

Contents

Introduction to This Course.....	p. v
Features of the Student Edition.....	p. xvi
Features of the Teacher Manual	p. xviii
Catechesis and Adolescents.....	p. xxi
Guidelines for Discussions	p. xxiii

INTRODUCTION TO THE STUDENT EDITION p. xxvii

CHAPTER 1

Called by God p. 2

Overview.....	p. 2
Lesson Plan Strategies	p. 5
Chapter Wrap Up.....	p. 25
Chapter 1 Assessment.....	p. 29
Handouts.....	p. 34

CHAPTER 2

Called to Community..... p. 38

Overview.....	p. 38
Lesson Plan Strategies	p. 41
Chapter Wrap Up.....	p. 56
Chapter 2 Assessment.....	p. 60
Handouts.....	p. 66

CHAPTER 3

Called to the Single Life..... p. 70

Overview.....	p. 70
Lesson Plan Strategies	p. 73
Chapter Wrap Up.....	p. 92
Chapter 3 Assessment.....	p. 96
Handouts.....	p. 102

CHAPTER 4

Called to the Consecrated Life p. 106

Overview.....	p. 106
Lesson Plan Strategies	p. 109
Chapter Wrap Up.....	p. 127
Chapter 4 Assessment.....	p. 131
Handouts.....	p. 138

CHAPTER 5

Called to the Ordained Life..... p. 142

Overview.....	p. 142
Lesson Plan Strategies.....	p. 145
Chapter Wrap Up.....	p. 162
Chapter 5 Assessment.....	p. 167
Handouts.....	p. 172

CHAPTER 6

Called to Married Life p. 176

Overview.....	p. 176
Lesson Plan Strategies.....	p. 179
Chapter Wrap Up.....	p. 196
Chapter 6 Assessment.....	p. 200
Handouts.....	p. 208

CHAPTER 7

Called to Family Life..... p. 212

Overview.....	p. 212
Lesson Plan Strategies.....	p. 215
Chapter Wrap Up.....	p. 233
Chapter 7 Assessment.....	p. 237
Handouts.....	p. 242

CHAPTER 8

Called to Discipleship..... p. 242

Overview.....	p. 242
Lesson Plan Strategies.....	p. 249
Chapter Wrap Up.....	p. 266
Chapter 8 Assessment.....	p. 270
Handouts.....	p. 276
Endnotes.....	p. 282

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CALLED TO COMMUNITY

Chapter Overview

CHAPTER GOALS

In this chapter you will help students to

- ★ consider what faith is, how it impacts the way they live out their baptismal call as members of the Body of Christ, and how it influences their vocation awareness.
- ★ learn how the Church's moral teachings are a clear guide for Catholics in all walks of life and how these teachings can help them live out the common call to holiness now and discern their future vocation.
- ★ discover how the sacramental life of the Church is an essential part of responding to God's call to know, love, and serve him.
- ★ see the importance of family and a Catholic home environment in introducing us to the faith and encouraging our vocations.
- ★ meet a permanent deacon who serves a parish community.

KEY WORDS

cantor (p. 57)	Liturgy of
celebrant (p. 57)	the Hours (p. 52)
communion of	Mystical Body of
saints (p. 56)	Christ (p. 44)
deacon (p. 57)	Paschal Mystery (p. 55)
domestic Church (p. 61)	Precepts of the
faith (p. 42)	Church (p. 52)
free will (p. 43)	sacraments (p. 57)
intellect (p. 43)	Sanctoral Cycle (p. 56)
lector (p. 57)	

STUDENT EDITION SPOTLIGHTS

Peer Ministries:

Operation Snowball and S.A.D.D.	p. 51
Parish Liturgical Ministries.	p. 57
The Little Sisters of the Poor.	p. 63

DISCERNMENT FOCUS FOR CHAPTER 2

This chapter focuses students on the call to be part of the community of the Church, and to use one's gifts and talents to meet those needs.

A Closer Look: Who Are You? begins the chapter by having students reflect on faithful Catholics they know, and to think about how being Catholic has influenced who they are. Questions challenge them to consider how they live their faith in the everyday settings in which they find themselves (home, work, school, etc.) as adolescents.

A Closer Look: Who Will You Become? concludes the chapter by encouraging students to identify how they see being Catholic as a part of their futures, and consider how they can live more faithfully. Students will reflect on which state of life they feel drawn to now, and what profession or career.

Chapter At A Glance

TOPIC 1 focuses on how our response to God's call to live a particular vocation is influenced by the Church community, and in particular, the parish. The parish is the place where we are formed as disciples and where we pray and celebrate. It is where we look beyond ourselves to see the needs of the world and the Church, and discover how our gifts can be used in response to those needs. Living day to day as Catholics makes us aware of how God is calling us.

TOPIC 2 sets our compass for how to live a moral Christian life. The Church's moral teachings are a clear guide for all Catholic lives. Jesus lays out the path to his Father; from the beginning of the Church, wise men and women have been our guides for how to live faithful lives.

SUPPLIES

Chapter Handouts

- Handout 2:1 What Are You Good At? (TM p. 66)
Handout 2:2 Micah's Advice (TM p. 67)
Handout 2:3 Liturgy for My Life (TM p. 68)
Handout 2:4 Six Ways Catholic Families Share Faith (TM p. 69)

Additional Materials

- newsprint
- markers, tape
- Bibles
- sticky notes, two different colors
- blank sheets of paper
- Lectionary [optional]

ADVANCE PREPARATION

- In TOPIC 1, preview the RealFaith TV DVD prior to showing it to students.
- In TOPIC 3, for an *Additional Activity*, contact the school Coordinator of Prayer and Worship, or parish Coordinator of Liturgy, for a guided tour of the school chapel or parish church, if it is in walking distance.
- For TOPIC 4, *Introducing Children to the Faith*, you will need to bring mementos of your own Baptism, or that of your children, to share with the class.

