

Contents

Introducing the Living in Christ Series	7
Unit 1: The Liturgy: Official Worship of the Church	16
Overview	16
Student Book Articles Addressed in this Unit:	
Article 1 – What is Liturgy?	
Article 2 – The Holy Trinity and the Liturgy	
Article 3 – The Liturgical Year	
Article 4 – Liturgical Rites and Traditions	
Article 5 – Celebrating the Liturgy	
Learning Experiences	20
Handouts	33
Unit 2: The Sacraments: Redemptive Love Made Visible	64
Overview	64
Student Book Articles Addressed in this Unit:	
Article 6 – Symbols and Rituals	
Article 7 – Sacraments: Sign and Mystery	
Article 8 – Sacraments: Signs of Christ	
Article 9 – Sacraments: Signs of Redemption	
Article 10 – The Praying Church	
Learning Experiences	68
Handouts	83
Unit 3: Baptism: Plunging into New Life	116
Overview	116
Student Book Articles Addressed in this Unit:	
Article 11 – Introduction to Baptism	
Article 12 – Christian Initiation in the Early Centuries	
Article 13 – The Rite of Christian Initiation of Adults I	
Article 14 – The Rite of Christian Initiation of Adults II	
Article 15 – The Rite of Christian Initiation of Adults III	
Article 16 – The Rite of Baptism for Children	
Article 17 – Baptism: The Source of Christian Living	
Learning Experiences	120
Handouts	133
Unit 4: Confirmation: Anointed to Run the Good Race	158
Overview	158
Student Book Articles Addressed in this Unit:	
Article 18 – The Holy Spirit Among Us	
Article 19 – Confirmation: East and West	

Article 20 – The Rite of Confirmation	
Article 21 – Life in the Holy Spirit	
Article 22 – Discernment of God's Will	
Learning Experiences	162
Handouts	174
Unit 5: The Eucharist: Source and Summit	198
Overview	198
Student Book Articles Addressed in this Unit:	
Article 23 – What is the Eucharist?	
Article 24 – The Eucharist in the Scriptures	
Article 25 – The Eucharist: Then and Now	
Learning Experiences	202
Handouts	215
Unit 6: The Eucharist: Bread for the World	238
Overview	238
Student Book Articles Addressed in this Unit:	
Article 26 – Gather Faithfully Together	
Article 27 – The Liturgy of the Word	
Article 28 – The Liturgy of the Eucharist	
Article 29 – The Liturgy of the Eucharist: The Eucharistic Prayer and Communion Rite	
Article 30 – Ministries at Mass	
Article 31 – The Concluding Rite: To Love and Serve	
Article 32 – The Power of the Eucharist	
Article 33 – Living the Eucharist	
Learning Experiences	242
Handouts	256
Unit 7: The Sacraments of Healing: Restoring Relationships	294
Overview	294
Student Book Articles Addressed in this Unit:	
Article 34 – The Sacrament of Pardon and Peace	
Article 35 – Scriptural and Historical Background	
Article 36 – The Rite of Penance and Reconciliation	
Article 37 – Penance and Reconciliation on Our Lives	
Article 38 – The Sacrament of Healing and Strength	
Article 39 – Scriptural and Historical Roots	
Article 40 – The Rite of Anointing of the Sick	
Article 41 – Christ's Healing Power	
Learning Experiences	298
Handouts	315

Unit 8: The Sacraments at the Service of Communion:

Let Me Be as Christ to You	344
Overview	344

Student Book Articles Addressed in this Unit:

Article 42 – Consecrated to God's People	
Article 43 – The Priesthood of the New Covenant	
Article 44 – The Degrees of Ordination	
Article 45 – The Graces of the Sacrament	
Article 46 – Lifelong Covenant	
Article 47 – Witnesses to Love	
Article 48 – The Rite of Marriage	
Article 49 – Lifelong Journey	

