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The Mystery of God

LESSON 1: WHO IS GOD?

LESSON FOCUS

Emphasis

God is a mystery. He is outside of space and time. Yet He is also a living, free, personal Being, who created everything, but who Himself is not created. God is. Love is the gift of oneself. When God created the world, He gave Himself to the world. He loved. God created man and woman in His own image and likeness to do what He does: love. When we do what God does, love, our actions reflect His actions.

Correspondence to the *Catechism of the Catholic Church*

Attributes of God shown in and through creation: CCC 293–95, 315, 341
God as Creator of Heaven and earth: CCC 279–81, 325–27
God creates an ordered and good world: CCC 299
God creates out of nothing: CCC 296–98, 317–18
God creates out of wisdom and love: CCC 295, 315
God is love: CCC 218–21, 231
God’s omnipotence: CCC 268–78
Inspiration and truth of Scripture: CCC 105–8, 136
Mystery of faith: CCC 42, 50, 158, 206, 230, 234, 237, 1066
Ways of knowing God: CCC 31–38, 46–48, 286

Concepts of Faith

Who is God?

God is the all-powerful, all-wise, and all-loving Being who created everything.

How do we come to know God?

We come to know God by studying the things He has made, by reading Bible stories about Him, and by listening to what the Church teaches.

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation pages 4–6 20 minutes
Continue Lesson Explanation pages 7–8 15 minutes
Living the Lesson activity pages 8–9 (student text pages 11 and 13) 15 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 5 minutes

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation, pages 4–6
Day 2: Lesson Explanation, pages 7–8
Day 3: Living the Lesson activity pages 8–9 (student text pages 11 and 13)
Day 4: Activity from Activities section, page 10
Day 5: Review Concepts of Faith, and Celebration

Vocabulary

being: someone who is, who exists
believe: to know and to accept by faith
Bible: the book that contains the holy writings about God
choose: to decide; to make a choice
image: a copy or reflection of something
infinite: without end or limits; forever
inspire: to give someone an idea to act
mystery: something we cannot fully understand
perfection: without mistake; excellence; completeness
reveal: to make known; to show

LESSON 1: WHO IS GOD?

LESSON PRESENTATION

Preparation

Add a scenic picture of mountains, an ocean, and other things God created.

Proclamation

God is the all-powerful, all-wise, and all-loving Being who created everything from nothing. We come to know God by studying the things He has made, by reading Bible stories about Him, by listening to what the Church teaches, and by praying to Him.

LESSON EXPLANATION

Introduce new vocabulary words.

We call something that we cannot completely understand a “mystery”. God is a mystery. We call Him the “Supreme Mystery” because we know that we will never be able to understand Him completely. It is impossible for us to know everything about God because He is infinite. Our minds can only understand some things about Him. Even though we can never fully understand God, we still should try to come to know Him as much as possible since He created us in His image.

We believe that God is. No one created God. He always was, He is now, and He always will be.

Ask the students to think of how God might look as they read a psalm describing what God might look like. Have one child read the psalm as the others follow along.

Have the students read page 3 in their text.

LESSON 1: WHO IS GOD?

Vocabulary

being: someone who is, who exists
believe: to know and to accept by faith
Bible: the book that contains the holy writings about God
choose: to decide; to make a choice
image: a copy or reflection of something
infinite: without end or limits; forever
inspire: to give someone an idea to act
mystery: something we cannot fully understand
perfection: without mistake; excellence; completeness
reveal: to make known; to show

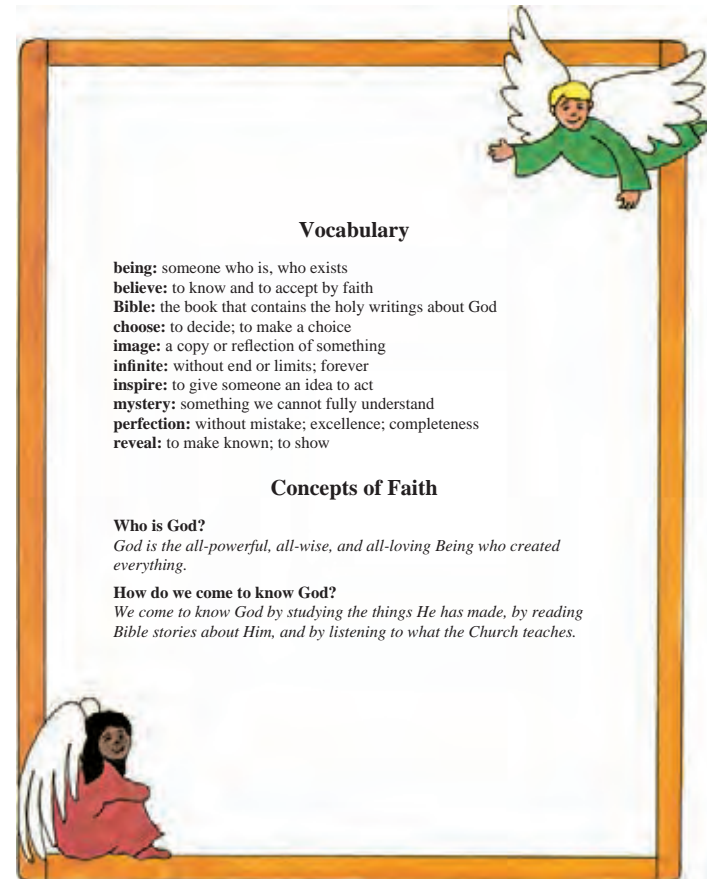
Concepts of Faith

Who is God?

God is the all-powerful, all-wise, and all-loving Being who created everything.

How do we come to know God?

We come to know God by studying the things He has made, by reading Bible stories about Him, and by listening to what the Church teaches.



LESSON 1: WHO IS GOD?

One way we can learn about God is to study the things He has made.

Have the students read page 4 in their text.

LESSON 1: WHO IS GOD?

Psalm 104:1–4

Bless the LORD, O my soul!
O LORD my God, you are very great!
You are clothed with honor and majesty,
who cover yourself with light as with a garment,
who have stretched out the heavens like a tent,
who have laid the beams of your chambers on the waters,
who make the clouds your chariot,
who ride on the wings of the wind,
who make the winds your messengers,
fire and flame your ministers.

When we are asked, “What might God look like?” we may think of Him as a mighty king, wearing a crown, and riding on a chariot made of clouds as the psalm describes. We cannot see God.

Still, we can imagine what He might look like.

Who is God, then? God is the source of all life. He is the all-powerful, all-wise, and all-loving Being who created everything. He is a mystery that we cannot completely understand.

Because God is the supreme mystery, how do we come to know Him? We can come to know God by studying the things He has made, by reading Bible stories about Him, by listening to what the Church teaches.

If possible, demonstrate the rotation of the earth with a globe.

Have the students read pages 5–6 in their text.

LESSON 1: WHO IS GOD?



All of creation was wonderfully planned and was created by God from nothing. The earth on which we live rotates on its own axis. Day turns into night, and night turns into day. The seasons return year after year at the same time, providing sunshine and showers for all of God's creatures. Plans such as these show us that God is all-wise. The handiwork of creation shows us that He is all-powerful.



LESSON 1: WHO IS GOD?