TOPIC 3 explores how faithful living gives praise to God and is connected to how we worship in our own faith community. Our participation in the sacraments is fundamental to who we are as individuals and as the People of God. The sacraments nourish us and allow us to experience God's welcoming, healing, forgiving, and consecrating presence in our lives. The sacraments guide our lives of faith.

TOPIC 4 raises up and celebrates the role of our families in forming us as people of faith and members of the Church. Catholic families are to be domestic Churches that pass on the faith to their children, and support and nurture them as they grow to know, love, and serve God ever more deeply.

Resource Corner

Generations



BAPTISM AND CONFIRMATION VOLUME 4: ISSUE 1

- Confirmed in the Spirit p. 11
Parents Are Key
to Faith Growth p. 8

Generations



BECOMING A DISCIPLE VOLUME 2: ISSUE 2

- Characteristics of
Family Discipleship p. 12



REALFAITH TV DVD VOLUME 1: No. 6

- Vocations: Responding to God's Call
and Choosing What to Do
with Your Life p. 46



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- PowerPoint® presentations
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- multimedia faith glossary
- professional development articles
- links to referenced Web sites and national organizations and associations

Chapter Insights

CHURCH DOCUMENTS

The parish is where the Church lives. Parishes are communities of faith, of action, and of hope. They are where the Gospel is proclaimed and celebrated, where believers are formed and sent to renew the earth. Parishes are the home of the Christian community; they are the heart of our Church. Parishes are the place where God's people meet Jesus in word and sacrament and come in touch with the source of the Church's life.

Communities of Salt and Light

The forms and tasks of life are many but holiness is one—that sanctity which is cultivated by all who act under God's Spirit and, obeying the Father's voice and adoring God the Father in spirit and in truth, follow Christ, poor, humble, and cross-bearing, that they may deserve to be partakers of his glory. Each one, however, according to his own gifts and duties must steadfastly advance along the way of a living faith, which arouses hope and works through love.

The Dogmatic Constitution on the Church, 41

Personal Sharing Reflection

IN TOPIC 2, talk about guides in your life who help you to be, or to stay, on the right path and to live the good life.

IN TOPIC 3, share about your experiences of taking part in Mass. How has your involvement changed over the years?

GOD IS CALLING YOU

Everyday God is calling you to know, love, and serve him more completely. This short essay invites you to reflect on God's call.

"How often do you give yourself time to reflect on your faith?" Sometimes it's too easy to get caught up in the routine of church life, religious practices, and teaching that we forget the why behind it all—faith. Faith began at the moment that God called us, at our Baptism. He called us into something marvelous and wonderful, and beyond our imagination: life with him! So what difference has God's call made for you? What difference does faith make in your life? Why do you continue to choose to live as a faithful, faith-filled person?—we do, after all, have a choice in the matter. God's gift of free will means the response is up to us. These are important questions for you as a guide for young people in learning about faith.

Reflect: Dive into the questions and the challenges of this chapter with your students. What is faith? How are you a part of the Body of Christ? How do you, in very practical tangible ways, do justice, love kindness, and walk humbly with God? Who are your guides on the path? How do the precepts of the Church draw you more closely to Jesus? How does the celebration of the life, death, and resurrection of Jesus resonate with your human experiences throughout the weeks and years? How do you share your abilities with the community of faith? How do you hand down the faith? God is calling you. Spend some time this week remembering how and why.

Lesson Plan Strategies

CHAPTER OPENER

Begin with prayer.

- **Invite** students to gather in a circle. If possible, have them gather around a simple prayer space such as a table covered with a cloth representing the color of the Church's liturgical season, a Bible, and a candle.
- **Begin** prayer with the Sign of the Cross.
- **Pray:** *Lord God, we believe in you. Strengthen our belief. Let us hear your call.*
- **Lead** students in slowly reciting the Nicene Creed found on page 249 of the student text.
- **Allow** a moment of silent reflection for young people to consider what word or phrase was particularly meaningful to them as they prayed the Creed and invite students to share what these words or phrases are.

Preview the Chapter Goals.

- **Post** five newsprints around the room.
- **Have** five students read one of the five chapter goals aloud. After each goal has been read aloud, ask students to come up with a key word or phrase for each and put these at the top of the newsprints.
- **Inform** students that throughout the chapter, they will pose questions and collect their learning about each goal on the newsprints.

< SE Pages 38-39

Mining for Nuggets Throughout the Student Edition there are nuggets of wisdom and insight that will “pop up” or “bubble up” for both you and your students. These may be simple words that leave a deep impression, a new idea young people don’t want to lose, or a line that can become a part of their prayer life or meditation. Capture these nuggets as you progress through the chapter.

- Invite students to make a bookmark or prayer card of their favorite nugget.
- Each day invite a different student to post one of their nuggets in the classroom as a “thought for the day” on the board.

A closer look: who are you?

Write the question, *What difference does it make?* on the board. Tell the class that when we say we believe in something it should be evident in how we live. As Catholics this is an important question for self-reflection.

Discuss students’ responses to the question *What difference does being Catholic make?* At this point, expect general answers. Then, pose the question, “Can you think of any examples of faithful Catholic living you have observed in your family, friends, or other people you know?” Listen to their responses.

FYI

Mining for Nuggets Consider creative ways to incorporate the *Mining for Nuggets* activity at different points in this chapter.

< SE Page 40

Read aloud the examples presented on page 40, and ask students for any more examples they might share from their own observations or experiences.

Allow time for young people to reflect on questions 2-4 on page 40.

