? Ephesians 4:1–6 provides us

5. Give an example of false unity.

- ✦ Sometimes we are torn between the unity we have with our friends and doing the right thing.
- ✦ Imagine you are with a group of your friends, walking down a hall at school. It is late and no other people are around. Everyone is joking about the fifth-grade artwork on the wall. One of your friends pulls a picture down and tosses it in the trash. Everyone laughs. Several more in the group follow the example. What could you do to stop the vandalism? (Tell your friends to stop, or get them interested in something else.)
- ✦ What effect would this have on your friends? (They might criticize or mock you for it. They might leave you out, or they might agree with you.)
- ✦ When the teacher asks the class who was involved, how do you think your friends will respond? (They probably won't admit to doing the damage.)
- ✦ Imagine someone in the group suggests that you all stick together and support one another by not admitting anything—that you should keep a united front. Why isn't this real unity? (This is going along with the crowd. It is not working for one another's good. Eventually the group will disintegrate, because real unity is built by honesty and good acts—acts of love.) How would you answer that person?

6. Offer a family situation as an example of how unity can be damaged.

- ✦ Unity is an essential quality for families.
- ✦ Suppose your friends invite you to a movie. At the dinner table, you ask your parents if you may go. Your older sister tells your parents that the movie is rated R. She doesn't think you are mature enough for the film. Your parents forbid you to go. What happens if you begin to argue with your sister and parents? (The entire family becomes upset.)
- ✦ How does fighting destroy family unity? (A family is supposed to work together. Fighting makes people work against each other. You cannot bring the peace of Christ if your behavior encourages arguments.)
- ✦ What further breakdown would result if you were to sneak out to the movie and your parents found out? (Trust would be broken.)
- ✦ How does disobedience hurt family unity? (It destroys trust and love. Love and respect are based on trust. By disobeying, you work against your parents. Your actions show you do not respect their authority. Nor do you show love for Jesus, whom they represent. You will have to try again to show you are willing to love and obey them.)

7. Draw a large circle on the board.

- ✦ Ask for words that describe and promote unity.
- ✦ Have the students who answer write these inside the circle.
- ✦ Ask for words that destroy unity.
- ✦ Have the students write these outside the circle.

Acting

1. Remind the students that we need the Holy Spirit to remain one in Christ and united with one another.

We need to ask the Spirit to guide our words and actions so that we can be faithful to the call of unity.

2. Ask the students to use the words inside the circle to make petitions to the Holy Spirit in a prayer for unity.

Collect the petitions and lead the class in praying together a prayer for unity.

CHECKPOINT

- Were the learning outcomes achieved?

LEARNING OUTCOMES

The students will be able to

- name and describe the four ways that the Church is one.
- describe how unity exists in the Church.

Key Term

encyclical—a letter written by the pope to the universal church

Materials

BLM 25

Before You Begin

Note that the Church is one because all members accept her creeds and teachings, celebrate the same sacrificial meal, acknowledge the primacy of the pope and follow the teachings of the pope and bishops, and strive to love one another. The Holy Spirit is the source of the union of believers. The Spirit restores unity broken by sin, moves members to work in peace and loving acceptance, and binds them in a community professing “one Lord, one faith, one baptism.” (Ephesians 4:5)

Unity—The Catholic Church Is One

When we say that the Catholic Church is one, we are describing the unity of the Church. A group might work together and eat together but still not have unity. Unity is possible only when people have the same convictions, values, visions, and goals. Time, distance, suffering, and even death cannot break this unity. It is real and solid.

Unity comes from God who, as Father, Son, and Holy Spirit, is one. Human beings, made in the divine image of God, are called to establish unity among themselves and to live in solidarity with one another. The unity of the Church serves as a sign of the unity intended by God for all people.



Unity has been a strong and visible sign of the Catholic Church since its beginning. “The community of believers was of one heart and mind.” (Acts of the Apostles 4:32) They were one because Jesus sent the Spirit to unite them in his love. Our unity flows from and reflects the unity of the Trinity. The gift of unity that comes from the Spirit helps us live the way Jesus showed us.

The Catholic Church is one in faith, worship, governance, and charity. The Spirit leads us to ever greater unity in each of these ways.

