

Lesson Plan, Grade 7 - Chapter 14

Catechist Background

Doctrinal Content

- All human life is sacred and a gift from God. All people possess the human dignity that comes from being made in God's image. (CCC, 2258)
- The Fifth Commandment forbids direct and intentional killing as gravely sinful. If anger reaches the point of a deliberate desire to kill or seriously wound a neighbor, it is a mortal sin. (CCC, 2268, 2302)
- The Church teaches about and advocates the right to life of every person. We have a responsibility to honor and protect life at all stages, from conception to old age. (CCC, 2270, 2319)
- We respect the dignity of the human person by respecting the rights of others, taking care of ourselves physically and emotionally, not abusing ourselves or others, and by not leading others into sin. (CCC, 2288-2290)

Catechist Background

I call heaven and earth today to witness against you: I have set before you life and death, the blessing and the curse. Choose life, then that you and your descendants may live, by loving the LORD, your God, obeying his voice, and holding fast to him.
—Deuteronomy 30:19-20

Reflect What does *always* choosing life mean to you?

Being a Christian in any age isn't easy, but today we face moral challenges that our parents and grandparents never dreamed of. It seems that every scientific advance brings with it new moral and ethical dilemmas. Issues such as reproductive technologies, stem-cell research, cloning, and artificial life-support (just to name a few) force us to make new and complex moral choices, and this is often done without proper formation and prayerful reflection. For some, the prevailing ethic seems to be if you *can* do something, you *should* do it, but the wisdom of our Catholic Tradition says otherwise. Our decisions are based upon the essence of who we are as humans: created in God's own image and likeness and bestowed with inherent dignity, possessors of the sacred gifts of life from the Giver of life.

Today, perhaps more than ever before, the stability of the Catholic Church is a priceless gift. In a world in which change comes rapidly, and in which the poor and the weak are in greater danger of being neglected or mistreated, the Church provides a powerful voice of timeless, unwavering moral truth. One fundamental principle from which this truth flows is our belief in the life and dignity of every human person, taught to us by Jesus Christ and modeled in his life and ministry. If the Son of God became human, there must be something intrinsically good about humanity. For two

thousand years, the Church has affirmed that goodness. All have the right to life, no matter their age or capabilities, and that life starts from the moment of conception and lasts until death.

Reflect In what ways do you purposefully attempt to affirm human life and dignity?

Catechist's Prayer

Loving God, help me to set a good example for my students. May I see your face in every person's face, and may I affirm each person's dignity. Amen.

Sharing the Message

How Seventh-Graders Understand Chapter Topics

Seventh-graders are aware of individual rights, at least so far as it concerns their own rights. They might need help in stepping outside themselves and understanding that every person has dignity by virtue of being created in God's image. This is a message that is increasingly countercultural, so it might be important to emphasize that although they might get the message that some lives are worth less than others, this is simply not true.

Teaching Tip

Ask the young people how and why some people seem to be valued more or less than others. They probably have some personal experience with this in their own school. Have the young people reflect on the following questions, but remind them not to mention aloud any specific names: Who are the popular people at school, and why? Who are the people being treated as if they matter less? What can we do to show and promote equal value among all?

Sharing the Message with Seventh-Graders

At this age, younger adolescents are more inclined to notice others for their differences rather than their commonalities.

- Some seventh-graders tend to form judgments based on appearance, talents, or personality traits. It's important to clearly communicate to them what the Church believes about human life and dignity.
- Young people at this age can be cruel to each other, especially online or by gossiping. This negative behavior is often used to keep them in good graces with others. Help them see how their words and/or actions affect others.

Chapter Connections

Tasks of Catechesis

Helping children grow in a faith that is "known, celebrated, lived, and expressed in prayer" (NDC, 20).

This chapter focuses on the following tasks of catechesis:

- Promoting Knowledge of the Faith
- Moral Formation

NCEA IFG: ACRE Edition

Knowledge of the Faith

- Objective: To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life

Moral Formation

- Objective: To be knowledgeable about the teachings of Jesus and the Church as the basis of Christian morality and to understand Catholic Social Teaching

Catholic Faith Literacy

abortion, euthanasia, sin

Catholic Social Teaching

To integrate Catholic Social Teaching into your lesson, choose one of the following features: Life and Dignity of the Human Person, pages 334–335; or Rights and Responsibilities of the Human Person, pages 338–339.