Learning Experiences	348
----------------------------	-----

Handouts	360
----------------	-----

Appendix 1: Additional Resource	386
---------------------------------------	-----

Appendix 2: Student Book/Teacher Guide Correlation	388
--	-----

Acknowledgments	392
-----------------------	-----

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- The teacher guide, rather than the student book, provides the scope and sequence for the course. Teaching with the student book is more like teaching with *The Catholic Faith Handbook for Youth* (Saint Mary's Press, 2008) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a serviceable order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (<http://www.livinginchrist.org>), and other resources found on the Internet. The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

Unit 3 Baptism: Plunging into New Life

Unit 2 Test Answer Key

Part 1: Multiple Choice

1. C
2. A
3. C
4. A
5. C

6. C
7. C
8. A
9. D

11. D
12. B
13. A
14. B

Overview

This unit introduces the students to the Rite of Christian Initiation of Adults and to the first and foundational Sacrament of Christian Initiation, Baptism. The unit is also intended to help the students to see how the Sacraments of Christian Initiation are a model for all of Christian life.

Part 2:

1. sign
2. symbol
3. Sacrament
4. grace

5. sacramental economy
6. reconciliation
7. Baptism

8. Liturgy of the Hours
9. ex opere operato

Key Understandings and Questions

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

Part 3: Short Answer

1. We are sacramental creatures and ritual-driven because that is the way God made us. When God communicates with us is through the Sacraments, and one of our best ways to receive God's grace is through the Sacraments.
2. The Sacraments are the visible signs and symbols of God's grace. They are the means by which we receive God's grace. The Sacraments are the visible signs and symbols of God's grace. They are the means by which we receive God's grace.
3. The core of the Sacrament is the Paschal Mystery of Christ—his Passion, death, Resurrection, and Ascension. It is the Paschal Mystery of Christ—his Passion, death, Resurrection, and Ascension. It is the Paschal Mystery of Christ—his Passion, death, Resurrection, and Ascension.
4. We call Jesus Christ the Original Sacrament because through him we encounter God. Jesus is the ultimate sign of God's love, God's Final Answer to our sin and suffering. Jesus Christ is the only Son of God, who has revealed God to us.




How Will You Know the Students Understand?

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

- handout "Final Performance Task Options for Unit 3" (Document #: TX002089)
- handout "Rubric for Final Performance Tasks for Unit 3" (Document #: TX002090)
- handout "Unit 3 Test" (Document #: TX002097)

Student Book Articles

This unit draws on articles from *The Sacraments: Encounters with Christ* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles are from "Section 2: The Sacraments of Christian Initiation: Part 1," and are as follows:

- "Introduction to Baptism" (article 11, pp. 55–58)
- "Christian Initiation in the Early Centuries" (article 12, pp. 59–60)
- "The Rite of Christian Initiation of Adults I" (article 13, pp. 61–65)
- "The Rite of Christian Initiation of Adults II" (article 14, pp. 66–69)
- "The Rite of Christian Initiation of Adults III" (article 15, pp. 70–75)
- "The Rite of Baptism for Children" (article 16, pp. 76–81)
- "Baptism: The Source of Christian Living" (article 17, pp. 82–88)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of Baptism as the primary Sacrament of Christian Initiation. It is not necessary to use all the learning experiences provided in the unit, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Explain

Step 1: Preassess what the students already know about Baptism and the Rite of Christian Initiation of Adults through the "I Know, I Think I Know, I Want to Know" (Document #: TX001382) exercise.

Understand

Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 3" (Document #: TX002089) and "Rubric for Final Performance Tasks for Unit 3" (Document #: TX002090).

Interpret

Step 3: Explore the power of water as a symbol by viewing and discussing water images from nature and the Scriptures.

Explain

Interpret

Step 4: Lead the students through an introductory explanation of the history of the Rite of Christian Initiation of Adults and a small-group discussion of the conversion of Saint Augustine.