44 UNIT 2 The Marks of the Church

One in Faith

We are one in what we believe. We believe that Jesus is Lord and that all he taught is true. A *creed* is a statement of the truths we believe. At Sunday Mass, we pray the Nicene Creed to profess our faith in God and in the Church. There are also times when we say the Apostles’ Creed.

An Invitation to Faith

One way to build unity is to include others in your plans. What you would say in an e-mail to invite someone to attend Mass with you?

To: _____

Subject: _____

One in Worship

All members of the Church are united in our celebration of the sacraments. We are especially united in the celebration of the Eucharist. When we gather for Mass, we are united with Jesus and with one another. We offer praise to our heavenly Father. With, through, and in Jesus, our head, we thank the Father and ask for what we need. As we share his Body, the one bread, and his precious Blood from the one cup, we symbolize and strengthen our oneness. Nourished by the Word and the Body and Blood of Christ, we are empowered to work for unity.

What parts of the Mass are signs of our unity?

the Lord’s Prayer; the handshake of peace,

receiving Communion

Centering

BLM 25 Have the students work **BLM 25 Church Unity**.

- Explain that this BLM will help them to realize their tradition and the unity spoken about in the last lesson.
- Tell them that this lesson will focus on the ways the Catholic Church is one.

Sharing

1. Invite volunteers to read aloud **Unity—The Catholic Church Is One** on page 44.

- How is unity achieved?** (when people share the same convictions and values, the same vision and goals)

♦ **With whom were the early Christians united?** (Christ and one another)

♦ **How were they united?** (They were united in heart and mind by the Holy Spirit, who made them one in Christ’s love.)

2. Discuss some of the ways we are one.

(Family: heredity, belief, love, lifestyle; School: learning common subjects; Soldiers: patriotism, career; Friends: love, friendship; Crowd at concert: interest in music; Group at Olympics: nationality, love of sports)

3. Ask the students the following:

- ♦ **Which of these groups shows the strongest type of unity?** (family, friends) **Why?** (Beliefs, convictions, love, and values unite them.)
- ♦ **What are the four visible signs of unity in the Catholic Church?** (unity in faith, worship, government, and charity)

4. Tell the students to read **One in Faith** on page 44.

- ♦ **As Catholics, what do we believe about Jesus?** (We believe Jesus is Lord and that all he taught is true.)

- ✦ How do we express in words the truth we believe? (through creeds)
- ✦ What else do we accept as true? (all God has revealed and taught through the Catholic Church)
- ✦ From what sources can you learn what the pope and bishops teach? (homilies, Catholic newspapers, religion class, radio, TV, parents, books)

5. Have the students work on the activity **An Invitation to Faith** on page 44.

Invite volunteers to share their e-mail with the class.

6. Have the students silently read **One in Worship** on page 44.

- ✦ Direct the students to answer the question in their textbooks.
- ✦ Ask them which sacrament visibly unites Catholics. (the Eucharist) Have them name the sacraments. (Baptism, Confirmation, the Eucharist, Reconciliation, Anointing of the Sick, Matrimony, and Holy Orders)
- ✦ Discuss their answer to the question.

7. Call on a volunteer to read aloud **One in Governance** on page 45.

- ✦ Who are the successors to the apostles? (pope and bishops)
- ✦ How do they teach us the truths of the faith? (through decisions of councils, encyclicals, pastoral letters, and talks)
- ✦ Who inspires them to govern the Church? (Holy Spirit)
- ✦ How can we show our unity in government? (by obeying the pope and bishops)
- ✦ Help the students answer the questions in their books.

8. Have the students read silently **One in Charity** on page 45.

- ✦ Have the students underline three ways we show we are united in love with Christ and others in the Church. (our faith in God, observing Christ's command to love one another, sharing in the Eucharist)

A Moment with Jesus

Celebrating the Eucharist is one of the most powerful ways we are unified as Catholics. Take a moment to thank Jesus for the gift of the Eucharist. Ask him to deepen your desire to be one with him and with others.

