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# Unit 2 The Essential Vocation of the Laity

## **Overview**

In this unit the students will continue the discussion of Christian vocation with an emphasis on the unique vocation of the laity. They will understand the importance of the vocation of laypeople (who are the vast majority of Catholics) in their role of making Christ present among everyone and in every place they find themselves. This unit is a particularly important foundational unit because most of the students will live their lives as lay Christians with the tremendous potential of positively influencing other people and the world around them.

## **Key Understandings and Questions**

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

- The primary vocation of the Catholic laity is to be a witness to Christ in the midst of daily life.
- The laity shares in Christ's mission as priest, prophet, and king by fully participating in the spiritual and sacramental life of the Church, by proclaiming the Good News of salvation, and by modeling service to others.
- In their relationship to the local parish, laypeople participate in the life of the universal Church.
- The single lay state of life can be a uniquely graced position from which to live out the Christian vocation of faith and justice.

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

- What are the two meanings of laity in the Church?
- · How is a vocation different from a career?
- What does it mean when we say that the laity is called to be in the world but not of the world?
- In which ways is the laity encouraged to take a greater role in ministry in the Church today?

#### **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 2" (Document #: TX002778)

- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX002779)
- handout "Unit 2 Test" (Document #: TX002784)

#### Student Book Articles

This unit draws on articles from the Vocations: Answering God's Call student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from section 1, "Living Our Christian Vocation," and are as follows:

- "Who Are the Lay Faithful?" (article 8)
- . "Called to Be Priest, Prophet, and King" (article 9)
- . "The Single Life" (article 10)

## 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 discover what it means for the layperson to be called by Christ and to generously respond by embracing his or her baptismal calling and commitment in the midst of everyday life. It is not necessary to use all the learning experiences provided in the unit. However, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required in later units.



Step 1: Preassess what the students know and would like to know about the Christian calling of the lavperson.



Step 2: Follow the assessment by presenting the students with the handouts "Final Performance Task Options for Unit 2" (Document #: TX002778) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX002779).



Step 3: Invite the students to complete a questionnaire about vocation and then conduct interviews with each other about their views.



Step 4: Direct the students to work in groups to explore ways they can make their everyday activities opportunities to evangelize.

Step 5: Guide the students in reading about some of the compelling needs in the world today described in the Vatican II document The Church in the Modern World (Gaudium et Spes, 1965) and reflect on ways they may respond as modern-day "evangelists."

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- Step 6: Lead the students in finding and presenting stories from the Internet, a newspaper, or a magazine to the class about a person who models the vocation of the laity as "priest," "prophet," or "king."
- Step 7: Lead the students through a PowerPoint presentation on lay ecclesial ministries.
- Step 8: Engage the students in working in groups on some special considerations concerning the lay single life.
- Step 9: Make sure the students are all on track with their final performance tasks, if you have assigned them.
- Step 10: Provide the students with a tool for reflecting about what they learned in the unit and how they learned.

## **Background for Teaching This Unit**

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

- "The Witness of One" (Document #: TX002787)
- "Communities of Salt and Light: A Summary" (Document #: TX002786)

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

- "Think-Pair-Share Method" (Document #: TX001019)
  - "The Whip-Around" (Document #: TX002066)
  - "Setting Up a Blog" (Document #: TX001052)
  - "Blogging and Beyond" (Document #: TX001053)

## **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:

- Matthew 9:35–38 ("The harvest is abundant but the laborers are few" [verse 37].)
- Galatians 3:26–27 (being clothed in Christ at Baptism)

- Ephesians 4:20–24 (being clothed in Christ at Baptism)
- Ephesians 6:10–17 (being clothed in Christ at Baptism)
  - · Colossians 3:9 (being clothed in Christ at Baptism)
- · Colossians 3:12-15 (being clothed in Christ at Baptism)

## Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 2" (Document #: TX002780), one for each student.

apostolate laity

collaboration parish common good prophet

evangelize spiritual director

# **Learning Experiences**



## Step 1

Preassess what the students already know and would like to know about the Christian calling of the layperson.