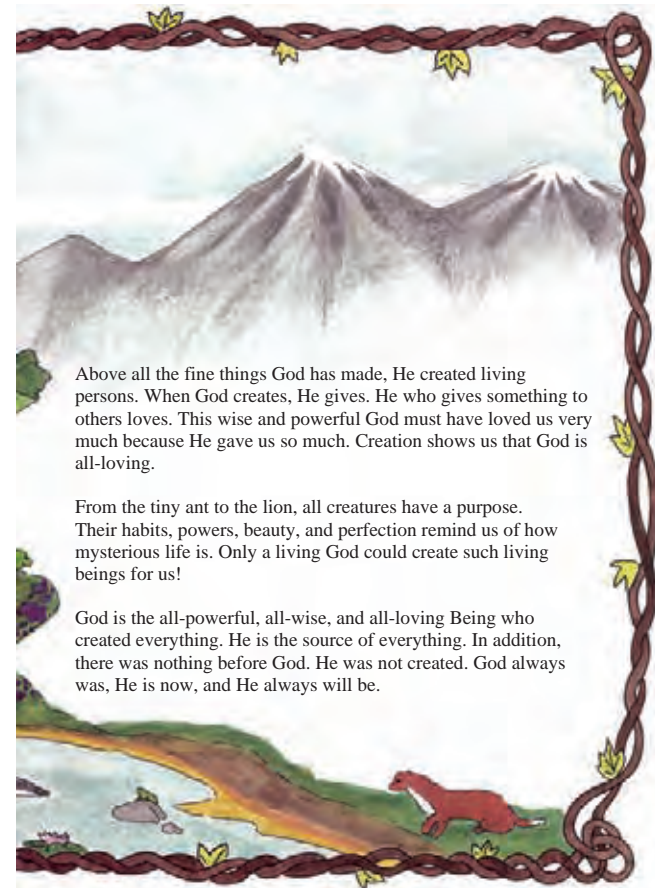
Have the students read pages 7–8 in their text.

LESSON 1: WHO IS GOD?



6

LESSON 1: WHO IS GOD?



Above all the fine things God has made, He created living persons. When God creates, He gives. He who gives something to others loves. This wise and powerful God must have loved us very much because He gave us so much. Creation shows us that God is all-loving.

From the tiny ant to the lion, all creatures have a purpose. Their habits, powers, beauty, and perfection remind us of how mysterious life is. Only a living God could create such living beings for us!

God is the all-powerful, all-wise, and all-loving Being who created everything. He is the source of everything. In addition, there was nothing before God. He was not created. God always was, He is now, and He always will be.

7

LESSON 1: WHO IS GOD?

LESSON 1: WHO IS GOD?



8

We have learned that by studying God's creations we can come to know something about God. By noticing the beauty of a bird, we can know that God is a great artist. By seeing how large the mountains are, we can understand that God must be almighty. By His giving us so much, we know that He is an all-loving God. Now we will read about other ways we can come to know something about God.

Have the students read pages 9–10 in their text.

LESSON 1: WHO IS GOD?

We learned that we can come to know God by studying the wonders of His world. But God also reveals Himself to us by speaking to us. His Word can be found in stories about Him in the Bible.

Long ago, before there were any books, God spoke to a certain group of people. He revealed His great power in the things He did for them. They were so inspired by His words and deeds that they told stories about Him.

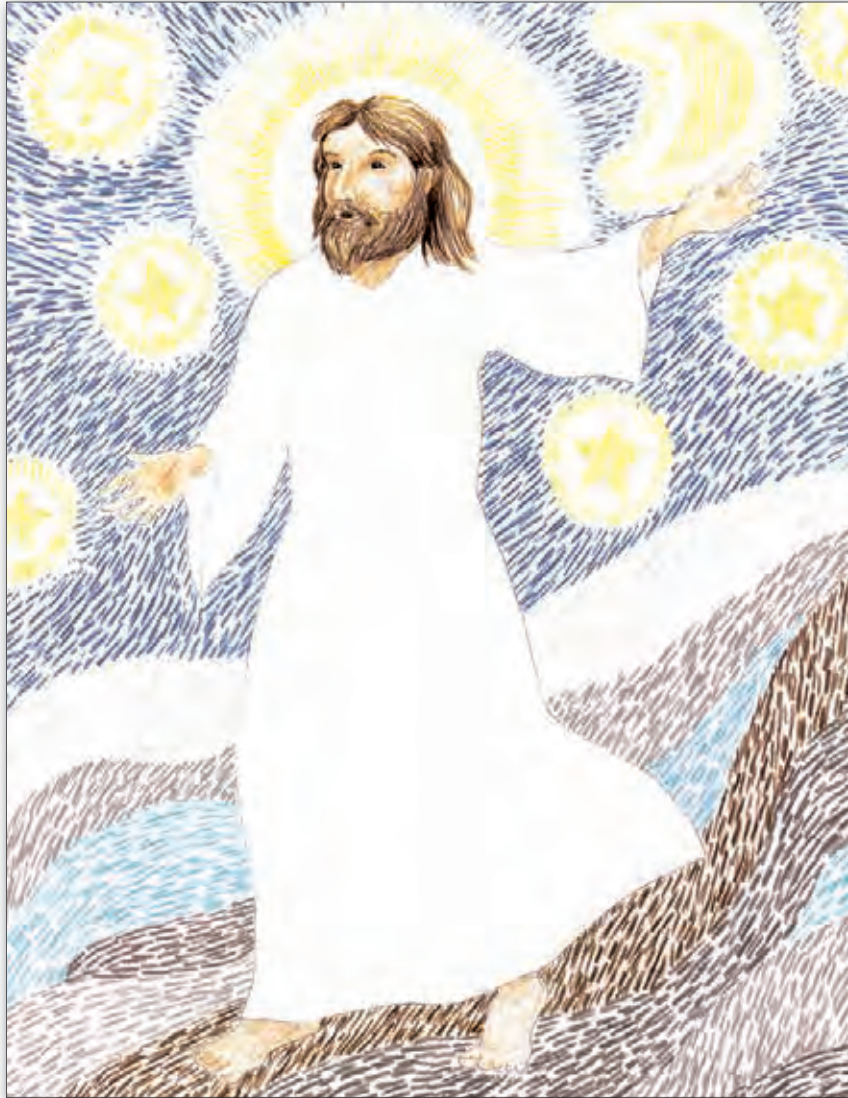
Years passed and other people began writing down those stories about the wonder of our Creator. The writings were saved and collected over many hundreds of years. A sacred book was formed by the Church. One of the ways God speaks to us today is through this book. It tells us about God. This book of holy writings is called the Bible.

The word "Bible" comes from the Greek word *biblion*, meaning "book". The Bible is not just one book; it is a library of books in one volume. The Bible is one of the ways that the Church teaches us about God. There are other things about God that are not in the Bible. We know these things as "Sacred Tradition". The Church teaches us about God through Sacred Tradition, too. In order for us to know all there is to know about God, we should listen to the teachings of the Church.



9

LESSON 1: WHO IS GOD?