One in Governance

We are joined together under the leadership of the pope and bishops, who are successors of the apostles. They teach us the truths of our faith through Church councils, papal encyclicals (letters from the pope to the whole Church), pastoral letters, and talks. We follow the teaching of the pope and the bishops who, inspired by the Spirit, govern the Church. The bishop of your diocese is a visible sign of the unity of the Catholic Church. We are one with the whole Church through our diocese and parish. As of 2006, two hundred and sixty-five popes have led the Church through the ages.

Who is the present pope?

Who are your bishop and his auxiliary bishop(s), if he has any?

Who is the pastor of your parish?

One in Charity


By practicing the virtues of faith, hope, and love, we come to live in a relationship with the Trinity. We are one with Christ and with one another in love. By putting our faith in God, we deepen our friendship with God and grow in love. By observing Christ's command to love

- ✦ Have them read Ephesians 4:1–3 and answer the questions.
- ✦ Discuss the examples that follow.

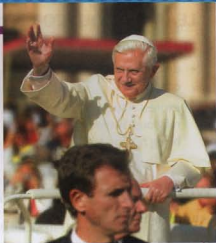
9. Call on students to name the four ways unity is shown in the Catholic Church.

(faith, worship, government, charity)
Have students summarize how we are united in these four ways.

Acting

 Close with **A Moment with Jesus** on page 45.

Read aloud the section and then allow a few moments for the students to pray quietly.



one another, we create a community actively concerned about its members. By sharing in the Eucharist together, we are strengthened in Christ's love to serve with greater generosity.

The Letter to the Ephesians teaches that charity is the greatest gift in building unity. Read Ephesians 4:1–3 and then answer these questions.

How should we show love for one another?

Live with humility, gentleness, patience, and love.

What binds the unity that the Spirit brings?

peace

How can your love help others in each of these examples?

- Acting friendly and cheerful at school
- Voluntarily doing more than your share of the work at home
- Asking a friend who often skips Mass to attend with you
- Asking forgiveness after an argument
- Expressing an interest in the things that concern your parents or guardians

One in the Spirit CHAPTER 6 45

CHECKPOINT



- Were the learning outcomes achieved?

LEARNING OUTCOMES

The students will be able to

- describe the importance of ecumenism.
- express respect for other religious denominations, while being faithful to their own.

Word to Know

ecumenism

See the Glossary for definition.

Key Term

charismatic gifts—Gifts of the Spirit that are to be used for the good of the entire Church

Centering

- Have the students form a machine to experience unity.
 - Explain that each student will be a mechanical part.
 - For example, by raising and lowering hands, a person could represent a gear that goes up and down. By moving hands in a circular motion, another person could represent a wheel that goes around. Another student could make the sound of the machine. Challenge the students to find motions for each person. Follow these steps:
 - Ask the students to suggest types of machines they could make or use the ideas on the board.
 - Divide the class into groups of six or eight and assign each group to a part of the room.
 - Tell the groups to select the machine they will make and to assign each part to a member.
 - Have each group perform, and let the class guess which machine they are demonstrating.

Materials

- Option: list of machines written on the board for Centering #1:

pinball machine	radio
pencil sharpener	clock
popcorn maker	train
video game	computer
electric can opener	
- Bibles

Before You Begin

- Note that the Second Vatican Council provided impetus for Catholic involvement in ecumenical endeavors. One of its 16 documents was on ecumenism, and a commission for Christian unity was created

- Discuss working together and being one.

- Why is every part of the machine important?** (If a part was missing, the machine wouldn't work.)
- Why is it necessary that members of the group understand the work of each part?** (They will appreciate that each part is needed. They will see that the parts work together and that the machine runs well when every part is working.)
- As parts of a machine must work together to achieve a purpose, members of a group also must work together to achieve a goal.**

in Rome. Before this, other Christians had taken steps toward unity through the World Council of Churches. This organization, founded in 1948, has a membership of more than 340 churches, denominations, and church fellowships.

- Consider asking students from other faith traditions to share their beliefs and customs.

Sharing

- Discuss what makes family members the same and what makes them different.
 - (Same last name, nationality, personality traits, resemblance; Differences: talents, interests, temperaments)
 - It is the same in the family of the Church. Although the members are united in Christ, they have different spiritual gifts. They are not all cut out with a cookie cutter.**
- Have the students read and work **Gifts for Everyone** on page 46.