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- Prepare by downloading and printing the handout 'A Preassessment of My Knowledge of the Role of the Laity" (Document #: TX002777), one of each for each student. Also gather pens or pencils, one for each student.
- Distribute the handout and pens or pencils, and allow the students adequate time to complete the preassessment. When everyone is finished, divide the class into groups of three or four.
- 3. Instruct the students, after they have moved into their groups, to begin discussing their survey responses with one another, one statement at a time. Guide them in discussing why they chose the response they did. Monitor the groups as they work.
- 4. Call the students to attention after all have had an adequate amount of time for conversation. While the students are still in their groups, invite each group member to tell the class one new idea he or she received from the small-group discussion. Collect the students' handouts, and return them to the students during the next class session.
- 5. Conclude by inviting the students to ask questions or make comments.



## Step 2

Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TXOO2778) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TXOO2779).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: participating in a class blog, creating a parish resource guide for the laity, or writing a reflective essay on making an apostolate out of studies or participation in athletics. 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.

 Prepare by downloading and printing the handouts "Final Performance Task Options for Unit 2" (Document #:TX002778) and "Rubric for Final Performance Tasks for Unit 2" (Document #:TX002779), one of each for each student.

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- Distribute the handouts. Give the student a choice as to which performance task to work on and add more options if you so choose.
- Review the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
  - If you wish to work alone, you may choose either option 2 or option 3. If you wish to work with a partner, you may choose option 2. To work in a group, you may choose option 1, which is a class blog.
  - ➤ 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.
- Explain the types of tools and knowledge the students will gain throughout the unit so 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 in order to show you that they understand the growing importance of the vocation of the laify.

#### **Teacher Note**

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

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

#### **Teacher Note**

Option 1 entails having the entire class or a portion of the class participate in a class blog. Setting up a blog requires careful advanced preparation. Refer to the method articles "Setting Up a Blog" (Document #: TX001055) and "Blogging and Beyond" (Document #: TX001053) at smp.org/ LivinginChrist for information about setting up a class blog. This option will require that you choose and post articles to the blog for the students to read each week of the project. Each participating student will enroll in the blog and then contribute three times a week. according to your guidelines. Make sure you are familiar with the school's Internet use policy and guidelines before proceeding with this project. Do not hesitate to ask your school's technology department for assistance.



Invite the students to complete a questionnaire about vocation and then conduct interviews with each other about their views.

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- Prepare by downloading and printing the handout "Dressing Up as Christ" (Document #: TX002781), one for each student. Prepare also by organizing the students into pairs who will be able to interview each other respectfully. Make sure there is at least one Bible available.
- Introduce a short Bible study comparing living a Christian life to "putting on Christ" as a garment. Ask volunteers to read the following passages, and then add your comment as indicated:
  - · Galatians 3:26-27

Comment: All who have been baptized into Christ have been clothed in Christ, have "put on" Christ, symbolized by the white baptismal garment.

- Ephesians 4:20-24
- Comment: Again putting on the "new self" refers to the Sacrament of Baptism.
- Ephesians 6:10–17

Comment: Here the clothing referred to is the dress and equipment of the Roman soldier, illustrating a Christian's readiness to fight evil.

- · Colossians 3:9
  - Comment: We have put on the new self in Baptism.
- Colossians 3:12-15
  - Comment: Compassion, love, and peace are the consequences of putting on the new self.
- 3. Share with the students that they will begin this class by working alone on a reflection questionnaire concerning their own baptismal vocation to be an "other Christ," to "put on Christ" in their everyday lives. Then they will meet in the pairs you have prearranged to interview each other. Distribute the handout and ask the students to begin the reflection immediately, Instruct them that they will conduct interviews with their partners after they have completed the questionnaire. You may wish to play soft instrumental music as the students work.

- 4. Ask the students, when you see that they have had adequate time to write their responses, to meet with their partners. Use the following words to direct them:
  - You will be interviewing each other, using the questions on your handout, to find out each other's views on vocation. The person who will be interviewed first is the person whose birthday is first in the calendar year. As your partner asks you the questions, respond in your own words if possible rather than simply reading your written responses. You may refer to what you wrote. After both interviews are completed, we will conclude with a brief class whip-around exercise. Listen carefully to each other so that you will be able to answer the questions I ask during the whip-around.
- 5. Direct the students to return to their usual seats. Use the whip-around teaching method to make sure each student has an opportunity to share. See the method article "The Whip-Around" (Document #: TX002066) at smp.org/LivinginChrist for background information. All the students should respond to a question before you move to the next question. Ask the following questions:
  - > Name one positive quality that you possess.