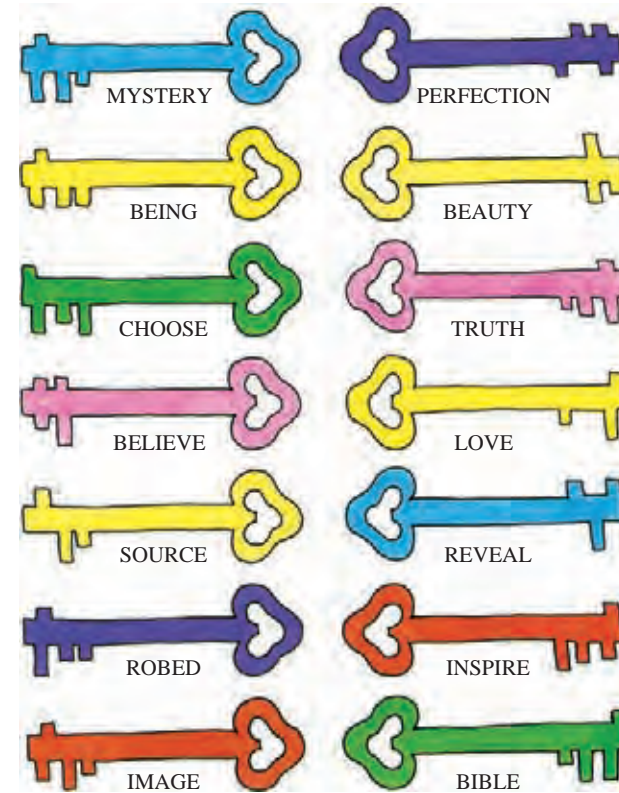


LIVING THE LESSON • APPLICATION

Have the students read pages 11 and 13 in their text.

LESSON 1: WHO IS GOD?

Directions: Cut out the words. Match them to the definitions on the next page. Glue the words and definitions together on a separate sheet of paper.

















11

LESSON 1: WHO IS GOD?

LESSON 1: WHO IS GOD?

Directions: Cut out the definitions. Match them with the words on the previous page. Glue the words and definitions together on a separate sheet of paper.

	a truth that our minds cannot completely understand		someone that is, that exists
	the book that contains God's word		to make known; to show
	something true or right		a person, place, or thing from which something comes
	without mistakes, excellence, completeness		to know and to accept by faith
	a copy or reflection of something		to choose freely to give oneself to God and others
	to give someone an idea to act		clothed with a robe
	a quality that is delightful to look at, listen to, or think about		to decide— to make a choice

13

Lesson Activity—Unlocking Key Vocabulary

Have the students open their text to pages 11 and 13. Notice the “keys” and “keyholes” found on the two pages. Students should carefully cut out the keys and keyholes and throw away any paper scraps.

Materials needed:

scissors
8½" × 11" (or 11" × 17") sheets of white paper (one per student)
glue

Have them write their names in the top right-hand corners of the sheet of paper. Look at the vocabulary word printed on one of the keys. Find the keyhole with the correct definition of that word. Glue the key next to the keyhole on one sheet of paper.

LESSON 1: WHO IS GOD?

CELEBRATION

Prayer

Have students close their eyes and imagine again what God might look like. Allow a moment to have students reflect on their image. Close the lesson with the Glory Be prayer.

ACTIVITIES

Drawing God

Ask: If you could see God, what would He look like? *A king, a dad, a super-hero, etc.*

Have the students work independently to draw and color the way each envisions God. When all are finished, have some of the students share and discuss their drawings.

Materials needed:

crayons or markers
drawing paper (one sheet per student)

LESSON 2: THREE PERSONS IN ONE GOD

LESSON FOCUS

Emphasis

In one God there are three Persons: God the Father, God the Son, and God the Holy Spirit. This mystery is called the Blessed Trinity. Each of the three Divine Persons gives Himself totally to the others. Because the three Persons perfectly love one another, they form a communion of Persons.

Correspondence to the *Catechism of the Catholic Church*

Creation as the work of the Blessed Trinity: CCC 290–92, 316
Divine works and the trinitarian missions: CCC 257–60, 267
God as Creator of Heaven and earth: CCC 279–81, 325–27
God creates out of wisdom and love: CCC 295, 315
God is love: CCC 218–21, 231
God’s omnipotence: CCC 268–78
Grace: CCC 1996–2005, 2021–24
Holy Spirit: CCC 683–86, 742
Blessed Trinity in the doctrine of the Faith: CCC 249–56, 266
Joint mission of the Son and Spirit: CCC 689–90, 743
Man as body and soul: CCC 362–68, 382
Man created in the image of God: CCC 355–57, 380–81
Names, titles, and symbols of the Holy Spirit: CCC 691–701
Pentecost: the Holy Spirit and the Church: CCC 731–41, 746–47, 767–68
Revelation of God as Blessed Trinity: CCC 238–48, 261–64
Ways of knowing God: CCC 31–38, 26–48, 286

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation (without student text activities)
pages 12–16 30 minutes
Choice of activities on student text pages 21, 24, 26, and 27 . . . 15 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 10 minutes
Note: Review Crossword Puzzle from student text page 27
and Oral Quiz on page 20 may be completed as time permits.

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation
pages 11–16
Day 2: Review Questions page 17 and activity on student text page 21
Day 3: Lesson Explanation pages 18–19 and activities on student text
pages 24 and 26
Day 4: Living the Lesson, page 20 (student text page 27)
Day 5: Review Concepts of Faith, Oral Quiz and Celebration on page 20

Concepts of Faith

What is the Blessed Trinity?

The mystery of the three Persons in one God.

Who are the members of the Blessed Trinity?

We call the first Person God the Father, the second Person God the Son, and the third Person God the Holy Spirit.

How can we think of each Person?

We can think of God the Father as our Creator, God the Son as our Teacher and Savior, and God the Holy Spirit as our Helper.

LESSON 2: THREE PERSONS IN ONE GOD

Vocabulary

divine: having to do with God

person: someone who has a mind and a will

Savior: Jesus Christ

Blessed Trinity: in God there are three Persons: Father, Son, and Holy Spirit

grace: the gift of God's life that He shares with persons

LESSON PRESENTATION

Preparation

Think of some examples from your own experience to help the students understand the Blessed Trinity. Cut a shamrock shape from green construction paper and add it to the sacred space. You can also cut a triangle shape from white construction paper and add it to the sacred space. Of course, these examples are not exactly the same as the Blessed Trinity, because there is nothing exactly like the Blessed Trinity.

Proclamation

There are three Persons in one God: God the Father, God the Son, and God the Holy Spirit.

LESSON EXPLANATION

Introduce new vocabulary words.

Have the students read page 15 in their text.

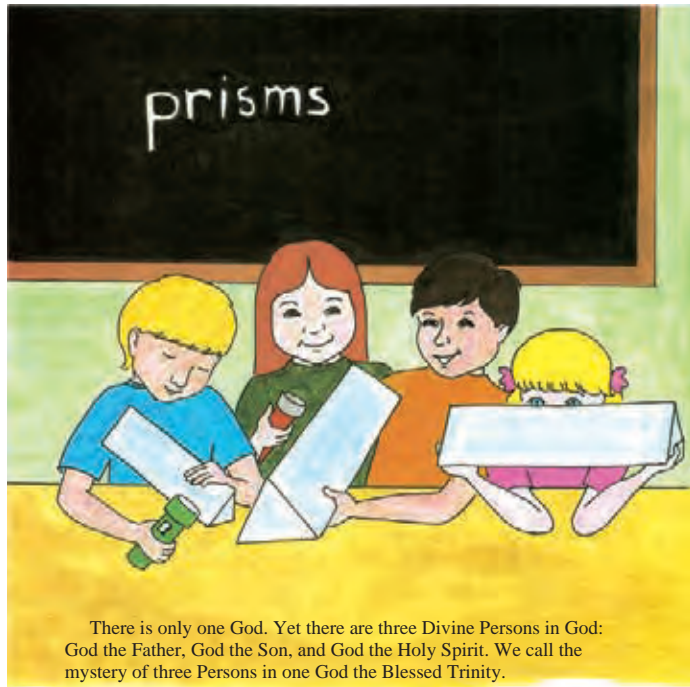


Oftentimes when we cannot completely explain something we will use an example which is similar, but not the same. When we do this, we have to make sure that we understand the difference between an example and the real thing we are trying to explain. For instance, Saint Patrick often used a shamrock to help show people how God could be three Persons in one. He did this by picking a shamrock and pointing out how even though it is a single shamrock, it has three distinct leaflets. But we know that God is not a shamrock. He is much greater than that! God is a mystery: three Divine Persons, but only one God.