TOPIC 1 CCC 176, 179, 180, 261, 780

The Path to Vocation Awareness: Living a Faithful Life

OPTIONAL WARM UP ACTIVITY

I'm good at . . . Distribute a small slip of paper to each student. Have them complete the sentence "I'm good at . . ." and write the answer on the slip of paper. These can be obvious answers, or ones that are unusual. Collect the slips of paper. One by one, read them aloud to the class. Ask students to stand up when an answer applies to them.

Have students choose a partner before distributing two different colors of sticky notes to each pair.

Recall with the class the first goal: *consider what faith is, how it impacts the way you live out your baptismal call as a member of the Body of Christ, and how it influences your vocation awareness.*

Direct students to discuss the goal with their partners, and use one of the color sticky notes to write key questions they have about that goal, and the other color to write one new learning possibility they expect to have based on that goal.

Have pairs post their questions and learning possibility on the newsprint for the first goal.

Review what is on the newsprint with the class. Together identify the top questions and expected learning possibilities.

Go back to the newsprint before the *Quick Check* at the end of this topic to assess whether or not the questions have been answered, and the expected learning has taken place.

Ask students to name some of the reasons they think people end up in their jobs or careers. Expect a variety of responses, such as "Because he's good at it," "She wanted to make a lot of money," "He wanted to help people," "It's what his dad did," and so forth. Stress that there are a lot of reasons people end up in the careers or jobs they do, or take a particular direction with their lives. However, there is something more required of us as disciples of Jesus, something more than simply doing a job, or following a career path.

Read aloud the quotation on page 41.



Visit
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presentation of the *Know
Yourself* chart.

Ask students for specifics on how a person in some of the professions named in the quotation, or others, can practice the Great Commandment. How do people carry out their professions as a service?

Paraphrase or read aloud the text.

Draw students' attention to the *Know Yourself* chart. Have them hold a blank sheet of paper vertically. Instruct them to fold it in half top to bottom, and then in half again to make four columns. Instruct them to label the columns as follows: *Abilities & What I Can Give*, *My Needs*, *What Makes Me Happy*, *How I Best Relate to Others*.

Give students enough time to reflect on and fill in the chart.

Divide the class into small groups and have students discuss what they discovered in the process of completing the charts.

Summarize as a large group by creating four columns on the board, and making composite listings that are representative of the class. Here you will have an opportunity to stress the abundance of our God-given gifts and abilities: how our gifts, needs, and what makes us happy are similar or different; and how one person's gift might help meet another person's need.

GROUP TALK

- 1 What do you think is most difficult about figuring out your vocation in life? How often do you pray for guidance? *Responses will vary.*
- 2 What do you need to know and want to learn about yourself before deciding permanently on a way of life? *Responses will vary.*
- 3 When do you usually seek someone else's guidance or advice? How have close friends and family members been helpful and not helpful when you seek advice? *Responses will vary.*

Paraphrase or read aloud the three paragraphs that appear after the *Group Talk* to emphasize these points:

- God calls us to live everyday faithfully.
- We can help meet others' needs by using the gifts and talents God has given us.
- Faith-filled people add a faith dimension to everything they do.

ADDITIONAL ACTIVITY

Write *Basic Needs* on the board. Ask students to give you feedback on what they believe are a person's most basic needs. List what they come up with on the board. Use these questions to guide discussion:

- How can some of these basic needs be met? How do you see people helping others meet these needs? *Responses will vary.*
- What is the minimum you think you'd require in order to satisfy each of your basic needs? *Responses will vary.*
- How do your real needs sometimes differ from what you think you need? *Responses will vary.*

FYI

Group Talk These discussions present a wonderful opportunity for you to enter into sharing about your faith with students. Either as an introduction to the small group discussion, or as a way to summarize the *Group Talks* as a class, share your responses to the questions with the class. Who you are, and your faith journey, is an important gift you can share with these young people. They will learn much about faith from you.

TM Page 66

[illegible]

- What social influences affect your perceptions of what you need in order to be happy? How does the media in our society affect your perceptions of this? *Responses will vary.*
- Why is it important to know what you actually do and don't need in order to be truly happy? *Responses will vary.*

Distribute and have students complete **Handout 2:1 What Are You Good At?**

Faith: A Divine Gift and a Human Response

Have students quickly form small groups of up to six. Direct them to write a definition for the word faith at the top of a blank piece of paper. Ask them to pass their definition around, and have each student in the group read the others' definitions without commenting. At the completion of this process, they should have their own definition in hand.

Have students silently read the text about *Faith: A Divine Gift and a Human Response*. Using what they have just read, instruct them to adapt, change, or add to their definition of faith.

Invite small groups to come up with a group definition of faith, and share it with the class.

GROUP TALK

- 1 Why do you think faith has to begin with God's action? *Because faith is a gift given by God.*
- 2 Would it be faith if a person didn't freely choose it? *No! Faith requires our cooperation with God; faith is something we enter into freely.*
- 3 How do intellect and free will give us a special human dignity among God's creatures? *These are gifts unique to us as human beings. We alone can participate in the act of believing. The gifts of free will and our intellect give us the special privilege of being able to choose whether or not to respond to God's love.*

The Faith of the Church, the Body of Christ

Write Core Beliefs on the board. Have students offer words and phrases that describe the core beliefs of the Church and list them on the board.

Paraphrase the first and second paragraphs, emphasizing that the statements in the Nicene Creed are both what we believe as individuals and what we believe as the Church, a community of believers. Our faith flows from the faith of the Church, and the Church is a visible sign of God's love and salvation.

FAITH ACTIVITY **Nicene Creed and You** Have students read the Nicene Creed and reflect on the questions as a homework assignment.

Direct students to read aloud the five points listed about faith. Emphasize that we cannot separate our belief from the Church's belief, because we are members of the Church. Saint Paul used the image of the Body as a way to describe this fact.

Read aloud the Scripture, 1 Corinthians 12:12–13, 27.