Explain

Step 5: Lead the students through a description of the Rite of Christian Initiation of Adults from the pre-catechumenate stage through the catechumenate.

Explain

Apply

Step 6: Lead the students through a description of the Rite of Election and the final period of preparation during Lent before the elect receive the Sacraments of Initiation.

Empathize

Perceive

Step 7: Watch the video clip "The Circle of Life" from *The Lion King* (1994, 89 minutes, rated A-I and G), and discuss its relationship to Baptism.

Explain

Apply

Step 8: Guide the students in an examination of the celebration of the Sacraments of Christian Initiation and of the period of post-baptismal catechesis.

Perceive

Apply

Step 9: Read the Rite of Baptism for Children aloud together, and then lead a brief discussion on the meaning of infant Baptism or show a video or DVD related to Baptism.

Interpret

Apply

Step 10: Invite the students to work in small groups to create brief skits that represent the six effects of Baptism.

Understand

Step 11: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

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

Background for Teaching This Unit

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

- "What the RCIA Teaches Us" (Document #: TX002101)
- "Baptism" (Document #: TX002099)

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

- "The Whip-Around" (Document #: TX002066)
- "Using Skits in Teaching" (Document #: TX002100)
- "Using Video in Your Classroom" (Document #: TX002102)

Scripture Passages

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

- Genesis 1:1–2 (the Holy Spirit hovers over the waters of creation)
- Genesis 7:1–10 (Great Flood)
- Exodus 14:21–31 (Moses leads the Israelites through the Red Sea)
- Mark 1:9–11 (Jesus' Baptism)

Vocabulary

The student book and the teacher guide including the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 3" (Document #: TX002091), one for each student.

Baptism, Sacrament of	mystagogy
catechesis, catechists	normative
catechumen	Original Sin
Christian Initiation, Sacraments of	Paschal Candle
common priesthood of the faithful	Rite of Christian Initiation of Adults
Easter	Rite of Election
elect	Sacred Chrism
evangelization	scrutinies

Learning Experiences

Explain

Step 1

Preassess what the students already know about Baptism and the Rite of Christian Initiation of Adults through the "I Know, I Think I Know, I Want to Know" (Document #: TX001382) exercise.

- 1. Prepare** by downloading and printing the handout "I Know, I Think I Know, I Want to Know" (Document #: TX001382), one for each student.
- 2. Distribute** the handout and pens or pencils. Next to the line labeled "Topic," instruct the students to write "Baptism and the Rite of Christian Initiation of Adults."
- 3. Explain** to the students that they will fill in the handout with things they know, think they know, and want to know about Baptism and the Rite of Christian Initiation of Adults. For example, a student may know that people become a member of the Church through the Sacrament of Baptism; may think he or she knows that Baptism, Confirmation, and the Eucharist are the three Sacraments of Christian Initiation; and may want to know why the Catholic Church baptizes babies. Instruct the students to try to fill in the handout with a minimum of ten items, with at least one item in each of the three columns. Allow about 10 minutes for the students to work individually.
- 4. Direct** the students to partner with another student and compare their responses. Students can also take this opportunity to add to their own lists from the lists of their partners. Allow about 5 minutes for the partner conversations.
- 5. Bring** the class back together as a large group and invite students to share items from each of the three columns. Begin with the "I Know" column and possibly write student responses on the board. Provide positive feedback to students to reinforce the importance of what they already know. Follow the same procedure with the "I Think I Know" and the "I Want to Know" columns. Encourage the students to ask questions.
- 6. Conclude** by assuring the students that the unit is intended to build upon their present knowledge and help them to discover answers to the important questions they have posed and that may arise as they progress through the unit.
- 7. Direct** the students to keep this handout so they can refer to it again at the end of the unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 3” (Document #: TX002089) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002090).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: attending a baptismal celebration and writing a reflection essay on it, and interviewing a catechumen. Refer to “Using Final Performance Tasks to Assess Understanding (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1 (Document #: TX002089) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002090), one for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
- 5. Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand Baptism, the Rite of Christian Initiation of Adults, and the place of the Sacraments of Christian Initiation in the life of the Church and in their lives as followers of Christ.