LESSON 2: THREE PERSONS IN ONE GOD

Have the students read pages 16–17 in their text.

LESSON 2: THREE PERSONS IN ONE GOD



There is only one God. Yet there are three Divine Persons in God: God the Father, God the Son, and God the Holy Spirit. We call the mystery of three Persons in one God the Blessed Trinity.

We can think of God the Father as our Creator; we can think of God the Son as our Teacher and Savior; and we can think of God the Holy Spirit as our Helper. We only think of them as acting separately, but God the Father, Son, and Holy Spirit create, teach, save, and help together.

The Blessed Trinity is a mystery. It is difficult for us to understand. To help us learn about each Person, we are going to look at each one individually.

16

LESSON 2: THREE PERSONS IN ONE GOD



God the Father's perfect image, God the Son, became man. We call Him Jesus. Through His teaching, Jesus tells us that we are images of God. He also teaches us how we should act as images of God. As our Savior, Jesus returned God's love and helps us return God's love.

God the Holy Spirit comes to us to give us grace, God's life. He comes to us every time we receive the Sacraments. He helps us act as images of God.

Again, we must remember that God (all three Persons) creates us, saves and teaches us, helps us, and loves us. All three Persons work together as one.

When God the Father created the world and all of us, He showed us His power. He brought the world into existence out of nothing. He also created us in His image and likeness.

17

We know that God is powerful because He made everything in the world from nothing. We know that God is loving because He cares for everyone and takes care of everything.

We believe that there was never a time when all three Persons did not exist: God the Father did not exist before God the Son; God the Son did not exist before God the Holy Spirit.

LESSON 2: THREE PERSONS IN ONE GOD

Have the students read pages 18–19 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Scripture Story

Creation

Based on Genesis 1:1–31

In the beginning, God created the heavens and the earth. The earth was without form, and darkness was everywhere. Then God said, “Let there be light”, and there was light. He called the light “day” and the darkness “night”.

Next, God made the blue sky. God separated the waters above the sky and the waters below the sky. God gathered the waters under the sky into one place. He made the beautiful oceans. God called the dry land “earth” and the waters “seas”. God created grassy fields, hills, and mountains. To add to the landscape, God created flowers and trees. God created two great lights, the greater light to rule the day, and the lesser light to rule the night. He also made the stars.

God filled the waters with everything that swims and the sky with everything that flies. Then God made every kind of animal: wild and tame, big and small.

God looked at everything that He had made. He saw that it was good.



18

LESSON 2: THREE PERSONS IN ONE GOD

Then God made Adam, the first man. Adam was special. He was an image of God. He could share God’s life, grace. He could think and choose, love and work. Adam was a person.

Even though Adam enjoyed taking care of God’s world, he was lonesome. He was the only person with a body! There were angels. Angels are persons, but they do not have bodies. Adam could not see them and talk to them. He wanted to share his life with someone.

God did not want Adam to be lonely. So, God created the first woman—Eve. Although Eve did not look exactly like Adam, she was created in the image and likeness of God, too. Eve could also think and choose, love and work. Adam and Eve loved each other as God’s images. They formed the first family.

God told Adam and Eve that He had made the world and everything in it for them. He asked them to take care of everything in this world.

We can think of God the Father as our Creator. However, we must remember that God (all three Persons) created us. All three Persons work together as one.



19

LESSON 2: THREE PERSONS IN ONE GOD

Have the students complete page 20 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Review Questions

1. Who created the world and everything in it out of nothing?
God.
2. Whom can we think of as our Creator?
God the Father.
3. In the beginning, there was darkness everywhere. Then God said,
“ Let there be light .”
4. Next, God created the sky and the water. What forms of life can be
found in the sky and water?
Every creature that flies or swims; water plants.
5. What forms of life can be found on land?
Plants, animals, and people.
6. The first man, Adam, was special. Why?
He was a person, an image of God. He could share God's life.
He could think and choose, love and work.
7. The first woman, Eve, was special. Why?
She was a person, an image of God. She could share God's life.
She could think and choose, love and work.
8. Adam and Eve loved each other as God's images. They formed the first
Family.

20

We know that God is powerful because He made everything in the world from nothing. We know that God is loving because He cares for everyone and takes care of everything. We believe that there was never a time when all three Persons did not exist: God the Father did not exist before God the Son; God the Son did not exist before God the Holy Spirit.

Note to the teacher: Page 20 may be used as an assessment tool. Students may complete the page individually or with a partner, or the page may be sent home to be completed. Please keep in mind that students may need to use the information on the back of page 20 for the lesson, and should leave the page in their books.

Let us think about words that we could use to describe the first Person of the Blessed Trinity. Lead the students to the words needed to complete page 21.

Ask: What do we call the first Person of the Blessed Trinity? *Father.*

Write the words on the board as the students answer.

Note to the teacher: The lesson activity on page 21 in the student text may be completed as a whole class, in small groups/pairs, or individually. Students should leave page 21 in their text, and complete it with a pencil.

When we look at pictures of ourselves we notice that the pictures are identical images of us. When we look in the mirror we see a perfect mirror image of ourselves. Let's find out about the perfect image of God the Father.

LESSON 2: THREE PERSONS IN ONE GOD

Have the students complete page 21 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Directions: Fill in the blanks with words that we can use to describe God the Father.

POWERFUL	ALMIGHTY	CREATOR	PERFECT
LOVING	PERSONS	FATHER	

C R E A T O R

F A T H E R

P O W E R F U L

A L M I G H T Y

P E R F E C T

L O V I N G

P E R S O N S

21

Have the students read pages 22–23 in their text.

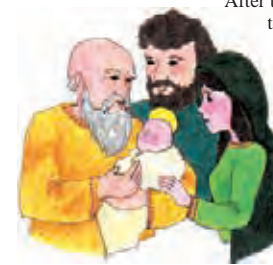
LESSON 2: THREE PERSONS IN ONE GOD

When Jesus was a baby, some of the people of that time knew that He had come to teach them the truth and to save them from sin! Read the following story about two of those people.

Scripture Story

The Presentation in the Temple

Based on Luke 2:22–38



After the birth of the baby Jesus, Mary and Joseph took Him to Jerusalem to present Him to the Lord. There was a man in Jerusalem by the name of Simeon. Simeon was a righteous and devout old man. The Holy Spirit was with him.