Have students read the next two paragraphs about the Mystical Body.

Invite volunteers to summarize key ideas such as the following:

- The Body of Christ is the Mystical Body, pointing us to the intimate connection between Jesus and his disciples. Jesus is the head, we are the body.
- Christ is always with his Church, making it possible for us to continue his mission by using our unique abilities and interests to be witnesses to the Good News.
- The Church is earthly and divine. The Church is the temple of the Holy Spirit, infused with his life and gifts.
- The Holy Spirit unites us in our diversity.

FAITH ACTIVITY

What is the Body of Christ? Direct students to create their own expressions (individually, in pairs, or in groups of three) of what it means to be a part of the Body of Christ based on their Scripture reflection. Have them share with the class the meaning of their representations, and display their art in the classroom.

Living as Christ's Body Day to Day

Ask students to share how they, or other young people, are currently involved in their parishes. Discuss where they see young people participating in the life of the parish and in what ways. List some of the ways on the board.

Have the class silently read the two paragraphs.

Direct students to underline the last sentence: "There are many ways to 'try out' aspects of your future vocation as you live the life of an active Catholic." Encourage students to become more aware of the possibilities open to them in their own parishes.

FAITH ACTIVITY

Parish Organizations Have young people begin some initial discussion about who they can approach in their own parishes. Remind them that all parishes have needs, and young people have many gifts to help meet those needs. For example, one student may have a special gift and aptitude towards working with young children. The parish needs help facilitating the preschool on Sunday mornings. This might be a perfect match of using his or her gifts in response to needs of the community. Another young person might enjoy designing Web sites. The parish youth ministry needs a Web page! Another perfect fit of gifts and needs.



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presentation of these ideas
about faith.

< SE Page 45

FYI

Goals Before completing the Quick Check, address the questions and expected learning possibilities students posted on the goal newspaper.



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tion of this Quick Check.

SE Pages 46-51 >

FYI

Goals Have students write their questions about the goal and expected findings about the goal on different colored sticky notes. When finished have them post their notes on newsprint. Return to this assignment before the Quick Check activity at the end of the chapter.

ADDITIONAL ACTIVITY

RealFaith TV DVD Show the class the DVD from RealFaith TV DVD (Volume 1, No. 6), "Vocations: Responding to God's Call and Choosing What to Do with Your Life." Have students watch and listen for highlights that both reinforce what they have learned so far during this course on vocation, and ask for new questions about vocation that the video has raised for them.



Quick Check

1. What is faith?

Faith is a supernatural gift God gives us to accept the truth of what he has revealed. Faith requires our free response.

2. How is faith unique to humans?

Faith involves the use of our intellect and free will, both of which are gifts unique to humans.

3. What is the Church's role in our faith?

The Church professes and lives out the faith and supports and makes individual faith possible.

4. How are we the Body of Christ?

We are baptized into the Body of Christ and participate as both individual members and as a community of believers in continuing Christ's mission.

TOPIC 2 CCC 2042, 2043, 2047, 2048, 2050

The Moral Life and Following God's Call

OPTIONAL WARM UP

Rules Brainstorm Have the class brainstorm rules they have had to follow in the past 24-hours. Have several students come up to the board and list them as they are called out. These can be school rules, family rules, community rules such as stop at the stop sign, and so forth. From the list have a quick interactive discussion about which rules students like and which ones they don't. Challenge them to tell why.

Repeat the process you used in TOPIC 1 with the goal. Use the second goal for the chapter, "learn how the Church's moral teachings are a clear guide for Catholics in all walks of life and how these teachings can help you live out the common call to holiness now and discern your future vocation."

Invite young people to read aloud the text. Point out that knowing, loving, and serving God is at the foundation of what each of us are called to do, regardless of what direction we take in life.

Choose a student to proclaim the Scripture reading from Micah.

Ask the class what Micah's advice is for how we are to approach God. What actions are at the foundation of how we are to approach all of life? *Do justice, love kindness, and walk humbly with our God.*

GROUP TALK

Place students in small groups and distribute **Handout 2:2 Micah's Advice**.

- 1 Have young people complete the handout before discussing it as a large group. Responses will vary.
- 2 How does this advice relate to our common vocation to know, love, and serve God? Responses will vary.
- 3 How do Micah's words speak to people in the twenty-first century? Responses will vary.

Ask students why "to walk humbly with your God" is good advice.

Read aloud the last paragraph slowly and reflectively, pausing for a few seconds after each question.

The Path to Take

Pose the question, "How do we know the right path to take?" After listening to several student responses, tell them the Apostles struggled with this very question.

Read aloud the Scripture passage in the first paragraph: John 14:5–6.

FAITH ACTIVITY **The Way to the Father** Direct the class to complete this activity in small groups. As they read the chapters from the Gospel according to John, have them take notes individually about what the highlights are for them from the reading. Before they discuss the questions in their small groups, have them share with group members the highlights they noted.

Guides on the Path

Ask students to think about the person or persons who they consider their best guides in living a good life. Have them share about this person and why with a partner.

Talk about the guides in your life, and invite volunteers to discuss theirs with the class. Suggest that, in living our faith well, we have many guides, past and present.

Have young people silently read the section.

Handout 2:2 TM Page 67

NAME _____
DATE _____
DO JUSTICE!
How does Micah's advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?
How does this advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?
LOVE KINDNESS!
How does Micah's advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?
How does this advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?
WALK HUMBLY!
How does Micah's advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?
How does this advice relate to our common vocation to know, love, and serve God?
How do Micah's words speak to people in the twenty-first century?

GROUP TALK

For this activity ask the class to form pairs or groups of three. With their partners, direct them to choose one activity they engage in—such as driving, dating, or getting a job, and discuss the following questions. Facilitate a class discussion of responses after the groups have had a chance to work with the questions on their own.