Teacher Note

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

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



Article
11

Interpret

Step 3

Explore the power of water as a symbol by viewing and discussing water images from nature and the Scriptures.

1. **Prepare** by downloading the PowerPoint presentation "Water Symbols" (Document #: TX002104). Also mark the following Scripture passages in the Bible to be read to the class:
 - Genesis 1:1–2
 - Genesis 7:1–10
 - Exodus 14:21–31
 - Mark 1:9–11
2. **Assign** the students to read article 11, "Introduction to Baptism," in the student book as preparation.
3. **Instruct** the students to each take out a sheet of paper. Show the PowerPoint, asking the students to look at each image, think about the characteristic (life-giving, dangerous, soothing, and so on) of water that is represented in the image, and write a brief description of what they see.
4. **Invite** the students, after viewing each slide, to share the characteristic of water they observe in the image. Make note of some of the more insightful observations, and review several of these with students. Conclude this part of the slide presentation by sharing the following points:
 - The images we have observed help us to understand the power of water as a symbol. Water is a source of life—and, in fact, it is an endangered source of life. Today less than half of the world's population has access to clean and safe drinking water. We use water for drinking, watering crops, cooking, and even for playing. Water is also an important source of cleansing. We bathe in water, wash clothes and dishes with water, even process sewage with water. Water is also destructive, and can even cause death. We are aware of dangerous floods, of people drowning in pools and rivers, of tsunamis, of water surges that accompany hurricanes, and even of the danger of polluted water. Eighty percent of all childhood diseases in the world are caused by contaminated water. Water is, indeed, a powerful symbol of both life and death.
 - Water as a source of life and death is a powerful symbol in the Sacred Scriptures as well, and some of the most important of these accounts are an integral part of the Baptism ritual. We will now listen to four short Scripture passages: two from Genesis, one from Exodus, and one from the Gospel of Mark.

Article
13

5. **Prepare** by reviewing the Scripture passages or by asking a student or students in advance to prepare these readings. Show the slide that accompanies the Scripture reading as each passage is read (the Scripture slides are the last four slides in the PowerPoint). After reading each passage, invite the students to share the characteristics of water that are suggested. Ask the students why these events are so important to our salvation history. Conclude by reviewing the following points, using these or similar words:

- Jesus chose to be baptized in the Jordan River by John the Baptist in solidarity with us, even though he was without sin. By doing so, Jesus also chose Baptism as the symbol of initiation into the Church.

Invite students to make comments or ask questions at this time.

Explain**Interpret****Step 4**

Lead the students through an introductory explanation of the history of the Rite of Christian Initiation of Adults and a small-group discussion of the conversion of Saint Augustine.

Article
12

1. **Prepare** by downloading and printing copies of the handout "The Conversion of Saint Augustine" (Document #: TX002092), one for each student. Remind the students to bring their student books to class.
2. **Assign** the students to read article 12, "Christian Initiation in the Early Centuries," in the student book as preparation.
3. **Invite** a student who reads well to read the vignette at the beginning of article 12 to the class. After the reading, invite student comments or questions.
4. **Instruct** the students to take out their learning journals or a sheet of paper. Then lead them through the following points:
 - Jesus' own Baptism became a model for initiation into the Church. Early Christians were baptized after three years of preparation, called catechesis, a Greek word that we still use today. An official teacher of the faith was and is still called a catechist. *Catechesis* is also the root of the word *catechism*, which is an official collection of teachings of the Church.
 - The word *baptism* comes from the Greek word *baptizein*, which means "to plunge." Baptism really is about plunging into new life! The primary symbol is actually dying (drowning!) and

Teacher Note

For instructional articles that contain a large amount of information, such as articles 12–16, consider creating a reading or accountability quiz to give at the beginning of class. For an explanation, see the "Teacher Note" on reading or accountability quizzes in unit 2 for samples of questions.

rising to new life. Baptism is also called "the bath of enlightenment" because we are enlightened by the true light of Christ.