- Start the Live step of the process by talking about Saint Martin de Tours on page 232. Then move directly to the Catholic Social Teaching feature.
- Or, to expand the lesson, complete page 232, then move to the Catholic Social Teaching feature.
- Return to Chapter 14 for the prayer on page 233.

Music Option

► Use one or more of the following songs to enhance catechetical learning or for prayer.

- “Lover of Life,” Live, Page 233
- “Apple of My Eye,” Live, Page 233
- “Mother to Another,” Live, Page 233

Catechist Instruction, Grade 7 – Chapter 14

Invite Page 223

Objective

- Reflect on God's personal invitation through Scripture

♥ Let Us Pray

Choose one a volunteer to be the Leader. Invite the youth to gather in the prayer space and make the Sign of the Cross. Ask the Leader to proclaim the opening prayer and Psalm verse, and lead the group in the group response.

Have the young people return to their seats. Explain that all life is a gift—that we each are works of art, and God's desire is that we treat all life the way he does, with great dignity and respect.

Say: Every human life is precious to God. We are called to respect and care for our own lives and the lives of others, just as Jesus did. Let's listen to God's Word and hear how we should choose life.

† Scripture

Guide the youth through the process of Scripture reflection.

Invite the young people to be still, close their eyes, and focus on their breathing.

Encourage them to open their minds and hearts to what God is saying to them.

- Proclaim the Scripture and have the youth sit in silence.
- *Ask:* What did you hear God say to you today?
- Allow volunteers to share.

► You may play instrumental music to begin the reflection.

Remember, this is a spiritual discipline that takes practice. The young people will grow in their capacity to sit in silence. Throughout the year, build to four minutes.

Have you ever thought...

Say: Because we are made in God's image, we must respect and care for every human life.

- Invite the young people to respond to the questions.

Discover (1) Pages 226-227

Objectives

- Explain that each human life has value because we are made in God's image
- Identify murder as an action that violates the sacredness of human life Point out that the title of this lesson answers the opening question.

A Sacred Gift from God

Read aloud the first two paragraphs.

Go to the Source

Have a volunteer read Psalm 139:13-20 from a Bible.

- Ask: What does this song of praise tell you about your relationship to God? What good can come from praising God for creating you and knowing you?
- Facilitate a group discussion. Review the rest of the text on the page. Ask a volunteer to read the caption that goes with the artwork.
- Ask: How do you think this image ties in to today's lesson? Invite a volunteer to read aloud the definition of human dignity on page 227.

† Scripture Background

God Is with Us

Asking your young people to speculate about the writer of Psalm 139 will provide you with many insights about their understanding of a person's heart. The psalm is named a Psalm "of David," which means King David might have composed the psalm or that it was composed by someone from his court. No matter who wrote it, it is one of the most endearingly human psalms in the Psalter. When we are sitting, standing, in light or darkness, running away, or lying in bed at night, God is always with us. This psalm is a beautiful hymn praising God's care for us. A famous musical version of Psalm 139 is the hymn "You Are Near" by Dan Schutte. Consider playing this for your young people.

Usefulness

Ask two volunteers to read aloud the first two paragraphs. Check for understanding by asking:

- Where does our value as human beings come from? **from God**
- What happens to our value after we die? **We continue to fulfill our purpose in eternal life.**
- Why is it wrong to kill another human being? **God decides who should die, not us.**
- Why is murder always a grave sin? **Because the murderer has shown contempt for human life (or dignity) and for God's goodness.**

Ask a volunteer to read the definition of murder to the group. Read aloud the last paragraph on suicide, pausing for comments and questions. Be attentive to questions that signal the need for further (private) attention. Discuss the question at the end of the reading.

Activity

Have the youth work in pairs to complete this activity.

- If time allows, let volunteers share some of their responses.

Quick Review

Because we are all made in God's image and because our life is a gift from him, every human life is sacred and every human being has dignity. Committing murder is a grave sin because it violates the sacredness of human life.

Discover (2) Pages 228-229

Objectives

- Explore the aspects of the Fifth Commandment that deal with anger and vengeance
- Examine why the Church advocates for the rights of others on life issues

Teaching Activity: The Source of All Love

Participants will create a timeline that represents the span of a lifetime. They will work in groups to match the different needs and issues that people face at various stages in life. They will then learn about the Church's teaching on the topics of abortion and euthanasia.