- 1 List all the rules you can think of that apply to this activity—Church teaching, civil laws, family rules, etc. Responses will vary.
- 2 How do these rules restrict your freedom to engage in this activity? Responses will vary.
- 3 How do these rules give you freedom as you engage in this activity? Responses will vary.
- 4 Where do these rules come from? Responses will vary.

ADDITIONAL ACTIVITY

Guidebook for Moral Living Describe this theoretical situation: a publishing company is looking for adolescents to write a Guidebook for Moral Living that will relate to teenagers today. Direct the class to work in small groups to develop a proposal for what this Guidebook could be. Students can suggest a Table of Contents, and even provide a prototype of what a typical page would include. Encourage students to be creative. The goal is to reach their peers with the message of living a moral life in an appealing, meaningful way.



Visit
www.harcourtreligion.com
for a PowerPoint® presentation of this chart.

The Precepts of the Church

Write *Precepts of the Church* on the board and inquire as to the students' understanding of what this means.

Explain that the Precepts of the Church are five laws that help us live as faithful Catholics; they draw the connection between living a moral life and expressing that life in the Church's liturgy.

Review the chart.

Divide the class into five groups. Assign each group one of the precepts. Their task is to discuss the precept, and then come up with a convincing argument they would present to someone who is skeptical about the precept's importance.

Instruct groups to present their arguments to the class.

Have students silently read the rest of the section.

Summarize the following main points as a class:

- As baptized believers, we offer our lives to God, and a big part of doing this is participating in liturgy, particularly the Eucharist.
- Our own personal challenges are connected to the life of Jesus. His story is our story.
- We make a commitment, through our participation in Eucharist, to be bread for the world, to be committed to meeting the needs of the poor, and offering our time and talent to build up the Church.

- The liturgical life of the Church is a way by which we can offer in prayer our need for direction and guidance as we discern our vocations. Taking a serious look at our lives opens us up to the work of the Holy Spirit within us.

Quick Check

1. What does the prophet Micah teach us about what is “good” and how does this relate to our moral life?

Micah tells us that what is “good” is to do justice, love kindness, and walk humbly with God. If we practice these three things, we will be leading a moral life.

2. Who and what are the guides we have on our path to the Father through the Son?

We have many guides including the Apostles, Saint Paul, the early Church fathers, and other men and women saints. We have guides such as the popes and bishops, and the teachings they have presented. We have a tradition and body of moral teachings to show us the way to love.

3. What are the Precepts of the Church?

The Precepts of the Church are laws that help us live as faithful Catholics; they help us connect our moral life and the liturgical life.

4. What is the common priesthood of the faithful and how do the precepts connect to it?

The common priesthood of the faithful is all of us who, baptized in Christ, offer our lives to God. The Precepts of the Church help us do this.

Spotlight

Peer Ministries: Operation Snowball and S.A.D.D.

Invite the class to read about Operation Snowball and S.A.D.D.. Find out if any students are familiar or have been involved with these organizations.

FAITH ACTIVITY

Find a Local Chapter Assign this activity to students who are interested in local chapters in your area. Have them present what they find out to the class.

TOPIC 3 CCC 1190, 1194, 1407, 1408, 1833

The Sacramental Life and Hearing God’s Call

OPTIONAL WARM UP

Telephone Play a game of “Telephone” with students. Have a volunteer choose either a random sentence or a nugget from the Student Text.

FYI

Goals Before completing the Quick Check, address the questions and expected learning possibilities students posted on the goal newsprint.



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Visit www.harcourtreligion.com for a link to these organizations.

FYI

Have students list their questions and expected learning possibilities on sticky notes. Address this before the Quick Check at the end of this topic.



Visit www.harcourtreligion.com for a PowerPoint® presentation of the effects of Eucharist.

SE Page 53 >

Use the chapter goal, “discover how the sacramental life of the Church is an essential part of responding to God’s call to know, love, and serve him,” as the focus for the questions and expected learning possibilities that students named at the beginning of this topic.

Direct a volunteer to read aloud the first two paragraphs. Have students describe how they would tell a non-Catholic what a sacrament is. Allow a few minutes for this discussion and highlight key points such as:

- Sacraments are signs of God’s presence.
- Sacraments are instituted by Christ so that we can share in divine life.
- Sacraments make it possible to experience and celebrate God’s grace, a sharing in his life.

Read aloud the quotation from the *Catechism of the Catholic Church*, 1210.

With student input, write across the board the various stages of a person’s natural life from birth to death, naming a few of the things that typically happen during those stages. Then, invite students to discuss how the seven sacraments parallel the stages of one’s spiritual life with the natural life.

Have a student read aloud the last paragraph.

The Eucharist: At the Heart of the Church’s Life

Tell students to silently read the first three paragraphs.

Write *Effects of the Eucharist* on the board. Based on their reading, have students offer their responses to the question, *What does the Eucharist do?* List their responses and compare them to the list on page 53.

FAITH ACTIVITY

Participation in the Mass Include your own sharing with the class on your experience of taking part in Mass, and how your involvement has changed over the years. In addition to their own reflection and sharing, encourage students to ask several people of different ages the questions in the *Faith Activity* as well. How do the answers of young people compare to the reflections of their parents or grandparents?

Communal Worship

Create two columns on the board: *Reasons people go to Mass*, *Reasons people don’t go to Mass*. Let students brainstorm ideas under each column.

Have students read aloud the section.