- As with Jesus' Baptism, this symbolic and sacramental action releases the presence and power of the Holy Spirit. The New Testament book Acts of the Apostles describes the Baptism of thousands of people at Pentecost after hearing Peter's sermon about Jesus' life, death, and Resurrection for the forgiveness of sins and for the salvation of the world (see Acts 2:1–42).
 - In the first two centuries of the Church, the norm for Christian Initiation was to be baptized, anointed with oil, and given Communion by the bishop. Oftentimes entire families were baptized together. As the Church grew in numbers, especially after the Emperor Constantine recognized Christianity as an official religion in the Roman Empire, bishops could no longer be present for every Baptism. However, to maintain ties with local churches, the bishop would return at a later time to anoint the baptized, a practice that later was called Confirmation. Eventually the catechumenal process was almost lost to the Church as more and more Christians were baptized as infants.
 - By the fourth century, Christianity was becoming an established religion, but not all the fundamental doctrines of the faith that exist today were well defined. One important convert to the Church during this time was Saint Augustine, who was eventually canonized a saint and named a Doctor of the Church because of his significant contributions to our understanding of the faith. Augustine's own compelling story of his conversion gives us perspective about the human and divine qualities of conversion to Christianity and the power of Baptism. Augustine's story also conveys the reality that every Christian can make a tremendous difference in the world.
5. **Distribute** the handout and divide the class into small groups of three or four. Ask each small group to appoint a group leader who will report back to the class.
 6. **Ask** the students to read the handout. For students who may ask, the word *confession* is used in the sense of "telling the truth about God," which is much like confessing one's faith. Instruct the students to read Augustine's compelling story and his decision to be baptized in terms of his *challenges*, his *decision*, and the *outcome* of his decision. Advise the students to read carefully with an awareness that Augustine lived and wrote in the fourth century. The students may read silently, or one student in each small group may read to the group in a low voice.
 7. **Divide** the students into small groups and ask them to discuss the questions that follow on the handout. Invite each group leader to report back to the class the major ideas the group discussed. Repeat and underscore the more salient points the students make. Emphasize the reality that God can and does work in us, even with the untidiness of our lives.



Article
13

Explain

Step 5

Lead the students through a description of the Rite of Christian Initiation of Adults, from the pre-catechumenate stage through the catechumenate.

- 1. Prepare** by downloading and printing the handout "The Journey of the Catechumen" (Document #: TX002093), one for each student. Download and prepare to use part I of the three-part PowerPoint "The Journey of the Catechumen" (Document #: TX002103). Instruct the students to take notes in their learning journals or on a sheet of paper.
- 2. Assign** the students to read article 13, "The Rite of Christian Initiation of Adults I," in the student book as preparation.
- 3. Lead** the students through the Rite of Christian Initiation process using part I of the PowerPoint. Encourage the students to ask questions at any time. Note that the points of instruction can be found in the "Notes" section of each slide. Begin with these preliminary remarks:

- Why do you suppose people today seek entrance into the Catholic Church?

Allow several students to offer answers.

If we were to interview ten different catechumens—that is, unbaptized persons who are seeking entrance into the Church—we would probably receive ten different reasons for their decisions to follow Christ through the Catholic Church. What is likely common to all, however, is a desire to become Christ's disciple in a Church community that continues to mediate Christ's presence in the world. We would probably also find that each catechumen faced some type of challenge and each felt a need to fulfill a spiritual longing. If you have chosen the second final performance task option of interviewing a catechumen, listen carefully when he or she tells you about what attracted him or her to the Church.

- Now, we will begin to look at the journey of the catechumen and the various stages through which they will progress along the way. *Show slide 1, the title slide, and slide 3, "Major Stages."*

Refer to your copy of the handout "The Journey of the Catechumen" (Document #: TX002093). Also, follow the PowerPoint presentation as we progress through it.