Before the Lesson

Materials Needed:

✦ Go to **aliveinchrist.osv.com** and download *How to Make Water* video clip, Needs and Issues pages, and Catholic Faith Words pages
roll of white paper, copies of various magazines (Family Fun, Ladies Home Journal, Pregnancy magazines)

Preparation

- Post the Catholic Faith Words page on the board for reference during the activity.
- Create a timeline using the roll of white paper. Draw a line across the length of the paper. Write the word *fetus* above the line on one end of the paper and write the word *death* on the other end.
- Do an online search of an image of a fetus, print it out, and place the image under the word *fetus* on the timeline.
- Hang the timeline on the wall for use during the activity.
- Look through the magazines that you will be providing to the young people. Remove any pictures or articles that may be inappropriate.
- Cut the Needs and Issues into individual strips.

Activity Directions

Say: In his words and actions, Jesus teaches us about the sacredness of human life. When he speaks about the Fifth Commandment, he includes the need to deal with our feelings of anger and vengeance. Despite those feelings, Jesus says, we should not

react with destructive words or actions. We need to choose the way of love and forgiveness.

Say: The Church throughout history has taken a stand to support the dignity of and right to life—what one Cardinal of the Church called a “consistent ethic for life.” That means that no matter what age you are, or what challenges you may face, your life should be equally respected by others and protected by the community. You should be given what you need to live a full life. Today we are going to create a timeline that represents life from the womb to old age.

Draw the group’s attention to the timeline that is hanging on the wall and point to the beginning of the line.

Say: This is where life begins—at the moment of conception. You may hear mixed messages from people about when life truly begins. As Catholics, along with other Christians, we strongly hold the truth that human life begins when God decides—at the moment the egg and sperm unite. To think about this another way, let’s watch this video.

Show the *How to Make Water* video clip.

Say: I don’t think anyone would argue that when hydrogen and oxygen combine in the proper portions, water is created. It doesn’t happen later or somewhere down the road. It is water from that very moment. At the moment of conception the fetus is a child—not yet born, but it is a child. It does not become a child at a certain point. Like the water, it is what it is from the moment it is created. That is why Catholics are so strongly opposed to abortion.

Point out the Catholic Faith Word page and read aloud the definition of *abortion*.

Say: Abortion is the killing of an unborn child by deliberately terminating, by ending the pregnancy. It is a grave, a very serious sin. Do not be confused by others who might say it is the woman’s body so it is her choice. In her body she carries another life and that life is a gift to her, and has needs and rights. On our timeline we are going to represent all stages of life. We have to do this very quickly.

Organize the group into pairs and assign them to an age group (pregnant mothers, infants, children ages 1-5, children in elementary school, young teenagers, older teenagers, people in their 20s and 30s, people age 40-70, people who are really elderly).

Ask the pairs to flip through the magazines with their partners and find pictures that represent the age group they have been assigned to.

Have the pairs write the age group on the timeline above the line in order by age. Ask them to attach the pictures to the timeline in the places that correspond to their age group.

Pull out the strips of the needs and issues and show them to the group.

Say: Here are some rights that need protected and/or issues that people face along their life journey. Let's place these where they belong on the timeline. Some of these may apply to more than one group. In that case, we will draw a line from the word to the ages it applies to.

After giving time to complete this part of the activity, *say:* The final life issue we face as human beings is death—our own or someone else's. We believe death comes when our bodies naturally cease functioning, whether from sickness or old age. It is difficult to watch someone we love suffer from illness, yet we can never make the choice to deliberately cause the death of someone who is sick, dying or suffering. Nor can we contribute to their dying by not taking action. We call this grave, serious, sin—*euthanasia*.

Point out the Catholic Faith Word definition for *euthanasia* and ask a volunteer to read it aloud to the group.

Say: As Catholics we support life through our words and actions. You can be proud to be Catholic as you think of the many ways the Church protects life throughout the world.

Discover (3) Pages 230-231

Objectives

- Examine the ways in which we do not show respect for our own lives or the lives of others
- Explain why scandal harms individuals and society • Identify the basic rights people need to grow and mature

Ask: Why is it important to take care of ourselves and others?

Respecting the Human Person

Invite volunteers to read aloud this section. • Revisit the opening question to ensure understanding in relation to this text.

Raising Ourselves Up

Summarize, in your own words, the two paragraphs referring to respecting the human person.