When Mary and Joseph arrived at the temple, Simeon was already there. When he saw Mary and Joseph carrying baby Jesus, Simeon went up to them. He took the baby Jesus in his arms and prayed out loud saying, “Lord, now let your servant depart in peace, according to your word; for my eyes have seen your salvation . . . a light for revelation to the Gentiles, and for glory to your people Israel.”

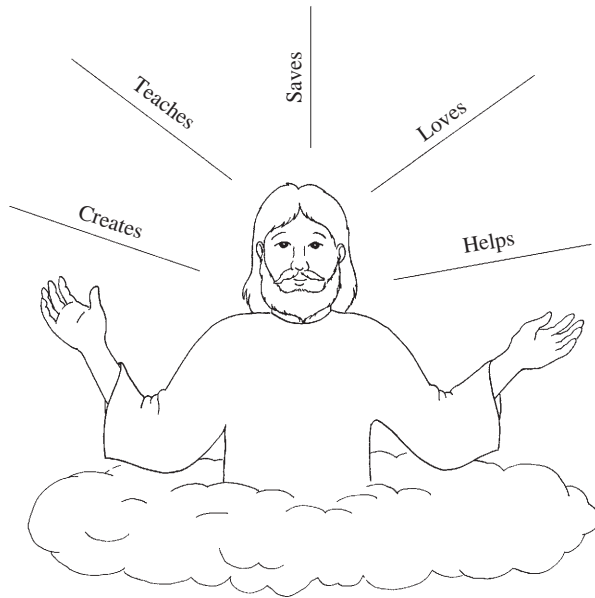
Mary and Joseph marveled at what Simeon had said about Jesus. Simeon blessed them and said to Mary, “Behold, this child is set for the fall . . . of many in Israel . . .” Simeon was telling Mary that many people would not accept what Jesus would say and that Mary would suffer great sorrow.

Anna, an eighty-four-year-old widow, was also in the temple. She saw baby Jesus, too. She gave thanks to God the Father for allowing her to see Jesus. Then she went to tell all of the people who were waiting for news that the Savior had come!

22

LESSON 2: THREE PERSONS IN ONE GOD

LESSON 2: THREE PERSONS IN ONE GOD



God the Son is the perfect image of God the Father. He became man to be our Teacher and Savior. Through His teaching, Jesus tells us that we are images of God. He also teaches us how we should act as images of God.

When Jesus, God the Son, died on the Cross, He showed His great love for us. He freed us from sin and returned the Father's love. He also made it possible for us to return the Father's love.

We can think of God the Son as our Teacher and Savior. He showed His love for us by dying on the Cross. He is also a Light to the world, showing the way to Heaven. However, we must remember that God (all three Persons) creates us, saves us, helps us, and teaches us. All three Persons work together as one.

23

An identical image of God the Father does exist. He is the second Person of the Blessed Trinity, God the Son. God the Father's perfect image, God the Son, became man. We call Him Jesus. Jesus came to earth to be a light for the world. He came to show us who we are and how we should act, to return God's love and to help us return God's love. We can think of Jesus as our Teacher and Savior.

Review Questions

1. Who is the second Person of the Blessed Trinity?

God the Son.

2. Why did God the Son become man?

To show us who we are and how we should act, to return the Father's love, and to help us return the Father's love.

3. Why do you think God the Son came to us as a baby and became like all of us?

(Accept appropriate answers.)

4. Who were in the temple when Mary, Joseph, and Jesus arrived?

Simeon and Anna.

5. What did Simeon predict?

That not all people would believe what Jesus taught, and that Mary would feel great sorrow.

6. Who are we?

Images of God.

7. Is God the Son an image of God the Father, too?

Yes, the perfect image.

8. How did Jesus free us from sin and return the Father's love?

By dying on the Cross.

LESSON 2: THREE PERSONS IN ONE GOD

Have the students complete page 24 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Directions: Fill in the blanks with words we can use to describe God the Son.

SON	LORD	TEACHER
IMAGE	LIGHT	SAVIOR

S O N

I M A G E

S A V I O R

L I G H T

L O R D

T E A C H E R

24

Note to the teacher: The lesson activity on page 24 in student text may be completed as a whole class, in small groups/pairs, or individually. Students will need a pencil to complete page 24.

God the Father, God the Son, and God the Holy Spirit all love each other. God the Father, God the Son, and God the Holy Spirit love us, too.

God the Holy Spirit comes to us to give us grace, God's life. He comes to us every time we receive the Sacraments. We can think of the Holy Spirit as our Helper. Whenever we need Him, He is there with His grace to help us act as images of God. We can read about the first time the Holy Spirit came to the Apostles.

LESSON 2: THREE PERSONS IN ONE GOD

Have the students read page 25 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Scripture Story

The Descent of the Holy Spirit at Pentecost

Based on Acts 2:1–39

The Apostles were gathered together, all in one place. Suddenly, a sound came from Heaven like the rush of a mighty wind and it filled the entire house where they were sitting. Tongues of fire appeared to them and rested on each one of them. They were all filled with the Holy Spirit.

The sound caused the multitude of people to come together. The people were bewildered because even though they were from different countries, they heard the Apostles speaking in their own languages. Every one of the people could understand what the Apostles were saying.

All of the people in the crowd were amazed! They asked one another, “Are not all these who are speaking Galileans? And how is it that we hear, each of us in his own native language?”

Peter, standing with the other Apostles, raised his voice and said, “Men of Israel, hear these words: . . . This Jesus, who was crucified, God raised up, and of that we all are witnesses. Being therefore exalted at the right hand of God, and having received from the Father the promise of the Holy Spirit, he has poured out this which you see and hear.”

When the people in the crowd heard what Peter said, they said, “Brethren, what shall we do?” Peter said to them, “Repent, and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins; and you shall receive the gift of the Holy Spirit.”

When the crowd gathered at the coming of the Holy Spirit, all of the people could understand the Apostles. This was a sign that the Holy Spirit wanted all people to know that He is there to help them with His grace.

When the Holy Spirit comes to give us grace, He does not usually come to us in tongues of fire. He does, however, help us act as brighter images of God.

We can think of God the Holy Spirit as our Helper. However, we must remember that God (all three Persons) creates us, saves and teaches us, and helps us. All three Persons work together as one.



25

Have the students complete page 26 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Directions: Fill in the blanks with words that remind us of the Holy Spirit.

LIFE	HOLY	SPIRIT	HELPS	GUIDES
LOVES	GRACE	SACRAMENTS	PENTECOST	GIVING

H E L P S

L O V E S

L I F E

H O L Y

S A C R A M E N T S

S P I R I T

G I V I N G

G R A C E

G U I D E S

P E N T E C O S T

26

Note to the teacher: The lesson activity on student text page 26 may be completed as a whole class, in small groups/pairs, or individually.

LESSON 2: THREE PERSONS IN ONE GOD

LIVING THE LESSON • APPLICATION

Review the Concepts of Faith with the students.

Have the students complete page 27 in their text.

LESSON 2: THREE PERSONS IN ONE GOD

Across

- The second Person of the Blessed Trinity is God the SON.
- Jesus is our SAVIOR.
- and 4. God the Holy Spirit HELPS us to ACT as images of God.
- God the Holy Spirit is our HELPER.
- The Holy Spirit brings us God's life, called GRACE.
- Jesus is the PERFECT image of God the Father.
- God is all-POWERFUL.
- and 12. The Blessed Trinity is THREE PERSONS in one God.
- The three Persons LOVE and work as one.
- Each of us is an IMAGE of God.