- *Show slide 4, "Inquiry Stage."*

The first stage begins when a person interested in following Christ in the Church and in being baptized becomes an "inquirer."

- *Show slide 5, "First Step: Rite of Acceptance into the Order of Catechumens."*

The Rite of Acceptance is the first public step the inquirer makes.

- *Show slide 6, "Questions for Inquirers (Candidates)."*

In the presence of the community (or representatives of the community), the celebrant asks the candidates important questions.

- *Show slide 7, "Period of the Catechumenate."*

The catechumenate is a time of spiritual and catechetical formation. It involves the whole person—emotions, spiritual life, intellect, physical self, and all of one's gifts and weaknesses.

- *Show slide 8, "Formation through:"*

The formation of a catechumen addresses all aspects of the person by devoting the process to catechesis, spiritual development, liturgy, and apostolic witness. We will look at each of these briefly.

Show slides 9–12.

- This is the major substance of the Period of the Catechumenate prior to the final stage during Lent. This period can last from nearly a year up to three years. A year or less for the entire process is common in most parishes in the United States. We will examine the next stage, which begins with the Rite of Election, during the next class session.

Invite the students to ask questions or to make comments at this time.

Explain

Apply

Step 6

Lead the students through a description of the Rite of Election and the final period of preparation during Lent before the elect receive the Sacraments of Initiation.



Article
14

1. **Prepare** by reminding the students to bring their student books to class. Also prepare to use part II of the three-part PowerPoint "The Journey of the Catechumen" (Document #: TX002103). Instruct the students to take notes in their learning journals or on a sheet of paper, and remind them that they may also refer to the handout "The Journey of the Catechumen" (Document #: TX002093), which they have already received. Gather four sheets of newsprint and four sets of markers.
2. **Assign** the students to read article 14, "The Rite of Christian Initiation of Adults II," in the student book as preparation.
3. **Divide** the class into four small groups. Distribute a sheet of newsprint and a set of markers to each group. Assign each group one of the following topics:
 - Rite of Election or Enrollment of Names
 - period of purification and enlightenment
 - scrutinies (including intercessions and exorcisms)
 - presentations of the Creed and the Lord's Prayer

Present the PowerPoint, and then instruct the groups to discuss their topic, paying attention to any relevant sidebars in the student book. Then they should make an outline of their presentation on the newsprint. One or more members of the group will present the information to the class.

4. **Invite** the small groups to present the topics in the order in which they are listed in part 3 of this step. Show part II of the PowerPoint presentation "The Journey of the Catechumen" (Document #: TX002103) as each topic is presented. Use the following points to fill in any missing or incorrect information. (Often, asking questions is more effective than "telling" students the answers):

➤ Show slide 13, the title slide, and then show slide 14, "The Rite of Christian Initiation (continued)."

➤ Show slide 15, "The Rite of Election."

Whereas the inquirer freely chooses to "accept" the next step of becoming a catechumen, the Church chooses or *elects* the catechumen as a sign of the Church's acceptance.

➤ Show slide 16, "The Period of Purification and Enlightenment."

➤ Show slide 17, "Scrutinies."

Scrutinies involve prayers of intercession and special prayers called exorcisms, which are pleas to God that the elect may acknowledge their weaknesses and put their trust in God. In the scrutiny for the Third Sunday of Lent, we find, for example:

Grant that these catechumens . . .

may turn to the Lord as they hear his word

and acknowledge the sin and weaknesses that weigh them down.

Protect them from reliance on self

and defend them from the power of Satan.

(*Rite of Christian Initiation of Adults*)

➤ Show slide 18, "Presentation of the Creed and the Lord's Prayer"

5. **Conclude** by inviting the students to ask questions or make comments.

➤ An epistle (Romans 6:3–11) is read about Baptism into the death of Christ so that we might rise with Christ.