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- How might you apply the expression "Just do it!" to "putting on Christ"?
- Describe one hypothetical example of a situation in which a person might be called to transcend her or his own personal preferences to act as Christ would act.
- 6. Remind the students, after all have had an opportunity to share their views, that living the Christian vocation whether as a layperson or as an ordained minister—is fundamentally a free daily choice to either "put on Christ" or not.

#### **Teacher Note**

In his book Mere Christianity (see chapter 7, "Let's Pretend"), C. S. Lewis says that being a Christian means "dressing up as Christ" each day. The connection to the symbolism of the Pauline epistles is evident. Our Baptism calls us to put on Christ: this is the essential meaning of the Christian vocation. Make certain that the students have an adequate understanding of the Incarnation (Christ shares our humanity in order that we might share his divinity, his perfect love) in order that they gain a more complete understanding of our baptismal calling, which is the purpose of this unit. "Dressing up as Christ" means that we are to "put on" the quality of Christlike empathy, which is not always easy.





Direct the students to work in groups to explore ways they can make their everyday activities opportunities to evanuelize.

- Prepare by gathering sheets of newsprint and sets of colored markers, one
  of each for each group of three or four. Also write the definition of evangelize on the board.
- Assign the students to read article 8, "Who Are the Lay Faithful?" in the student book as preparation.
- Divide the class into groups of three or four. Distribute the newsprint and markers. Introduce this learning experience in these or similar words:
  - You will be working in your groups on a simple exercise that will help to raise your awareness of what it means to evangelize. By "dressing up as Christ," as C. S. Lewis would say, we become a new kind of personal presence in the world. As we become less self-centered, paradoxically we begin to discover our truest selves.
  - On your sheet of newsprint, create four equal columns. Then, as a group, decide on four everyday activities in which you interact with other people. Write a short description of each activity at the top of each of the four columns.
  - After choosing these activities, discuss with your group some of the ways you can use these occasions as opportunities to evangelize. You may refer to the definition of evangelize on the board. Then in each column list some of these ways you can evangelize through these ordinary daily interactions.
- 4. Give the groups about 20 minutes to fill out the columns on their newsprint.
- 5. Call each group to come forward and present its insights to the class.
- 6. Review some of the ideas that the students presented, especially those that reflect an understanding of the importance of validating and supporting another person's thoughts, feelings, or sufferings in a Christlike manner. Remind the students that they should never underestimate the importance of even seemingly small acts of kindness and love.

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# Interpret

## Step 5

Guide the students in reading about some of the compelling needs in the world today described in the Vatican II document The Church in the Modern World (Gaudium et Spes, 1965) and reflect on ways they may respond as modern-day "evanuelists."

- Prepare by downloading and printing the handout "The Lay Evangelist: Making Christ Present by Promoting the Common Good" (Document #:TX002782), one for each student. Also prearrange the class into student pairs for the think-pair-share exercise in part 4.
- 2. Introduce this learning experience by telling the students that they will be reading an excerpt from the Second Vatican Council's document The Church in the Modern World, a document that has greatly influenced the Church's self-understanding of its role in the modern world, and then reflecting in silence on the questions that follow. Tell the students that after they have had adequate time to read and write their responses, they will move into pairs. If the students are not familiar with the think-pair-share
  - method, review it with them, using the method article "Using the Think-Pair-Share Method" (Document #: TX001019), at smp.org/LivinginChrist, for your background information.
- Distribute the handout, and direct the students to begin reading and answering questions. You might like to play soft instrumental music as the students work.
- 4. Have the students move into their preassigned pairs after they have finished writing. Tell them that they will have a timed period to discuss each question. Even if they feel that they have answered the question, they should continue "brainstorming" their ideas until you instruct them to move on to the next question. Allow the pairs about 3 or 4 minutes to discuss each question.
- Conclude by allowing as many pairs as possible to share their ideas with the entire class. Allow a brief time for student comments or questions.

#### **Teacher Note**

It is a good idea to introduce primary reading sources with a little background information. For example, make sure that the students are keved into the prophetic nature of The Church in the Modern World and that this document has had a tremendously important impact on the Church's understanding of its role in the modern world. Carefully monitor the students as they read, making sure they are giving it their best effort. Walk around the room, making sure the students are remaining focused. Ask questions about their work if students seem to be drifting off task.