GROUP TALK

- 1 Discuss the statement, “Liturgical prayer is not private prayer.” Why is it important to realize this? *Liturgical prayer is the prayer of the whole Church that is the community of believers who are the Body of Christ. Worship is the public prayer of the whole community. Liturgy is not a collection of personal prayers but one single act of worship.*
- 2 What difference can it make in a person’s decision about weekly Mass participation? *Each person brings his or her own personality to the liturgy, as well as his or her needs and gifts. When you are not present, you are missed because you are a part of the community.*

- 3 Do you think it really matters to your parish community whether you are at Mass each week or not? Responses will vary.

The Liturgical Year: Getting the Whole Story

Have students silently read the section. Ask them to underline the main points as they read.

Invite volunteers to offer the main points they underlined in the text. Ask students to explain these points and questions:

- One of the precepts of the Church requires us to participate in Eucharist every Sunday and on all holy days of obligation. Why?
- The Church unfolds the whole story of our salvation in the course of the liturgical year. What does this mean? How does this happen? Look for students' understanding of how the Paschal Mystery unfolds in the various Church seasons—Advent: Incarnation, Lent, the Triduum, Easter: Jesus' earthly life and teaching, suffering and death, Resurrection, Ascension, Pentecost. Emphasize that the Church season virtually walks us through the mystery of Jesus Christ's life, death, Resurrection, and Ascension.
- Through the year's feasts and seasons, we come to know Jesus in a different way. Challenge students to give examples that illustrate how this is true.
- Taking an active role in the celebration of the weekly Mass can have a tremendous impact on you as you seek to know what your vocation in life might be. Remind students that as Christ's ministry and mission is revealed to us through participation in the liturgy, we become more aware of how God is calling us to participate in that mission. The Body and Blood of Christ strengthens us for the journey.

FAITH ACTIVITY

A Journey of Discovery Distribute **Handout 2:3 Liturgy for My Life** as an aid for students in completing this activity. Then, on three newsprints, recreate the handout for the class, adding to each section input from students that you obtain through large group sharing.

GROUP TALK

- Which liturgical season is your favorite? Why? Responses will vary.
- What liturgical season do you need to enter into more fully? Why? Responses will vary.

Celebrating Mary and the Saints

Read aloud about Mary and the saints.

Write *Sanctoral Cycle* on the board. Have students list as many of the fixed dates in the Church year as they can when we celebrate the events of Mary's life; commemorate the lives of the Apostles, martyrs, and other saints. See if students can identify which are holy days of obligation.

Show students a *Lectionary for Mass*. Point them to the listing of saints' Feast Days and various other celebrations.

< SE Page 55

Season	Liturgical Color	Scripture	Prayer
Advent	Blue or Purple	Isaiah 9:1-5 Matthew 1:1-23	Prayer for the Advent season
Christmas	White	Matthew 1:18-24 Luke 2:1-20	Prayer for the Christmas season
Lent	Purple	Matthew 26:1-28 John 13:1-17	Prayer for the Lenten season
Easter	White	Matthew 28:1-10 John 20:1-9	Prayer for the Easter season
Pentecost	Red	Acts 2:1-41 John 14:23-26	Prayer for the Pentecost season
Ordinary Time	Green	Matthew 13:1-23 John 6:1-13	Prayer for the Ordinary Time season

< Handout 2:3
TM Page 68

FYI

Check with your school's library or liturgy coordinator for a copy of the *Lectionary for Mass*.



Visit www.harcourtreligion.com for a PowerPoint® presentation of the holy days of obligation and other key dates in the Sanctoral Cycle.

FYI

Goals Before completing the Quick Check address the questions and expected learning possibilities students posted on the goal newsprint.



Visit www.harcourtreligion.com for a PowerPoint® presentation of this Quick Check.

SE Pages 57-58 >

Quick Check

1. Why are the sacraments important to our individual vocations?

The sacraments open us up to the action of Christ in our lives, and lead us to deeper understanding of how we are called to participate in his mission.

2. How does the Eucharist help a Catholic live faithfully?

The Eucharist unites us with Jesus and through our participation in it we contribute to the unity of the Church, our venial sins are forgiven, our lives of virtue are strengthened, and we are given protection from mortal sin.

3. What is the liturgical year and how does it impact our journey of faith?

The Church unfolds the whole story of salvation in the liturgical year. Through the seasons of the year we come to know Jesus in a different way and insert our own personal stories into the community's stories of discovery, conversion, and renewal.

4. What is the Sanctoral Cycle and how does it help us respond to God's call in our own lives?

The Sanctoral Cycle is the schedule of fixed dates on which we celebrate events from Mary's life, commemorate the Apostles, martyrs, and other saints. Learning more about these people's lives helps us see how ordinary people who trust in God's plan can accomplish extraordinary things.

Spotlight

Parish Liturgical Ministries

Brainstorm all of the roles that students can think of which are liturgical ministries.

List roles on the board.

Have students silently read the section.

Come back to the list on the board and have them add any roles that are missing.

GROUP TALK

Invite students to discuss with a group of classmates any liturgical ministries in which they have already participated in. How has participation in any of these ministries enhanced your experience of the Mass? What ministries would tap into your personality and natural abilities? What questions would you like to ask of both the laity and ordained who are involved in your parish's liturgical ministries? *Responses will vary.*

Summarize the small group discussions as a class. List the questions students raised on newsprint.

ADDITIONAL ACTIVITY

Going to the Chapel After discussing the various liturgical ministries, take the class for a visit to the school's chapel. If you are near a parish, walk to the church. Then, call out the various ministries highlighted in the text:

celebrant, presider, deacon, sacristans, ushers and greeters, altar servers, lector, cantor—and have students go to the area of the chapel or church where that person carries out his or her ministry. If possible, have the school's Coordinator of Prayer and Worship or the parish's Coordinator of Liturgy meet with the class to describe in a hands-on way the various roles.

TOPIC 4 CCC 261, 1277, 1279, 1318, 2694

The Family and Vocation

OPTIONAL WARM UP

Group Acrostic Quickly have students write a group acrostic poem using the word family. Write the letters to the word vertically down the board, and have students be creative in coming up with words and phrases that describe family beginning with each letter.