Empathize

Perceive

Step 7

Watch the excerpt "The Circle of Life" from *The Lion King* (1994, 89 minutes, rated A-I and G), and discuss its relationship to Baptism.

1. **Prepare** by obtaining a copy of the movie *The Lion King*. Review the excerpt and take note of the imagery that relates well to Baptism: the waterfall and other water imagery; the sun rising; animals gathering for the celebration of welcoming this "new creation"; the anointing of Simba on the forehead as part of his initiation into his role as heir; the presentation of Simba to the assembled animal kingdom by Rafiki, the wisdom-figure. Arrange to have the appropriate equipment for showing the excerpt. Also have available a copy of the lyrics of "The Circle of Life" for each student. (The lyrics are widely available on the Internet.) Download and print the handout "Baptism: Entering the Circle of Life" (Document #: TX002094), one for each student.
2. **Prepare** the students for watching the short excerpt by reminding them that videos are carefully chosen to relate to the topic being considered. Make the following points, using these or similar words:
 - We are about to view an excerpt from *The Lion King* that relates well to the Sacrament of Baptism. It is not specifically religious, but you will find that it beautifully portrays some of the same rituals and symbols that are used in the celebration of Baptism. This excerpt is of an initiation ceremony; it is the presentation of young Simba to the world. This segment is called "The Circle of Life." Remember, we are watching this excerpt not for its entertainment value—which it has—but because it helps us to stretch our imaginations about the Sacrament of Baptism with which we are sometimes too familiar and at times take for granted.

Distribute the song lyrics at this time so that the students can read the lyrics of the song as they watch the excerpt.
3. **Show** the excerpt. Then distribute the handout and ask the students to answer the questions in silence. As the students work, you may choose to play the music again softly—or choose another appropriate musical piece from *The Lion King*.
4. **Invite** the students, after all have finished writing, to answer each question by conducting a whip-around. It is not necessary that every student answer every question, but be sure that all the students are given the opportunity to answer at least one question. Give the students the option of passing.
5. **Conclude** by inviting the students to make comments or ask questions.

- period of purification and enlightenment
- scriptures (including intercessions and exorcisms)
- presentations of the Creed and the Lord's Prayer

Explain

Apply

Step 8

Guide the students in an examination of the celebration of the Sacraments of Christian Initiation and of the period of post-baptismal catechesis.



Article
15

- 1. Prepare** by reminding the students to bring their student books to class. Also prepare to use part III of the three-part PowerPoint "The Journey of the Catechumen" (Document #: TX002103). Instruct the students to take notes in their learning journals or on a sheet of paper, and remind them that they may also refer to the handout "The Journey of the Catechumen" (Document #: TX002093), which they have already received. Gather four sheets of newsprint and four sets of markers.

- 2. Assign** the students to read article 15, "The Rite of Christian Initiation of Adults III," in the student book as preparation.

- 3. Divide** the class into seven small groups, assigning one of the following topics to each. Coordination with the PowerPoint slides is noted in parentheses. Note the information about the celebration provided in the PowerPoint notes. Each group should be given one of the following topics:

- procession with the Paschal Candle (slides 20 and 21)
- the Exsultet (slide 21)
- the Liturgy of the Word (presented by teacher) (slide 21)
- Baptism, and the symbols of the white garment and lighted candle (slides 22 and 23)
- Confirmation (slide 24)
- the Eucharist (slide 25)
- Mystagogy (slide 26)

Present the PowerPoint, and then instruct the groups to discuss their topic, paying attention to any relevant sidebars in the student book. Then they should make an outline of their presentation on the newsprint. One or more members of the group will present the information to the class.