Things That Damage God's Artistry in You

Review the examples listed in the chart to ensure the young people understand how each is something that damages human beings. • Have the youth add further examples of ways we can damage ourselves to the list.

Care for Others

Read the quote from Matthew 18:6 from this page, and discuss why Jesus would make this statement.

- Point out the Catholic Faith Word and read aloud the definition on page 230.
- Ask volunteers to give examples of scandal based on this definition. Review the rest of the text with the group.

Activity

Have the young people read the directions and work in pairs to complete this activity.

In Summary

Share the summary points with the group. • Invite and discuss any questions that the young people have regarding this content.

Extend the Lesson

Use **Activity Master 14: Worse and Best Case Scenarios** to extend the lesson; it is not included in the timed estimate for this section of the Lesson Plan.

Live Pages 100-101

Objectives

- Discuss how the Church protects the right to life of all human beings
- Explore the faith life of Saint Martin de Tours
- Offer the Prayer for Life

Pray a prayer of thanksgiving, focusing on the sacredness of all human life. Allow the young people to add their own relevant prayers.

Our Catholic Life

Ask a volunteer to read aloud this section.

- Invite the young people to discuss the Our Catholic Life question with a partner.
- If there is enough time, ask a few volunteers to share their responses with the group.

People of Faith

Explain to the young people that Saint Martin de Tours recognized that all life was sacred.

- Have a volunteer read aloud the People of Faith paragraph.
- Share the bullet points from the People of Faith Background box.
- Invite a group discussion on what young people can do to promote the sacredness of life.

Here are some additional details about Saint Martin de Tours to assist you in presenting this section:

- When Saint Martin de Tours was twenty, he studied under Hilary of Poitiers, who also helped to defend the Church from heresies.
- Saint Martin lived as a hermit during the time that Hilary of Poitiers was in exile. Afterwards, both men helped to build the first Benedictine Abbey in Gaul.

Activity

Have the young people complete the first part of the activity independently.

- Invite them to share some of their ideas with the group.
- Encourage the youth to think about watching or reading some of their partners' suggestions.

Prayer for Life

♥ Have the youth locate and bring to the prayer service a news photo or graphic image of an individual, group, or country that needs "prayer for life."

Follow the order of prayer on the prayer page. Have the young people take turns holding up the photos of a person, group, or event for which they want to offer prayer.

► Conclude by inviting the young people to sing or reflect on the song "Lover of Life," downloaded from **aliveinchrist.osv.com**.

Chapter Review

If you are using eAssessments, remind the young people that they will need to be completed by the due date. Feedback is important at this age. For the tool to be used effectively provide feedback to the young people about their work.

Chapter 14 Lesson Plan

Objectives	Process	Materials
Invite, 15 minutes		
Respecting Life Page 223	<ul style="list-style-type: none"> Psalm 34:13 Pray the opening prayer. Deuteronomy 30:19–20 Guide the youth through the process of Scripture reflection. • Discuss Have You Ever Thought questions. 	
Discover, 45 minutes		
A Sacred Gift from God pp. 226–227 <ul style="list-style-type: none"> • Explain that each human life has value because we are made in God’s image • Identify murder as an action that violates the sacredness of human life 	<ul style="list-style-type: none"> • Talk about the sacredness of life. Read and reflect on Psalm 139:13–20. • Discuss the concept of a throwaway culture in relation to human dignity. • Activity Compare and contrast humans and the rest of creation. 	<input type="checkbox"/> pencils or pens <input type="checkbox"/> Bibles
Honoring Life pp. 228–229 <ul style="list-style-type: none"> • Explore the aspects of the Fifth Commandment that deal with anger and vengeance • Examine why the Church advocates for the rights of others on life issues 	<ul style="list-style-type: none"> • Teaching Activity Participants will create a timeline that represents the span of a lifetime. In groups, they will match the different needs and issues that people face at various stages in life, learning about the Church’s teaching on related topics. 	<i>How to Make Water</i> Video Clip, Catholic Faith Words <input type="checkbox"/> tape <input type="checkbox"/> roll of paper, magazines
Respecting the Human Person pp. 230–231 <ul style="list-style-type: none"> • Examine the ways in which we do not show respect for our own lives or the lives of others • Explain why scandal harms individuals and society • Identify the basic rights people need to grow and mature 	<ul style="list-style-type: none"> • Discuss the importance of respecting ourselves. ★ Review ways that we can damage God’s artistry in us. • Explain scandal and its effects. • Activity Discuss using respectful language. • Activity Master Worst and Best Case Scenarios 	Tasks and Skills <input type="checkbox"/> tape Activity Master 14
Live, 15 minutes		
Our Catholic Life Page 232	<ul style="list-style-type: none"> • Discuss the Our Catholic Life questions. • People of Faith Learn about Saint Martin de Tours. • Activity Discuss modern media sources that encourage respect for life. 	<input type="checkbox"/> pencils or pens
Prayer for Life Page 233	<ul style="list-style-type: none"> • Have youth bring images to the prayer service representing those who need prayer. • Follow the order of prayer. 	“Lover of Life”