- ✦ Discuss the activity with the class.
- ✦ **All the Spirit's gifts can be used for Church unity. The Body of Christ has been broken throughout history.**
- ✦ **We must work for the unity Christ prayed for at the Last Supper.**

3. Have a student read aloud from the Bible 1 Corinthians 12:12–20.

- ✦ Have the students answer the questions.
- ✦ Invite volunteers to share their answers.

4. Direct the students to read **Mending the Breaks** on page 46 and to answer the question at the end.

- ✦ Discuss how they can promote unity with people of other religious denominations.
- ✦ **What are some other religious denominations?** (Lutheran, Episcopal, Baptist, Methodist, Presbyterian)
- ✦ **Write ecumenism on the board. What is ecumenism?** (efforts to unite Christians)
- ✦ **In the past, there was division between Christian faith traditions. In some places, there still is. Can you think of examples? People who realized how "unchristian" this was began to move toward understanding and accepting one another. Church leaders and members are stressing what we have in common. They are meeting, praying together, and helping one another.**
- ✦ **What are ways to reach out to people of other faith traditions?** [Have students list these on the board.] (Show respect; pray for unity; join in works of charity; be faithful and obedient to the teaching of the Catholic Church)



Gifts for Everyone

Unity in the Church is not only the responsibility of the bishops and priests. It is the responsibility of all the members of the Church. We are to work together, using our individual gifts so all may be one. Within the unity of the Church, there is a diversity of gifts. Paul lists the charismatic gifts in 1 Corinthians 12:4–11. A charismatic gift is a special, spiritual gift used for the good of the entire Church.

Read 1 Corinthians 12:12–20 and then answer these questions.

Who unites us all in the one body?

the Spirit we received in Baptism

How does Paul apply the many parts of the body to the Body of Christ?

Each part is different, but each is necessary for the body to function properly.

Why do you think there are so many different parts?

The body needs them all.

46 UNIT 2 The Marks of the Church

Mending the Breaks

Chances are, not everyone in your neighborhood is Catholic. Christians are divided into hundreds of faith traditions.

The Spirit guides you and all members of the Church to work for unity with other Christian churches. This effort to unite all Christians is called **ecumenism**. Ecumenical refers to the whole world. Christ knew the importance of unity in his Church. At the Last Supper, he prayed "that they may all be one" (John 17:21). Christians would attract more people to Jesus if they were united. Because of misunderstandings in the history of the Church, however, the Body of Christ has divisions.

The Holy Spirit is calling you to use your gifts and be ecumenical too. You are needed! What can you do? You can pray every day that everyone may be united in Christ.

A good motto for ecumenical work is "Be respectful, but be faithful." Give all Christians the respect and dignity they deserve. We can often learn from other Christians. At the same time, you show how much you love the Catholic Church by faithfully following its teachings. Be proud of your Catholic faith.

If a friend of yours criticized the way other people worship, how would you respond?

Ask him or her to respect the right of others to worship in their own way.

Acting

Pray aloud together
Jesus' prayer for unity:
John 17:20–23.

CHECKPOINT

- Were the learning outcomes achieved?

LEARNING OUTCOMES

The students will be able to

- identify ways to contribute to the peace and unity of the Church.
- name practical techniques for resolving conflicts peacefully.
- demonstrate an understanding of the key concepts in this chapter.

Materials

- Bibles
- BLM 26

Centering


1. Call to the front of the room a group that has something in common, such as hair color, team membership, height, or last names beginning with the same letter.
 - ♦ Let the students guess what the group has in common. Point out that this trait alone does not make for strong unity in the group.
 - ♦ Unity is something that has to be worked at. We have to know how to live peacefully with one another.
2. Introduce the topic of conflict.
 - ♦ **Why do arguments start?** (People disagree.)
 - ♦ **Differences in people lead to conflict. Is it possible to avoid all conflict?** (Conflict is normal. It is a part of life.) **How many of you think conflict is good? Unity and peace depend on knowing how to deal with conflict.**
 - ♦ **Today you will learn some do's and don'ts for building unity by working through conflicts in peaceful ways.**

- BLM 27 Quiz
- Reflection notebooks

Before You Begin

1. Keep in mind that a lack of communication and of communication skills is at the root of many problems. This is obvious in a destructive conflict situation. Conflict can result in creative ideas; it can be constructive if those concerned cooperate and trust one another. But we need the knowledge and skills to interact with another person in a nonthreatening and peaceful manner.