Down

- and 2. Jesus SAVED us from SIN.
- The Holy Spirit first came to the Apostles during PENTECOST.
- God created the world out of NOTHING.
- God the Father is our CREATOR.
- God is WISE.
- The first Person of the Blessed Trinity is God the FATHER.
- The third Person of the Blessed Trinity is God the HOLY Spirit.

27

CELEBRATION

Pray the Glory Be together. Close the prayer by making the Sign of the Cross.

ACTIVITIES

Note to the teacher: Use the following questions as an assessment tool. Read the following questions to the students. Allow a few minutes for students to write down their answers to each of the questions. Ask for volunteers to share their answers. Accept all reasonable answers.

Oral Quiz

What is the Blessed Trinity?

The mystery of the three Persons in one God.

Who are the members of the Blessed Trinity?

We call the first Person God the Father, the second Person God the Son, and the third Person God the Holy Spirit.

How can we think of each Person?

We can think of God the Father as our Creator, God the Son as our Teacher and Savior, and God the Holy Spirit as our Helper.

Why did God the Son become man?

To show us who we are and how we should act, to return the Father's love, and to help us return the Father's love.

What is grace?

God's life.

How does God the Holy Spirit help us?

Through grace given in the Sacraments.

Is God the Son an image of God the Father, too?

Yes, the perfect image.

LESSON 3: LOVING AS GOD LOVES

LESSON FOCUS

Emphasis

In one God there are three Persons: God the Father, God the Son, and God the Holy Spirit. This mystery is called the Blessed Trinity. Each of the three Divine Persons gives Himself totally to the others. Because the three Persons perfectly love one another, they form a communion of Persons.

Created in the image and likeness of God, we all have the same calling in life: to love as God loves. When we love others, we form a kind of family or communion of persons with them. (A communion of persons is formed when two or more persons work together, love one another, and help each other love as God loves: for example, a family or the members of the Church.)

Correspondence to the *Catechism of the Catholic Church*

Common good: CCC 1905–12, 1924–26

Communal character of the human vocation: CCC 1877–85, 1890–92

Duties of family members: CCC 2214–33, 2251–53

Family in God's plan: CCC 2201–6, 2249

Family in society: CCC 2207–13, 2250

General demands of the fourth commandment: CCC 2197–200, 2247–48

God is love: CCC 218–21, 231

Grace of Baptism: CCC 265, 1262–74, 1279–80

Human solidarity: CCC 1939–42, 1948

Human work: CCC 2427–29, 2460

Vocation of the laity: CCC 782–86, 898–913, 940–43

Respect for the human person: CCC 1929–33, 1943–44

Responsibility and participation for the common good: CCC 1913–17, 1927

Vocation of the laity: CCC 782–86, 898–913, 940–43

Vocabulary

Apostles: twelve friends called by Jesus to follow Him. They answered Jesus' call and were sent by Him to teach others about Him and to do His work in a special way.

Sacred Tradition: the teaching of the Apostles which has been entrusted to them by Jesus; guided by the Holy Spirit, this teaching has been passed down in the Church through the successors of the Apostles (bishops) to the present day. Both the Bible and Sacred Tradition come from God's revelation in Jesus.

Concepts of Faith

What is our calling as baptized persons?

We are all called to know God, to love God, and to serve God and others.

How do we love as God loves?

By forming groups of persons who work together, love each other, and help each other love as God loves.

How is a "communion of persons", or a family, formed?

A communion of persons is formed when two or more persons work together, love one another, and help each other love as God loves.

When we are baptized, what family do we become part of?

We become part of God's family, the (universal) Church.

Can we belong to more than one family?

Yes, we can belong to many families: our own family, our school family, and our church family.

LESSON 3: LOVING AS GOD LOVES

There are three types of this communion of persons that we form. The communion of persons of the family is established in marriage. A man and a woman accept the intimate community of life and love and plan to share it with their children. The communion of persons in the workplace (which for us is the school) is established when students and teachers work together to achieve the best learning environment for all. Finally, the communion of persons of the Church is founded on the Sacrament of Baptism, and joins us to another family—God’s family.

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation pages 22–23 and Activity choice
page 24 20 minutes
Lesson Explanation pages 25–26 and Review Questions
page 27 15 minutes
Lesson Explanation pages 29–31. 10 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 10 minutes
Choice of other activities as time permits

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation
pages 22–23
Day 2: Activity choice page 24, Lesson Explanation pages 25–26 and
Review Questions page 27
Day 3: Choice of optional Lesson Activity page 28
Day 4: Lesson Explanation pages 29–30
Day 5: Living the Lesson, Application, Review Concepts of Faith,
Unit One Review worksheet, and Celebration pages 30–33
Choice of other activities on pages 31–32 as time permits

LESSON PRESENTATION

Preparation

Cut a heart shape from red construction paper and add it to the sacred space.

Proclamation

As baptized persons, we are called to love one another as God loves us.

LESSON EXPLANATION

Introduce new vocabulary words.

In one God there are three Persons.

Ask: Can you name the three Persons? *God the Father, God the Son, and God the Holy Spirit.*

What is this mystery called? *The Blessed Trinity.*

Each of the three Divine Persons loves the others totally. Because the three Persons love one another, they form a kind of family. They always love and act as one. As images of God, we are called to love as God loves. When we do this, we form families, too.

LESSON 3: LOVING AS GOD LOVES

Have the students read page 29 in their text.

LESSON 3: LOVING AS GOD LOVES



Vocabulary

Apostles: twelve friends called by Jesus to follow Him. They answered Jesus' call and were sent by Him to teach others about Him and to do His work in a special way.

Sacred Tradition: the teaching of the Apostles which has been entrusted to them by Jesus; guided by the Holy Spirit, this teaching has been passed down in the Church through the successors of the Apostles (bishops) to the present day. Both the Bible and Sacred Tradition come from God's revelation in Jesus.

Concepts of Faith

What is our calling as baptized persons?

We are all called to know God, to love God, and to serve God and others.

How do we love as God loves?

By forming groups of persons who work together, love each other, and help each other love as God loves.

How is a "communion of persons", or a kind of family, formed?

A communion of persons is formed when two or more persons work together, love one another, and help each other love as God loves.

When we are baptized, what family do we become part of?

We become part of God's family, the (universal) Church.

Can we belong to more than one family?

Yes, we can belong to many families: our own family, our school family, and our church family.



29

Have the students read page 30 in their text.

LESSON 3: LOVING AS GOD LOVES

Loving as God Loves within Families



Each of the three Divine Persons of the Blessed Trinity gives Himself totally to the others. Because the three Persons perfectly love one another, they form a kind of family.

As images of God, we are called to love as God loves. When we love others, we form a kind of family with them.

A kind of family is formed when two or more persons work together, love each other, and help each other love as God loves. We will study three kinds of families.

The first kind of family is *the* family. A family begins when a man and a woman marry. They promise to love each other, work together, and help each other love as God loves.

The second kind of family is the group of persons in the workplace. Our workplace is school. This kind of family is formed when students and teachers work together, love each other, and help each other love as God loves.



Finally, the Sacrament of Baptism joins us to another family—God's family. The people within the Church work together, love each other, and help each other love as God loves.

