

# Lesson Plan, Grade 8 - Chapter 15

## Catechist Background

### Doctrinal Content

- Society functions best when each person respects everyone else. The common good is the Christian principle that all people, either in groups or as individuals, are given opportunities to reach the fullness of their God-given humanity. (CCC, 1924, 1929-1933)
- The Church works to make sure that public and political authority acts with truth, justice, freedom, and solidarity. (CCC, 2419, 2420)
- The New Commandment not only guides our personal lives but that of organizations and nations. Solidarity compels us to work for the rights of others. (CCC, 1910-1912, 1939-1942)
- Our individual actions to promote Catholic Social Teaching, peace, and love begin close to home; we can make a difference. (CCC, 1926)

### Catechist Background

The community of believers was of one heart and mind, and no one claimed that any of his possessions was his own, but they had everything in common. ... There was no needy person among them, for those who owned property or houses would sell them, bring the proceeds of the sale, and put them at the feet of the apostles, and they were distributed to each according to need.—Acts 4:32, 34-35

**Reflect** How do you show others dignity and respect?

Americans have a romantic notion about rugged individualism. Most of us respect self-sufficiency in a person and applaud those who are strong, assertive, bold, and self-confident. Many people tend to judge the display of emotions and the willingness to nurture others as weakness.

The reality is that all of us are interdependent with one another. There is no human being that is not, in one way or another, in relationship with every other human being. At the very minimum, we share a common kinship because we were each created in the image and likeness of God. Therefore, there is a basic debt of respect that we owe everybody else on the planet regardless of race, religion, or socio-economic status.

But beyond that basic relationship, we are all social beings. It is through our relationships with each other that we survive, discover virtue, see the face of Christ, and learn how to serve others as Jesus calls us to. Developing an intimate relationship with our God is often influenced by our intimate, life-giving relationships with our brothers and sisters. To understand this is to understand something important about what it means to be Catholic.

**Reflect** How do the communities in your life uplift and challenge you in your Christian journey?

### **Catechist's Prayer**

Heavenly Father, you have taught us that true peace is the fruit of justice. May I be an agent of justice in all that I do so that I may serve as an instrument in establishing your peace on Earth. I ask this in your Son's holy name. Amen.

## **Sharing the Message**

### **How Eighth-Graders Understand Chapter Topics**

Eighth-graders often want respect for themselves, but are still growing in the ability to understand what it means to respect others. Bullying behavior is often at its height in the eighth grade year as personal insecurities sometimes cause youth this age to lash out against or isolate others.

### **Teaching Tip**

Use sample vignettes about teasing, bullying, and social isolation to discuss what young people feel when they are the recipients of this type of behavior. Remind the young people that Jesus said whatever we do to the "least of these" among us, we do to him.

### **Sharing the Message with Eighth-Graders**

There is a tendency for younger adolescents to be self-centered, which may also be in conflict with their growing social consciousness and empathy toward others.

- Some eighth-graders may tend to reduce complex social issues to simplistic "good-guy vs. bad-guy" answers.
- Young people will need guidance and teaching on the Church's social justice doctrine in order to see the broader implications of social issues.

## **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:

- Moral Formation
- Education for Community Life

## **NCEA IFG: ACRE Edition**

### **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

### **Communal Life**

- Objectives: To know the origin, mission, structure, and communal nature of the Church; to know the rights and responsibilities of the Christian faithful

**Catholic Faith Literacy**

Commandment, peacemakers

**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 The Dignity of Work and the Rights of Workers, pages 342–343.

- Start the Live step of the process by talking about Saint John Chrysostom on page 244. Then move directly to the Catholic Social Teaching feature.
- Or, to expand the lesson, complete page 244, then move to the Catholic Social Teaching feature.
- Return to Chapter 15 for the prayer on page 245.

**Music Option**

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

- "Justice Shall Flourish," Live, Page 245
- "Power of Peace," Live, Page 245

# Catechist Instruction, Grade 8 – Chapter 15

## Invite Page 235

### Objective

- Reflect on God's personal invitation through Scripture

### ♥ Let Us Pray

Invite the youth to gather in the prayer space and make the Sign of the Cross. Pray the leader prayer. Choose a volunteer to read aloud the Psalm verse. Prompt the group's response.

Have the young people move from the prayer space back to their seats. Explain that when we see each other as God's works of art, we treat each other with love and dignity.