Lead the students in finding and presenting stories from the Internet, a newspaper, or a magazine to the class about a person who models the vocation of the laity as "priest," "prophet," or "king," 65

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- Prepare by instructing the students at least a day or two in advance to find a personal interest story about a person who models the Christian role of priest, prophet, or king. You may wish to divide the class into three groups, giving one of the roles to each group.
- Assign the students to read article 9, "Called to Be Priest, Prophet, and King" in the student book as preparation.
- 3. Direct the students to locate and carefully read the personal interest story. (Remind them to read article 9 before they attempt to find a story.) They should then make an outline or write a short essay on the ways in which the person manifests the Christlike qualities of priest, prophet, or king. They should be prepared to briefly describe the story (3 minutes) to the other students in class and the ways the person manifests one of these three qualities.
- 4. Begin this learning experience, on the day that the students are to present, by describing the manner in which the class will proceed. Create an order of student presentation in advance so that student presentations are well mixed according to their personality types and abilities. Inform the students that they will be called forward in a specific predetermined order and that their presentations will be limited to 3 minutes. They will first briefly tell the story of the person they've chosen and then describe the ways they understand the person to exemplify the role of priest, prophet, or king. Before calling the students forward, give a short description of each role to reinforce the countercultural quality of each.
- 5. Conclude by asking the students which of the stories they heard were the most compelling to them and why. Underscore any particularly interesting insights by reviewing them a final time.



Lead the students through a PowerPoint presentation on lay ecclesial ministries.

- Lead the students through the PowerPoint presentation "Lay Ecclesial Ministries" (Document #: TX002788), structured in a series of questions and answers.
   Encourage the students to answer before offering information yourself. You may wish to direct them to take notes in their learning journals or on a sheet of paper.
- 2. Invite the students to make comments or to ask questions.

#### **Teacher Note**

This PowerPoint presentation is interactive. The question-and-answer format, along with interesting images, can keep the students engaged if they are allowed to be fully engaged in the dialogue. Offer answers to the questions only if the students seem to be missing the point.



## Step 8

Engage the students in working in groups on some special considerations concerning the lay single life.



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- Prepare by downloading and printing the handout "It's All about You! The Single Lay Christian" (Document #:TX002783), one for each student. Divide the class into groups of three or four. Have a least one Bible available.
- Assign the students to read article 10, "The Single Life," in the student book as preparation.
- 3. Direct the students to move into their assigned groups, and then distribute the handout. Instruct groups to each choose a group leader who will ensure that all members of the group contribute to the conversation. Inform the students that they will use the questions on the handout to guide their group in a discussion of the single life. Bernind them that not only are they single now but also statistically likely to remain single for approximately ten more years—or possibly permanently. What they choose to do with this time of their lives is critical to the way they will live the rest of their lives.
- 4. Monitor the students as they work. When all the groups have had an opportunity to discuss all of the questions, bring the class back together. Ask them which topics they discussed most and why. Remind the students that they are the single layperson (they are the majority of Catholics in the Churchl), and this is the time that they should begin discerning their own calling and willingness to commit to Christ.

- Lead the class in praying for a strengthening of our Christian vocation. Ask for a volunteer to read Matthew 9:35–38 from the Bible upon your cue:
  - Let us conclude our consideration of the vocation of the laity with a prayer that God may strengthen us in our resolve to put on Christ each day of our lives.
  - We pray to you, Lord Jesus, to continue to inspire us to find you present in our everyday lives. May we see you in a kind smile, in a word of encouragement, in an expression of forgiveness. May we see your face in the face of the stranger, the person who is considered an outcast, the person who is despised, and in the poor. Prevent us from turning away from you. Help us to embrace our baptismal promises, that we may help to re-make the world into your Kingdom of peace and love.
  - A reading from the Gospel of Matthew
     Cue the student volunteer to read Matthew 9:35–38.
  - ➤ Let us pray the Lord's Prayer together: Our Father, who art in heaven



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. Remind 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 extra copies of the handouts "Final Performance Task Options for Unit 2" (Document #: TX002778) and "Rubric for Final Performance Task Options for Unit 2" (Document #: TX002779). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
- 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.

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## Step 10

Provide the students with a tool for reflecting about 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 understanding of the vocation of the laity has developed throughout the unit.

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