30

LESSON 3: LOVING AS GOD LOVES

Lesson Activity

Note to the teacher: This assignment may be completed in class as time allows, or sent home for completion.

Have students fold their paper into thirds. Have them label one third “My Family”, the next third, “My Family at Work” and the last third “My Family the Church”. On the corresponding thirds of the paper, students should draw three pictures: one of their families, one of their school family, and one of their Church (parish) family.

Materials needed:

drawing paper (one sheet per student)
markers or crayons

When the students are finished drawing, ask them to introduce the people in the drawing of their families. Have the students display their drawings. Create a bulletin board, or other wall area, to display pictures that the students draw.

Explain to the students that because each of these groups we call families is very important, we are going to look at them one at a time. The first family or group of persons is the family!

When God created Adam and Eve, He said to them, “Be fruitful and multiply, fill the earth and subdue it.” He was inviting Adam and Eve to form a family, to work together, love each other, and help each other love as God loves.

On their wedding day, a man and a woman promise to work together, love each other, and help each other love as God loves. They know that they should be kind to one another and do things for each other. When they have children, they should be kind to them and teach them to be kind to others. God asks each family member to love the others within the family.

Optional Lesson Activity—Family Situations

God asks each family member to love the others within the family.

Ask: Have there been times when acting in a loving way toward others in your family has been difficult?

Explain to the students that they will read some common difficult situations they might be familiar with in their own families.

Students should discuss reasonable solutions to these problems.

Option 1: (whole class)

Have either a student or a teacher select one of the Family Situation cards from the container and read it to the class. Discuss as many of the selections as time allows.

Option 2: (small groups)

Give each group a Family Situation card (this can be given out by the teacher, or a group member can draw one of the cards from a container). Have each group select one person to write down suggested solutions to the situations, and another person to share these ideas with the whole class when finished. Give the groups a time limit for their discussions, and then leave time for each group to present its suggested solution.

Suggest that students think about these ideas and put them into practice the next time a similar situation comes up in their families. Be sure to commend the students for their problem-solving efforts.

Materials needed:

Family Situation cards cut from appendix page 319
scissors (for teacher use)
hat, box, or other container that the Family Situation cards can be drawn from
paper and pencil (if done in small groups)
timer (optional)

LESSON 3: LOVING AS GOD LOVES

Lesson 3 • Family Situation Cards

What Should You Do?	What Should You Do?
You just received some exciting news and you want to share it with your sister, Grace. Grace doesn't want to talk to you right now.	Your younger brother, Thomas, is always taking your things, often ruining them. Sometimes you feel like yelling or hurting him.
What Should You Do?	What Should You Do?
Your sister, Catherine, does <i>not</i> like to be interrupted while she is mowing the lawn! You need a bicycle pump, but it's on a hook in the garage and you can't reach it. Catherine is taller than you and could take the pump down for you.	Your brother, Alex, is older and bigger than you are. He teases and pushes you around.
What Should You Do?	What Should You Do?
Mom comes home from work. She is <i>very</i> tired and doesn't talk to anyone for a few minutes. You want to show her what you made in school today.	Your older brother told your mother that he would do the dishes for her and then he left to go play ball with friends, leaving a sink full of dirty pots and pans.
What Should You Do?	What Should You Do?
Dad is calling everyone to the living room to say the evening family Rosary. Your sister tells your father that she is in the middle of her homework assignment and can't join the family. You find out later that your sister did not have a homework assignment.	Someone in your family is always putting the milk carton back into the refrigerator empty. You catch your older sister, Colleen, putting an empty carton back into the refrigerator.
What Should You Do?	What Should You Do?
Your family is playing a game together and your sister, Elizabeth, accuses your brother, Michael, of cheating when he took his last turn. Michael says he didn't cheat.	Max wants to play a video game on the family's television. His sister, Maggie, wants to watch a DVD at the same time.

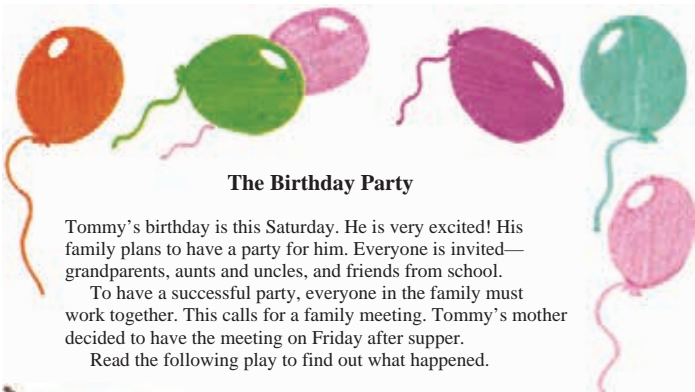
Trim on dotted lines

319

Note to the teacher: Assign parts before reading. If time permits, the class could act out the parts. Students without speaking parts can make the scenery if desired.

Have the students read and act out pages 31–34 in their text.

LESSON 3: LOVING AS GOD LOVES



The Birthday Party

Tommy's birthday is this Saturday. He is very excited! His family plans to have a party for him. Everyone is invited—grandparents, aunts and uncles, and friends from school. To have a successful party, everyone in the family must work together. This calls for a family meeting. Tommy's mother decided to have the meeting on Friday after supper. Read the following play to find out what happened.

Cast of characters:



Narrator



Tommy Martin, age 9



John Martin, age 17



Sarah Martin, age 13



Dad (Mr. Martin)



Grandma



Grandpa



Mom (Mrs. Martin)

31

LESSON 3: LOVING AS GOD LOVES

LESSON 3: LOVING AS GOD LOVES

Narrator: It's Friday night. The Martin family is gathered around the kitchen table after supper. All of the dishes have been cleared and washed. Mrs. Martin has a pencil, a list of jobs, and a grocery list.

Mom: We all know that tomorrow is a special day for Tommy. We want to do our best to make it fun for everyone. First, the house needs to be cleaned. I need a volunteer to scrub the floors.

Sarah: I'll do it. I've had a lot of practice. And, when I'm finished, I'll even do the vacuuming!

Dad: Yard work is my specialty! I'll take care of that. We'll need a lot of food. John, why don't you do the shopping? Mom will give you the list.

John: No problem, Dad! I'll need the car keys.

Dad: Okay, but remember, go to the store and back, with no *additional* passengers!

Mom: I'll give you the list tomorrow morning, John. All of you, remember to clean your bedrooms! Tommy, Grandma and Grandpa will be staying in your room tomorrow. You'll be sleeping in John's room. Sarah, Aunt Terry and Uncle Ed will be staying downstairs. Please make sure the sheets, blankets, and pillows are ready for them. I will look over all rooms after lunch on Saturday. Are there any questions?

Family: No!



Narrator: It is now Saturday morning. Everyone begins to prepare for the party.

Mom: Let's get going on our chores, everyone! John, please take Tommy to the store with you.

Narrator: After Tommy and John have left, Mom, Dad, and Sarah pull out the decorations from behind the sofa.



LESSON 3: LOVING AS GOD LOVES



Mom: We need to get these up before Tommy gets home, so we don't have much time! Dad, you take care of the backyard. Sarah, you take care of the kitchen, and I'll decorate the living room.

Narrator: By lunchtime the house was ready. Everyone gathered around the kitchen table.