*Say:* Jesus is the core of how we live and show our faith. Let's listen to God's Word and hear how the first Christians took Jesus' message of justice and love very seriously, living as a community of one heart and mind, in Christ.

### † 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 God created each person, we all possess equal human dignity. We should work for the common good so that all people have what they need.

- Invite the young people to respond to the questions.

## Discover (1) Pages 238-239

### Objectives

- Examine why society functions best when each person respects everyone else
- Discuss the fundamental rights of persons and how to achieve prosperity, peace, and security for everyone

## Teaching Activity: Stand Up for Our Fundamental Rights

With a partner, participants will create a sign about standing up for a fundamental human right. They will then learn about promoting the common good.

### Before the Lesson

#### Materials Needed

✦ Go to [aliveinchrist.osv.com](http://aliveinchrist.osv.com) and download Elements of the Common Good, Fundamental Rights of Persons, Catholic Faith Words poster board (1 per pair of participants, markers, surveyor stakes, staple gun, staples, tape

#### Preparation

- Print out the Fundamental Rights of Persons and cut out the rights into individual strips.
- Draw the outline of a person on the board or chart paper.
- Tape the slips of paper with the Fundamental Rights of Persons on them to the outline of the person. Make sure the words on the paper are facing the board or chart paper so the participants cannot see the words that are printed on them.
- To display the finished signs somewhere in your parish you will need several 5-gallon drums filled with sand. Ask your DRE ahead where they can be placed—perhaps in the walkway as you approach the Church for Sunday liturgies.

#### Activity Directions

Begin the activity by asking the participants to choose a partner and organize themselves into pairs.

*Say:* You are now mature enough to understand that creating a just world takes more than just a matter of cooperation. Society functions best when each person respects the other as if they were another "you." In other words, not seeing people for how THEY will benefit YOU, but seeing others with the same basic rights and needs AS you. A society that is organized to protect the rights of peoples and help them get what they need creates a just world. Societies that do this promote the common good.

Post the definition for *common good* on the board or wall and ask a volunteer to read it aloud to the group.

*Say:* The three essential elements of the common good are...

Post the Elements of Common Good on the board or wall and have the youth read them aloud as a group.

Say: Attached to this person are the basic rights that each person should have. These rights were identified for the world by Pope Saint John Paul II in a speech he gave he gave to the United Nations in 1979. Pope Saint John Paul II founded many of his writings in the area of human rights. With your partner you will come up and choose one. When you return to your work area you will take a piece of poster board and create a "stand up for" sign. Imagine using this sign at a gathering where people are calling attention to people's need for this right. Make sure we can tell from your sign what you are standing up for. You can use words and artwork. When you are finished we will attach them to the stick. We will display our signs in an area where many people can be reminded of the rights of all human beings.

## **Discover (2) Pages 240-241**

### **Objectives**

- Examine why the Church must speak out about social and economic matters
- Discuss how the New Commandment is meant to be followed by organizations and nations
- Explain how solidarity compels us to work for the rights of others

### **Living as a Catholic Today**

Direct the youth to read the five paragraphs in this section on their own.

- Point out the photo at the top of the page and read the caption. Tie it into the content the group just read.
- Discuss the two questions at the end of the section.

### **Society**

Read aloud the first paragraph.

- Ask: How do you think groups, organizations, and nations can apply the New Commandment to their activities and interactions?
- Encourage a brief discussion.
- Emphasize the importance of solidarity.
- Read aloud the definition from the Catholic Faith Words box.
- Explain that the Church has strong teachings on the use of war as a solution to problems.
- (During this lesson, remember the important points from the Teaching Tip box below.)

### **+ Scripture Background**

#### **The New Commandment—John 15:12**

This verse is part of the Last Supper discourse in the Gospel according to John.

- When you read it in context, you will see it is part of the Vine and Branches imagery. To "love one another" is required because we are all connected to each other as branches are connected on a vine.

- So it is with individuals and the families, tribes, and groups to which we belong. We are connected; we depend on each other for life and we must love one another.

### **Activity**

Have the young people work in small groups to think of ways the common good is—and is not—promoted by the government. Invite them to connect these things to Jesus' command to love one another.

- Give them time to record three things and then discuss them with a partner.