Sharing

1. Have the students complete the following sentences on a sheet of paper:
 - ♦ **When I am in conflict with someone, I feel _____.**
 - ♦ **I usually settle conflicts by _____.**
 - ♦ Invite the students to share their responses if they are comfortable doing so. Add other ways people handle conflict. (avoiding the person, changing the subject, giving in, pretending to agree, whining or complaining until they get their way, using the silent treatment.)
 - ♦ **Some people respond to problems emotionally and sometimes violently. How?** (killing or injuring, fighting, name-calling, shouting, vandalism, strong language)
 2. Tell the students that Jesus presented us with a new way of dealing with conflict.
 - ♦ Direct them to read from the Bible Matthew 5:38–48.
 - ♦ **What does Jesus require?** (Offer no resistance to one who is evil, turn the other cheek, give to anyone who asks, love your enemies, pray for persecutors.)
2. Think about how, during the rest of the year, you can find opportunities to refer to the skills taught in this lesson. For example, help students assess how they handled a disagreement.
 3. When planning today's lesson, keep in mind that Day Four is when the students take the quiz for this chapter. Reserve time at the end of class for this assessment. The quiz can also be administered on Day Five.
- ♦ **Why does Jesus say that even our enemy deserves our love?** (Every person is created by God and deserves our love and respect.)
 - ♦ **Why is this new law more difficult than the old one, "an eye for an eye"?** (It is difficult to forgive those who hurt us.)
 - ♦ **To solve problems according to the Gospel means to cooperate in a peaceful and respectful way with the people involved. Jesus says it is better to show love by allowing ourselves to suffer rather than to inflict suffering on other people.**
 - ♦  **Explain that this does not mean that we are to act like doormats, allowing people to walk all over us. Rather, we are to show greater strength by refusing to lower ourselves to the same behavior as others.**
 - ♦ **By accepting the suffering that others unjustly inflict upon us, we publicly shame them. During the civil rights struggle, Dr. Martin Luther King, Jr., preached non-violent resistance and encouraged his followers to return physical force with spiritual and moral force. In doing so, he exposed the evils of racism, leading to change in our**

country. Ask the students to name ways they can reject racism. (Include all people in activities. Don't laugh when a particular race is ridiculed. Pray for justice and equality for all people.)

% Life and Dignity

3. Ask the students to identify roadblocks to communication and have them list these on the board.

- ✦ Add any of the following that they do not mention: not listening, making the other person feel guilty, playing a martyr, being sarcastic, attacking the other person, accusing the other person, giving unwelcome advice, judging a person, making assumptions, name-calling.
- ✦ Comment that people who resort to these techniques have low self-esteem and are defensive.
- ✦ Write win/lose and win/win on the board.

4. **BLM 26** Distribute copies of **BLM 26 Win/Win Conflicts**.

- ✦ Read through the points and make the following comments:

Preparing to Discuss a Problem

1. **Try not to speak without thinking.**

2. **Imagine how the other person will respond and how you will react.**

3. **Make sure you have enough time. Consider how the time and environment will affect the other person. When wouldn't be a good time to approach your father? (when he's working or concentrating on something)**

4. **Don't think of the other person as the enemy or as someone who is all wrong.**

- ✦ A. C. Anderson
- ✦ Church unity is important

Discussing a Problem

1. **It's not helpful to bring up all kinds of other problems. Focus on one at a time.**

2. **Be aware of the person's facial expressions and other nonverbal communications.**

3. **We tend to speak fast and in a high voice when we are nervous. This is difficult to listen to.**

4. **Usually we are busy thinking of what we want to say in reply. Sometimes we think that the person has said what we expected, and we missed what was really said. We should listen without interrupting. To make sure we understand what the other person is saying, we can repeat it in our own words. Then we might ask, "Is that what you mean?"**

5. **Referring to ourselves helps us avoid accusing the other person or provoking anger. We should state our honest feelings.**

6. **Set a date when you will evaluate the solution.**

7. **An objective third person might have new insights.**

- ✦ Read aloud the statement on the BLM that follows the seven suggestions on how to discuss a problem.