Repeat the process you used in TOPIC 1 with the goal. Use the fourth goal for the chapter, “see the importance of family and a Catholic home environment in introducing us to the faith and encouraging our vocations.”

Ask students to quickly draw out family trees that include several generations. They can do this on blank pieces of paper. Tell them that family trees illustrate in a vivid way the fact that we are created to be in relationship with others. They also demonstrate how for us, as Catholics, faith begins and is passed down in our families.

Have students circle on their family tree those who are Catholic. Discuss some of the family trees, emphasizing how everyone has a unique family and a different story of how the faith has been passed down.

Read aloud or paraphrase the first two paragraphs.

Introducing Children to the Faith

Bring some mementos of your own Baptism to class, or if you are a parent, mementos from your child's Baptism. Or, ask students what they know about the mementos or keepsakes they have from their Baptisms, such as a special gift from their godparents, the baptismal certificate, a candle given to their parents, and so forth.

Invite volunteers to read aloud the four paragraphs.

FAITH ACTIVITY

Catholic Family Experiences Direct students to discuss the questions in the *Faith Activity* with several of their peers. Collect class highlights from the small group discussions. Responses will vary.

< SE Pages 59-63

FYI

Goals Have the class write their questions about the goal and expected learning possibilities about the goal on different colored sticky notes. Have students post them on newsprint. Return to these before the *Quick Check* activity at the end of this section.

< SE Page 59



Visit

www.harcourtreligion.com
for a PowerPoint® presentation about Confirmation.



Page 61 >

Handout 2:4 >
TM Page 69



Confirmation

Discuss students' experiences with the Sacrament of Confirmation. Talk about the age and process within your diocese, and the way the parishes young people attend prepare them for the sacrament. Expect diverse preparation processes between parishes, as well as the possibility that some students may have been confirmed in another diocese or have not yet been confirmed.

Have students silently read the first two paragraphs.

Review together the effects of Confirmation listed. Challenge those who have been or are preparing for Confirmation to describe how their preparation or celebration of the sacrament is helping them strengthen their bond with the Church, associate more closely with Christ's mission, and bear witness to the Catholic faith.

GROUP TALK

After groups have discussed the questions, take a survey to find out what students believe should be the ideal age for Confirmation. *Responses will vary.*

ADDITIONAL ACTIVITY

Confirmation Age Debate First, direct students to read the *People of Faith Baptism and Confirmation* article, "Confirmed in the Spirit" as further background material. Then, have students take a stand on what they think the age requirement should be for the Sacrament of Confirmation. Group students according to what they think, and have them prepare arguments supporting what they think is the ideal age. Have the groups also discuss what they think should be involved in the preparation for this sacrament. Have groups present their cases.

Catholic Parents: A Child's First Teachers

Invite students to work in pairs or groups of three. Have them project themselves into the future as Catholic parents. Their job is to think about and outline a plan for what they will want to incorporate into their households to teach their children about the faith.

Distribute Handout 2:4 Six Ways Catholic Families Share Faith as an aid to their discussion and development of their plan. Refer them to the *People of Faith Becoming a Disciple* article, "Characteristics of Family Discipleship," and the *Baptism and Confirmation* article, "Parents Are Key to Faith Growth" for additional material they can use in their plan.

Have students share elements of their plans with the class. Write key ideas that students surface on the board. Look for them to mention daily prayer (such as mealtime blessings and nighttime prayer), going to Mass together, involving the whole family in works of service, and so forth.

Encourage students that they can reflect ahead of time on how they will incorporate simple patterns of prayer and ritual, service outreach appropriate to the age of the children, and parish participation into the raising of their children as Catholics. Also let them know they can take an active role in their family now to foster Catholic identity.

Have students silently read the section.

FAITH ACTIVITY **Handing Down the Faith** After students have reflected on their own personal views for what parents should teach their children about praying and being Church members, invite students to share their imaginary letters with the class.

Nurturing Vocations

Write the phrase *nurturing vocations* on the board. Challenge the class to think about how this process happens within a family. Write ideas for how around the phrase.

Direct two students to read aloud the two paragraphs. Have students add any new ideas to the board.

Read aloud the last sentence.

FAITH ACTIVITY **Ideas About Vocation** What ideas have you gotten about marriage, single life, priesthood, or religious life from your parents and other family members? Do you believe that their attitudes have had a big influence on you? Why or why not? *Responses will vary.*

Quick Check

1. What role do parents and adult family members have in a child's sacramental life?

Catholic families bring their children into the faith through Baptism, and teach and nurture them in the faith.

2. Why is the Sacrament of Baptism so important to our faith life?

Baptism is the beginning of a lifelong journey of faith. Baptism forgives the original sin of our first parents—Adam and Eve and begins our relationship with God. We enter into the sacramental life of the Church.

3. What happens in the Sacrament of Confirmation?

Confirmation seals us with the Holy Spirit and perfects the grace of Baptism. It roots us more deeply as children of God, placing us more firmly in the Body of Christ. It strengthens our bond with the Church, associates us more closely with Christ's mission, and helps us bear witness to our Catholic faith in word and deed.

4. How are parents called to be teachers of the faith?

In the Rite of Baptism, the Church tells parents that they are the "first teachers" of their children. They teach primarily through their love, dedication, and good example.

FYI

In this discussion, you are asking students to consider how their families, namely their parents and other adults, have influenced their own attitudes towards vocations. Expect a variety of responses to these questions that will be dependent on familial religious formation, attitudes, and understanding of vocation.

FYI

Goals Address the questions and expected learning possibilities that students posted on the goal newsprint.



Visit
www.harcourtreligion.com
for a PowerPoint® presentation of this Quick Check.