### **Quick Review**

We should affirm and support everything in society that helps promote the common good, but we must say "no" to things that go against the Gospel and Church teaching. The Church speaks out on social and economic matters and promotes solidarity as a way of following Jesus' New Commandment.

## **Discover (3) Pages 242-243**

### **Objectives**

- Describe how we can further justice, love, and peace through our own actions
- Recognize that all sins are social in that they affect society

Ask the youth the question at the top of the page; list responses on the board or on chart paper.

### **The Significance of One**

Review with the group all of the text on pages 242 and 243.

- Help the young people identify and underline or highlight important ideas throughout this section. *Ask:* In your family or among your friends, who would you say is the most just and loving person? Why do you think that?
- Invite the youth to share.

### **Work with Words**

Have a volunteer read aloud the definitions from the Catholic Faith Words box. • To be sure that the youth understand the difference between personal sin and social sin, invite them to describe examples of each. • Ask the rest of the group to pay attention to the example and share, by a show of hands, if they believe the example to be correct.

### **Activity**

Read aloud the instructions and questions for both parts of the activity.

- Point out the photo. Ask the young people to describe what they think is going on and share how it connects to the activity.

- Give the youth time to reflect on the question, name social sins that might be changed, and describe a plan for making a change.
- Invite them to compare their ideas with a partner.

### **In Summary**

Have volunteers read aloud the opening sentence and each of the three summary points.

- Discuss as a group how the Church works to make sure that public and political authority acts within the framework of truth, justice, freedom, and solidarity.

### **Extend the Lesson**

Use **Activity Master 15: Human Rights Word Web** to extend the lesson; it is not included in the timed estimate for this section of the Lesson Plan.

## **Live Pages 244-245**

### **Objectives**

- Discover charitable outreach missions
- Explore the faith life of Saint John Chrysostom
- Offer the Prayer for Peace

### **Our Catholic Life**

Ask a volunteer to read aloud this section.

- Have the young people work in groups to research some of the Church's outreach efforts to promote human dignity around the world.
- Discuss the questions at the end of this section.

### **People of Faith**

Explain to the youth that Saint John Chrysostom was an early Church father who wrote about taking care of others.

- Read aloud the People of Faith paragraph.
- Review with the group the additional information provided in the People of Faith Background box.
- Invite the young people to discuss the meaning of Saint John's words on taking care of the poor.

Here are some additional details about Saint John Chrysostom to assist you in presenting this section:

- Share that Saint John was born in Antioch (modern day Turkey) in 347.
- He is honored as a Saint by the Roman Catholic Church, the Eastern Catholic Churches, the Orthodox Church, and also some Protestant churches.
- In 374, he began to lead the life of a recluse in the mountains near Antioch, but in 386 the poor state of his health forced him to return to Antioch, where he was ordained a priest.



### **Activity**

Read aloud the instructions.

- After the youth write their paragraphs, pray the vocation prayer together.

### **A Prayer for Peace**

♥ Select three readers. You will be the leader.

- Gather the youth around the prayer table with the readers standing in front of the group.
- Begin with the Sign of the Cross, and follow the order of prayer on the prayer page.

► Conclude by inviting the young people to sing or reflect on the song "Justice Shall Flourish," downloaded from **aliveinchrist.osv.com**. Alternate Music Options: "Power of Peace"