- 4. Invite** the groups, after allowing sufficient time for preparation, to present information to the class on the topics, in the order listed in part 3 of this step. After the student presentation of the Exsultet, briefly describe (because there is no description in the student text) the elaborate and potentially powerful Liturgy of the Word during the Vigil:

- Seven Old Testament passages are read (at least three are mandatory, including Exodus 14:15—15:1, the crossing of the Red Sea, which may never be omitted) recounting salvation history.
- An epistle (Romans 6:3–11) is read about Baptism into the death of Christ so that we might rise with Christ.

- A Gospel reading announcing the Resurrection is proclaimed.

Add information that may be missing from student presentations and make corrections if necessary.

- 5. Conclude** by inviting the students to make comments or ask questions.

Perceive**Apply****Step 9**

Read the Rite of Baptism for Children aloud together, and then lead a brief discussion on the meaning of infant Baptism or show a video or DVD related to Baptism.



Article
16

- 1. Prepare** by downloading and printing the handouts "The Rite of Baptism for Children" (Document #: TX002095) and "Reflecting on the Meaning of Infant Baptism" (Document #: TX002096), one of each for each student.
- 2. Assign** the students to read article 16, "The Rite of Baptism for Children," in the student book as preparation.
- Distribute the handout "The Rite of Baptism for Children" (Document #: TX002095) and assign the following parts to students to read: celebrant, parents, godparents, lector, prayer leader, and commentator to read parts in italics. The entire class can read the simple responses. The students who take part in this reading will be acting it out as if it were a real Baptism. All the students should listen carefully.

Alternatively, you may want to show a video explaining and discussing the Rite of Baptism for Children. The Web site of *American Catholic* magazine has several available. See the links at smp.org/LivingInChrist for details.

- 4. Invite** the students to return to their usual seating at the conclusion of the simulation. Distribute the handout "Reflecting on the Meaning of Infant Baptism" (Document #: TX002096).
- 5. Lead** the class through the questions. Consider using the method of written conversations (see the background article "Written Conversations" [Document #: TX001328]) to assist the more introverted students.
- 6. Conclude** by inviting the students to make comments or ask questions.

Interpret

Apply

Step 10

Invite the students to work in small groups to create brief skits that represent the six effects of Baptism.



Article

17

I Know

1. **Prepare** by arranging six small groups in advance. Each group should have a mixture of students who are creative, who stay on task, who are thinkers, who are extroverted, who are introverted, and so on. You can enhance this experience by providing a variety of props for the students to use for their skits. Also prepare by writing the six topics on strips of paper and placing them in a container for the small group to draw from. If possible, arrange for other teacher-monitored spaces for the small groups to practice. Remind the students to bring their student books to class.
2. **Assign** the students to read article 17, "Baptism: The Source of Christian Living," in the student book as preparation.
3. **Divide** the class into the predetermined groups, and give the following directions when the students have moved into their groups:
 - Your group will be receiving one of six topics. The topics concern the effects of Baptism. You will be given 7 minutes to write and 5 minutes to practice your skit. Therefore you will have to keep your skits simple and to the point.
 - Your task is to adequately portray what the effect of Baptism is and does in a creative and, preferably, dramatic way. Humor is allowed, but humor should not overshadow the message.
4. **Bring** the container of topics around for the small groups to draw one. After all have topics, tell them to begin. Allow adequate time for the groups to move to their work areas before counting the time. Check on students as they work to make sure they understand the assignment.
5. **Call** all the student groups back together when time is up, and have the small groups perform their skits in random order. At the end of each skit, make sure the class understands the effect that has been presented.
6. **Conclude** by asking the students the following question:
 - After exploring the adult process for entering the Church, and the Sacrament of Baptism, through a variety of learning experiences, what stands out for you as the most memorable or the most important? Why?



Understand**Step 11**

Make sure the students are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Prepare** by reminding the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print the handouts, "Final Performance Task Options for Unit 3" (Document #: TX002089) and "Rubric for Final Performance Tasks for Unit 3" (Document #: TX002090). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 12**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understandings of the Rite of Christian Initiation of Adults and the Sacrament of Baptism have developed throughout the unit.

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