Visit
www.harcourtreligion.com
for a link to the Little Sisters of the Poor Web site.

Spotlight

The Little Sisters of the Poor

Have the class read about the Little Sisters of the Poor on their own.

FAITH ACTIVITY

Caring for the Elderly In addition to the ideas in this *Faith Activity*, suggest that a good place to explore outreach to the elderly is within students' own parishes. Encourage them to contact the parish office to find out how they can help elderly parishioners who are sick, disabled, or homebound. In what parish programs could they become involved? Also, remind them about the elderly who live in their own neighborhoods. What is one thing they could do to make someone's life better? It can be as simple as taking out the trash every week, or offering to sweep the front walk.

SE Pages 64-67 >

Chapter Wrap Up

SE Page 64 >

Here I am Lord: A Conversation with . . . a Permanent Deacon and His Wife

Have students silently read the conversation.

Discuss as a class the things they learned from Ed and Theresa in the interview.

SE Page 65 >

A closer look: who will you become?

Allow students to find a comfortable place in the classroom, or somewhere else on campus such as outside or in the chapel. Have them spend time with the questions individually, and then gather in small groups to discuss some of their responses with each other.

Collect responses and summarize ways students named to improve their faith today and list them on the board.

Have volunteers share about what state of life they feel inclined to pursue, and what career or profession with the class. Note the similarities and differences among students and the richness of their hopes and dreams.

SE Page 66 >

Prayer

Prepare volunteers to be readers ahead of time.

Ask students to bring their texts and gather in a circle or around your class prayer space.

Have them open their books to page 66.

Begin and end prayer with the Sign of the Cross.

Study Guide

◀ SE Page 67

Instruct students to prepare for the *Chapter 2 Assessment* by reviewing their notes, looking over the chapter's goals on the newsprints, and rereading the *Quick Check* questions and answers.

Check Understanding

1. Identify the different aspects of faith.

Faith is a supernatural gift God gives us to accept the truth of what he has revealed. It is also a free human choice and act that requires our free response to God.

2. Explain what makes faith a unique human response to God.

Faith involves the use of our intellect and free will, both of which are gifts unique to humans.

3. Detail how individual faith flows from the faith of the Church.

The Church professes and lives out the faith. As members of the Church, we are formed by her faith and share in the Church's mission to live the faith.

4. Describe the images of Body of Christ and Mystical Body.

We are baptized into Christ's Body, and participate as individual members and collectively as a community of believers in continuing Christ's mission. We have different roles, but we are all needed for the proper functioning of the Church. The metaphor of Mystical Body indicates the intimate connection of Jesus and his disciples.

5. Expand upon how the prophet Micah's message related to our moral life.

The prophet Micah's message teaches us about what is "good," that is to do justice, love kindness, and walk humbly. When we practice these three things, we are well on our way to responding to God's call to holiness and to leading a moral life.

6. Identify some of the guides on the path of discipleship and identify their role.

We have many guides including the Apostles, Saint Paul, the early Church fathers, and other men and women saints. We have guides such as the popes and bishops, and the teachings they have presented. We have a tradition and a body of moral teachings to show us the way to love.

7. Name the five Precepts of the Church and tell what their purpose is.

The Precepts of the Church are laws given by the Church that help us to live as faithful Catholics; they connect our moral life with the liturgical life. They are attend Mass on Sundays and holy days of obligation; confess sins at least once a year; receive Holy Communion at least once during Easter Season; observe days of fast and abstinence; provide for the material needs of the Church according to ability.

8. Summarize how the precepts help us to live out the common priesthood of the faithful.

As part of the common priesthood of the faithful, we have a responsibility to offer our lives to God. The Precepts of the Church guide us in ways to do this, particularly by participating in Eucharist, by seeing our own personal challenges and struggles as ways

Apply and Develop

17. **Support with examples how having faith and being a member of the Body of Christ makes a difference in the daily lives of faith-filled Catholics. How can faith and membership in the Church make a difference as you discern your vocation?**
Answers will vary.
18. **Conclude from the chapter content how the Church's moral teachings guide us on our path and lead to freedom and happiness. Consider what specific guidance people your age would benefit from.**
Answers will vary.
19. **Compare and contrast the expression and role of private prayer and public prayer (liturgy) in our spiritual lives. Consider the implications of the liturgy as the spiritual work of the community on your participation in the Sunday Mass.**
Answers will vary.
20. **Compose a poem, prayer, or illustration that depicts the difference a Catholic family and home can make in discerning and living out one's vocation.**
Answers will vary.

Key Words

cantor—A person who leads the assembly in singing the responsorial psalm.

celebrant—Presider who leads the celebration of liturgy.

communion of saints—All of the faithful Church members on earth, those being purified in purgatory, and the blessed already in heaven.

deacon—Ordained ministers whose liturgical roles allow them to preside at Baptisms, weddings, and non-Eucharistic Prayer services.

domestic Church—The Church in the home, that is, the holy community where children first learn about God through the love, teaching, and good example of parents and other family members.

faith—A supernatural gift freely given by God that enables us to accept the truth of what he has revealed.

free will—God's gift that gives us the ability to make choices.

intellect—The gift God gives each of us to consciously come to know about ourselves, the world, and God.

lector—The reader who proclaims the first reading at every Mass and the second reading on Sundays and special feast days.

Liturgy of the Hours—A series of daily prayers based on the Psalms, which are prayed by priests, deacons, members of religious orders, and many lay people at set times throughout each day; also called the Divine Office.

Mystical Body of Christ—Are metaphors that indicate the intimate connection between Jesus and his disciples.

Paschal Mystery—Christ's work of redemption through his Passion, death, Resurrection, and Ascension.

Precepts of the Church—Rules that connect our moral life and our liturgical life.