CATHOLIC FAITH WORDS

human dignity, murder, abortion, euthanasia, scandal

ASSESSMENT

Chapter Review, Page 234

aliveinchrist.osv.com Customize and Download Assessments, Interactive Student Reviews, eAssessments

Name _____

Date _____

Worst and Best Case Scenarios

As much as we'd like to deny it, we've all experienced times when we acted at our worst. We've also made some pretty good choices and been at our best. Choose one of the situations listed below and describe both the worst and the best ways people could act in these circumstances. You may also make up a different situation.

Join the small group to which you have been assigned. Compare ideas, and select one of the situations to role-play. Present both worst and best case scenes in a way that shows you understand how people can get drawn into acting at their worst. Use the scenarios to illustrate how we can overcome the temptation to act contrary to Jesus' teachings and how we can behave in ways that show respect for all life.

SITUATION #1 The smartest person in your class, whom everyone expected to win the school spelling bee, just lost in the fourth round.

The worst you and your friends could do: _____

The best you and your friends could do: _____

SITUATION #2 A new student registered in your school this morning and will be in your homeroom. The student is blind and has a seeing-eye dog as a constant companion.

The worst you and your friends could do: _____

The best you and your friends could do: _____

SITUATION #3 On a class field trip, everyone wanted to make an extra stop to buy lunch at a fast-food restaurant. Pat, however, did not get off the bus with everyone else to buy lunch. You wonder if this is from lack of appetite or lack of money.

The worst you and your friends could do: _____

The best you and your friends could do: _____

SITUATION #4 _____

The worst you and your friends could do: _____

The best you and your friends could do: _____

Name _____

Date _____

Complete each sentence with the correct term.

1. _____ is the destructive behavior by which a person leads another person, either through action or inaction, to sin.
2. _____ is the deliberate termination of a pregnancy by killing an unborn child.
3. To deliberately cause the death of someone who is sick, dying, or suffering either through action or inaction is called _____.
4. The Fifth Commandment says that _____, the deliberate killing of another person when the killing is not in self-defense, is always a grave sin.

Circle the letter of the choice that best completes each sentence.

5. The sacredness of all human life comes directly from _____.
 - a. how people think
 - b. the kind of work they do
 - c. their heredity
 - d. being created by God
6. Of all the creatures made by God, humans are the only ones who have the capacity to _____.
 - a. recognize God's presence
 - b. help others
 - c. learn
 - d. communicate
7. When Jesus taught about the Fifth Commandment, he widened the understanding of "You shall not kill" to include _____.
 - a. anger and vengeance
 - b. accidental killing
 - c. suicide
 - d. lying
8. When Jesus was arrested, he _____.
 - a. ordered his Apostles to fight to defend him
 - b. upheld and honored every human life, including those who were harming him
 - c. expressed his anger at those arresting him
 - d. practiced passive resistance

Write a response on the lines below.

9. Explain your understanding of the "consistent ethic of life." _____

10. What is human dignity? _____

RIGHT TO BE BORN	RIGHT TO LIVE WITHOUT VIOLENCE
GOOD MEDICAL CARE	SUPPORT FOR SPECIAL NEEDS
ACCESS TO CLEAN WATER	EDUCATION
ACCESS TO FOOD	MEANINGFUL WORK
ACCESS TO CLEAN AIR	ADEQUATE HOUSING
LIVE IN PEACE	RIGHT TO DIE NATURALLY

Catholic Faith Words

abortion the deliberate termination of a pregnancy by killing an unborn child. It is a grave sin.

Catholic Faith Words

euthanasia the deliberate action or inaction which causes the death of someone who is sick, dying, or suffering because of disabilities or a debilitating condition. It is a grave sin.