5. **Work through a conflict together.**

✦ You are in the cafeteria line, about to pick up your lunch. You hear Jim talking about what you did in class and making fun of you. Other people in line laugh at Jim's sarcastic remarks about you. You feel hurt and angry. Let's see how to handle this situation.

✦ **What is the problem you face?** (Jim has made fun of me in front of others.)

✦ **What are possible responses? Let's list them on the board.**

✦ **Think of a consequence for each response you have listed.** (Violent or emotional responses might cause the other student to continue to hurt you, and you might both get into trouble. Ignoring the problem would not solve anything. Respectful discussion could lead to reconciliation.)

✦ **What would happen if you began your discussion with Jim by saying, "You were so mean to me. You lied about me yesterday?"** (Jim might not know what you were talking about. Jim might get angry right away and not listen.)

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✦ **What would happen if you began your discussion with Jim by saying, "You were so mean to me. You lied about me yesterday?"** (Jim might not know what you were talking about. Jim might get angry right away and not listen.)

- ◆ **Why is it better not to accuse the person?** (Accusing people puts them on the defensive and makes them angry.)
- ◆ **What would be a better way to begin the discussion?** ("Jim, I overheard you talking about me yesterday. I felt upset when I heard..." or "I felt bad when you...") **After saying something like this, listen to what the other person has to say. Remember that you can see only your side of the situation.**
- ◆ **Why might it be helpful to speak respectfully?** (No one wants to be put down. Speaking respectfully makes the other person feel that we can relate to him or her.)
- ◆ **When you confront a person, be creative. Think up possible solutions to the problem. Be ready to take the consequences. Be ready to forgive.**

6. Ask the students to change the five statements on the BLM into "I" statements.

Invite volunteers to share their real situations if they are comfortable doing so.

7. Ask two volunteers to demonstrate the wrong way to resolve a conflict and two volunteers to demonstrate the right way.

- ◆ Let the class suggest a conflict, or you might suggest one listed below.
- ◆ Ask the class to analyze the two skirts for good and bad techniques of solving problems. Conflicts:

Your mother tells you to take your younger brother with you and your friends.

Your sister was using your stereo without asking your permission.

Your friend promised to meet you at the library but didn't show up.

Your teacher gave what you thought was an unfair test.

Your father meets you at the door when you come in later than you had promised.

CHAPTER 6 Summary

Remember

What are the Marks of the Church?

The Marks of the Church are one, holy, catholic, and apostolic.

What are the visible signs of unity in the Catholic Church?

The Catholic Church is one in faith, in worship, in governance, and in charity.

What was Jesus' prayer for the Church at the Last Supper?

Jesus prayed, "[T]hat they may all be one, as you, Father, are in me and I in you, that they also may be in us, that the world may believe that you sent me." (John 17:21)

Words to Know

apostolic
catholic
ecumenism
holy
Marks of the Church
one

Respond

Read Mark 10:35–45. Even the apostles did not get along perfectly. Jesus had to teach them to think more about others than themselves. How do you and your friends spend time serving others instead of thinking of yourselves? When have you helped others work together recently? Answer these questions in your reflection notebook.

Reach Out

1. Cliques and peer pressure can interfere with unity. Read 1 Corinthians 11:0–11. What does Saint Paul say about this? Discuss with some classmates the problems of cliques. How can your class avoid such problems?
2. The family is a miniature Church, so unity is important. Read 1 Corinthians 11:0–11. What does Saint Paul say about this? Discuss with some classmates the problems of cliques. How can your class avoid such problems?
3. Read Precepts of the Church on page 240. Select one duty and make a poster based on it. Write down an example of how you have seen these duties lived out.
4. Search the Internet or a library for information about the Week of Prayer for Christian Unity, and prepare to celebrate it.
5. Think about a conflict you are experiencing with someone in your life. Strive to approach it with an attitude in which you and the other person both win and peace is maintained. Remember that the other person is sacred, a son or daughter of God who deserves respect.
6. Talk with your parents or guardians about relatives who are not Catholic. Learn what you can about their religious beliefs and practices. Learn more about your Catholic beliefs and practices so that you can join with them in respectful discussion.