### **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 15 Lesson Plan

Objectives	Process	Materials
<b>Invite, 15 minutes</b>		
<b>The Dignity of All</b> Page 235	<ul style="list-style-type: none"> <li> <b>Psalm 144:3</b> Pray the opening prayer.</li> <li> <b>Acts 4:32–35</b> Guide the youth through the process of Scripture reflection.</li> <li>• Discuss Have You Ever Thought questions.</li> </ul>	
<b>Discover, 45 minutes</b>		
<b>Common Good</b> pp. 238–239 <ul style="list-style-type: none"> <li>• Examine why society functions best when each person respects everyone else</li> <li>• Discuss the fundamental rights of persons and how to achieve prosperity, peace, and security for everyone</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teaching Activity</b> With a partner, participants will create a sign about standing up for a fundamental human right. They will then learn about promoting the common good.</li> </ul>	Common Good, Catholic Faith Words <ul style="list-style-type: none"> <li><input type="checkbox"/> poster board, markers, scissors, tape</li> </ul>
<b>Living as a Catholic Today</b> pp. 240–241 <ul style="list-style-type: none"> <li>• Examine why the Church must speak out about social and economic matters</li> <li>• Discuss how the New Commandment is meant to be followed by organizations and nations</li> <li>• Explain how solidarity compels us to work for the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the Church takes action to help society function properly.</li> <li>• Discuss the importance of solidarity.</li> <li>• <b>Activity</b> Research ways that the government does or does not promote the common good.</li> </ul>	<input type="checkbox"/> pencils or pens
<b>The Significance of One</b> pp. 242–243 <ul style="list-style-type: none"> <li>• Describe how we can further justice, love, and peace through our own actions</li> <li>• Recognize that all sins are social in that they affect society</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how the actions of some can affect the whole group.</li> <li>• <b>Activity</b> Write a plan to help the common good promote dignity.</li> <li>• <b>Activity</b> Master Human Rights Word Web</li> </ul>	<input type="checkbox"/> pencils or pens <input type="checkbox"/> board or chart paper <input type="checkbox"/> highlighters Activity Master 15
<b>Live, 15 minutes</b>		
<b>Our Catholic Life</b> Page 244	<ul style="list-style-type: none"> <li>• Discuss the questions in the Catholic Life section.</li> <li>• <b>People of Faith</b> Learn about Saint John Chrysostom.</li> <li>• <b>Activity</b> Youth will identify local and global issues to help with.</li> </ul>	<input type="checkbox"/> pencils or pens
<b>A Prayer for Peace</b> Page 245	<ul style="list-style-type: none"> <li>• Select three readers.</li> <li>• Follow the order of prayer.</li> </ul>	“Justice Shall Flourish”

## CATHOLIC FAITH WORDS

common good, New Commandment, solidarity, personal sin, social sin

## ASSESSMENT

Chapter Review, Page 234

[aliveinchrist.osv.com](https://aliveinchrist.osv.com) Customize and Download Assessments, Interactive Student Reviews, eAssessments

Name \_\_\_\_\_

Date \_\_\_\_\_

## Human Rights Word Web

Choose one of the fundamental human rights listed on page 239 of the Student Book. Record the right in the box in the middle of the page. In the six smaller boxes, write words or phrases to describe ways that human right is (or can be) protected or respected in your school, local community, or even globally.

The diagram is a word web. In the center is a rectangular box with the text "The Right" followed by three horizontal lines for writing. Six lines radiate from this central box to six surrounding rectangular boxes, arranged in two rows of three. Each of these six surrounding boxes contains five horizontal lines for writing.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Complete each sentence with the correct term.**

1. The right to life, to a moral environment, and to religious freedom are examples of \_\_\_\_\_.
2. \_\_\_\_\_ is the general development of spiritual and physical goods so all may benefit.
3. The effects of personal sins over a period of time that affect society are called \_\_\_\_\_.
4. \_\_\_\_\_ means that we stand with and in relation to people who are deprived of their human rights.

**Indicate whether the following statements are true or false. Then rewrite false statements to make them true.**

5. When societies promote the common good, it means that some of their people are given opportunities to reach their fulfillment more fully and easily. **True/False**  
\_\_\_\_\_
6. Society functions best when each person respects everyone else as “another self.” **True/False**  
\_\_\_\_\_
7. We have to say “yes” to everything in our society so that we can all agree and get along. **True/False**  
\_\_\_\_\_
8. Jesus’ New Commandment is “Love one another as I have loved you.” **True/False**  
\_\_\_\_\_

**Write a response on the lines below.**

9. Why does the Church speak out about things that go on in society?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. “We can make a difference in the conditions in the world.” Do you agree or disagree? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

# Elements of the Common Good

- Respect for the Person and Promotion of the Fundamental Rights That Flow from Human Dignity
- Social Well-Being and Prosperity for Everyone
- Security and Order as Well as Global Peace

# Fundamental Rights of Persons

- The Right to Life (from Conception to Natural Death)
- The Right to Live in a United Family
- The Right to Develop Oneself in a Moral Environment
- The Right to Develop One's Intelligence
- The Right to Seek and Know the Truth
- The Right to Share in Work that Wisely Uses Earth's Resources
- The Right to Support One's Family
- The Right to Establish a Family
- The Right to Religious Freedom



# Catholic Faith Words

**common good** the good of everyone; the Christian principle that all people, either in groups or as individuals, have the opportunities to reach their fulfillment more fully and easily.