Acting

1. Lead the students through the Summary and the Review Activities, pages 47–48.

2. BLM 27 Distribute and administer BLM 27 Chapter 6 Quiz.

Use this opportunity to assess the students' understanding of the main concepts in the chapter. If there is not sufficient time for the students to complete the quiz, consider moving it to Day Five.

3. Bring closure by reading the Respond activity on page 47.

4. At the end of class, have the students tear out and take home pages 47–48.

CHECKPOINT


- Were the learning outcomes achieved?
- How can you provide the students with more practice with the skills for nonviolent confrontation?

Day Five Extending the Chapter

For ongoing Day Five suggestions, such as preparing for the Sunday Scripture readings or using activities on the Christ Our Life Web site, see page 1524.

Chapter 6 Enriching the Faith Experience

Use the following activities to enrich a lesson or to replace an activity with one that better meets the needs of your class.

- Web BLM** Have the students work in groups on Web BLM Chapter 6-A *Solving Problems Peacefully*.
- Invite someone from the diocesan office to speak about the Catholic Church's involvement in ecumenical affairs. Have students prepare questions ahead of time.
- Have the students think of one specific way they can bring Christ's spirit of unity to the class. Have them write their resolution on a strip of paper. Join the strips of paper like links in a chain. Hang the chain in the room. Point out the good that would be done if all remained faithful to their resolutions.
-  Have the students write essays describing how family unity can be achieved and include suggestions for family activities. Consider inquiring about publishing some of these essays, or parts of them, in the school newsletter.
Family and Community
- Have the students prepare panel discussions on topics such as the following:
 - A Catholic is _____.
 - Church unity is important because _____.

CHAPTER 6 Review Activities

Witness to Oneness The following statements express our unity. Mark the type of unity each one expresses most clearly. Use this code:

F = unity in faith W = unity in worship G = unity in governance C = unity in charity

F 1. At Sunday Mass, we all stand and recite the Nicene Creed.

C 2. When the Nguyens' house burned down, people in the parish gave them food, clothing, and a place to stay.

W 3. If you travel to a foreign country, a Catholic Mass will be basically the same there as it is in your parish.

G 4. Sometimes a letter from the bishop is read at all Masses in a diocese.

C 5. When Mr. Willis had a heart attack, parishioners sent him cards and flowers, visited him, and had a Mass offered for him.

F 6. The Martinez children participate in religious education to learn Catholic beliefs.

G 7. The U.S. bishops decided for the people of the United States which days were Holy Days of Obligation.

F 8. The parish supports the organization Birthright International because the people believe that abortion is seriously wrong.

W 9. Many parishioners participate in the Easter Vigil and celebrate the Sacraments of Initiation with the catechumens.

F 10. A Bible study group meets weekly to read and discuss the Bible.

The Power of One Match the descriptions with the correct terms.

- | | | |
|---------------------|----------|---|
| a. mark | e | 1. A statement of belief |
| b. charismatic gift | b | 2. A spiritual gift given to certain members of the Church to be used for the good of all |
| c. one | c | 3. The mark of the Church that is shown in its faith, worship, governance, and charity |
| d. Eucharist | e | 4. A letter from the pope to the whole Church |
| e. encyclical | f | 5. Efforts to unite all Christians |
| f. ecumenism | a | 6. A visible characteristic of the Church that makes it what it is |
| g. creed | h | 7. The Person of the Trinity who brings unity to the Church |
| h. Holy Spirit | d | 8. The sacrament that expresses and strengthens our unity |

On the Marks List the Marks of the Church.

- | | |
|----------------------|---------------------------|
| 1. one _____ | 3. catholic _____ |
| 2. holy _____ | 4. apostolic _____ |



48

- The world needs the Catholic Church because _____.
 - The key to Christian unity is _____.
- Assign students to report on the various Gifts of the Spirit, such as healing, miracles, prophecy, tongues, and the interpretation of tongues.
 - Plan and carry out a group project the students could do to serve their parish. (Examples: rake leaves, clean the church building) Afterward, evaluate how well they worked together.
 - Have the students interview a Catholic convert or read someone's first-person account of conversion. (Conversion stories are featured regularly in *Catholic Digest*.) Invite them to record their thoughts in their reflection notebooks.