Mom: Our love for each other was easy to see. Everyone chipped in and helped. No one complained. I guess that's what it means to be members of a family! We all work together, love each other, and help each other love as God loves. I'm so proud of all of you!

LESSON 3: LOVING AS GOD LOVES

LESSON 3: LOVING AS GOD LOVES



Narrator: It's time for the party! The doorbell rings. Sarah answers it.

Grandma: The house looks wonderful, Sarah! How did the family do it all?

Sarah: Everyone in the family helped out. Mom says that we are all members of the family. We work together, love each other, and help each other love as God loves.

Grandma: I agree with your mom.

Grandpa: Now, where is that birthday boy?

Sarah: He's in the kitchen. Go ahead and join him! Mom, Dad, and John are in there, too.

Narrator: The birthday party was a big success! Dad visited with everyone and didn't burn the hamburgers. John didn't tease Tommy at all. Everyone helped Mom with the food. Sarah washed the dishes without being asked, and Tommy was thankful for every gift he received. The Martins showed us what a family should be—a group of persons who work together, love each other, and help each other love as God loves.

34

“The Birthday Party”, pages 31–34 in the student text, tells how a loving family works together. When members of a family work together and help each other, they are imitating God. They are loving as God loves.

Review Questions

1. **What was the time before Tommy's party like for the Martin family?**
Everyone wanted to help out. No one complained. The family worked together.
2. **How should members of a family behave toward each other?**
Work together, love each other, and help each other love as God loves.
3. **When persons love each other in the right way, whom are they imitating?**
God.

LESSON 3: LOVING AS GOD LOVES

Optional Lesson Activity

Note to the teacher: This lesson enhancement will take approximately 15 to 30 minutes depending on student ability, class size, and structure. If the puzzle selected for this activity has more than the required number of pieces needed for each student, place the extra pieces on a table for the students to pick up when more pieces are needed. Select a puzzle with less difficulty (fewer pieces or less detailed picture) if time is short, making sure that each student still has at least one piece to use.

Clear a large work space on the floor for the students. Give each student a puzzle piece. Place any remaining pieces on a small table or desk. Students will be asked to work together to complete the puzzle.

Materials needed:

a large-pieced jigsaw puzzle with at least one piece per student
small table/desk

Since we are all members of the school, together we form the school's family. This activity helps demonstrate that we all need to work together in our classroom. Before beginning, go over the instructions and some rules. Students may not take one another's puzzle pieces or trade the pieces they have been given with another piece from the table until they have used the original pieces. Put the rest of the pieces on the table, and have the students begin putting the puzzle pieces together. Emphasize the word is "together". Students should work as a group and help each other. There can be no arguing during this activity. They must all use their quiet "indoor voices" while working. When a student's piece has been used in the puzzle, he or she must get up and take another piece from the table until all the pieces are used. Assist students with the puzzle as necessary.

Ask: Could the class have finished the puzzle if one of you hadn't given your piece to the group? No.

Why not? *All of us had puzzle pieces. We would be missing the piece kept by the person who was not participating.*

Do you think it was important to have rules telling us to work together on the puzzle? *Yes. Without working together as a kind of family in school, we would not be able to finish our puzzle.*

How do we work together as a kind of family in other classroom activities? *Study together, encourage each other, play games, clean up the classroom together, etc.*

What would happen if we did not have rules to follow in the classroom or while playing games? *There might be more arguing or fighting about how to do things, we could not accomplish anything, we wouldn't know how to play a game or how to do something correctly.*

Note to the teacher: The activity on page 35 may be completed individually, in pairs, or in a large group. Keep in mind that students may need the information on the opposite side of the page, and should leave page 35 in their text.

You may also want to discuss some general classroom rules: Be on time. Walk in the classroom and in the hallway. Do not speak when someone else is speaking. Raise your hand when you want to speak. Listen to the teacher. No food/drink/gum, etc. in the classroom. Respect school property, your own property, and the property of others.

LESSON 3: LOVING AS GOD LOVES

Have the students read and complete page 35 in their text.

LESSON 3: LOVING AS GOD LOVES

Our School Family at Work

Our class is like a large family. We need to work together, love each other, and help each other love as God loves. In the classroom we all need to work together so we are all able to learn. Classroom rules help us do this. Can you name some classroom rules?

1. _____

2. _____

3. _____

4. _____

Sometimes you may not feel very important, but what you have to offer the class is important. Each one of us is working hard to make our school the best learning place that it can be. When we work together, we form a kind of family in the school. We work together, love each other, and help each other love as God loves.

35

Have the students carefully remove the baptismal certificate found on page 37 in their text.

LESSON 3: LOVING AS GOD LOVES

My Baptism

My full name

My parents

My godparents

The date and time of my Baptism

The church where I was baptized

The priest who baptized me

37

Ask the students to have their parents/guardians help them complete the forms. Provide a due date.

The third kind of family we are going to talk about is God's family, the Church.

LESSON 3: LOVING AS GOD LOVES

Have the students read page 36 in their text.

LESSON 3: LOVING AS GOD LOVES

God's Family, the Church

The Sacrament of Baptism joins all of us in one family—God's family, the Church. As members of this family, we should work together, love each other, and help each other love as God loves.

There are many ways in which people work together in God's family. Can you think of some of the ways people help out in your church? Many people help out at Mass. Some people are Eucharistic ministers of Holy Communion, lectors (readers), ushers, altar servers, or choir members. Some people help in other ways, too. Some teach religion classes, clean, or make repairs to the church building, and some collect food or clothing to give to the poor.



When you give your time and talents to others, you are showing your love for them. All of the people who are baptized form the family of the Church. They should all work together, love each other, and help each other love as God loves.

Another very important way we can show that we belong to God's family, the Church, is by actively participating in the celebration of the Mass. We do this by singing together, listening carefully to the cantor, lector, deacon, or priest when they are speaking or singing. We show our respect and love for them and one another when we respond at the appropriate times with our actions and voices. We become one big family!

Review Questions

1. **When you were baptized, what family did you join?**
God's family.
2. **As members of God's family, we should do what?**
Work together, love each other, participate during the celebration of the Mass, and help each other love as God loves.

LIVING THE LESSON • APPLICATION

Note to the teacher: This lesson activity may be done after the students return their certificates from page 37. A classroom bulletin board or other display may be set up in preparation for this lesson.

Lesson Activity—God's Family

Cut the construction paper into strips and use them to form the outline of a church on the bulletin board. Have the students affix their certificates inside the outline of the church on the bulletin board.

Optional: Have an enlarged photograph of your parish church building posted on the wall.

Materials needed:

baptismal certificate form from student text page 37 (one per student)
bulletin board
construction paper

LESSON 3: LOVING AS GOD LOVES

Sample Bulletin/Display Board

Ask: Do any of you know in what church you were baptized?
(Give students time to answer.)

Were all of us baptized in the same church? *No.*

Do all of us go to Mass in the same church every week? *No.*

Even though all of us do not go to the same church, we all belong to the same family—God’s family.

Optional Activity

Divide the class into groups of four.

On each card, students should write one way in which people help each other in God’s family. Remind students to help each other within their groups. Have the students decorate the completed cards.

After students are finished, have them share their ideas with the class. Then affix the cards outside the outline of the church on the bulletin board.

Materials needed:

3" × 5" lined index cards (one per student)
pencils, crayons, or markers

CELEBRATION

Prayer

Pray the Our Father together.

ACTIVITIES

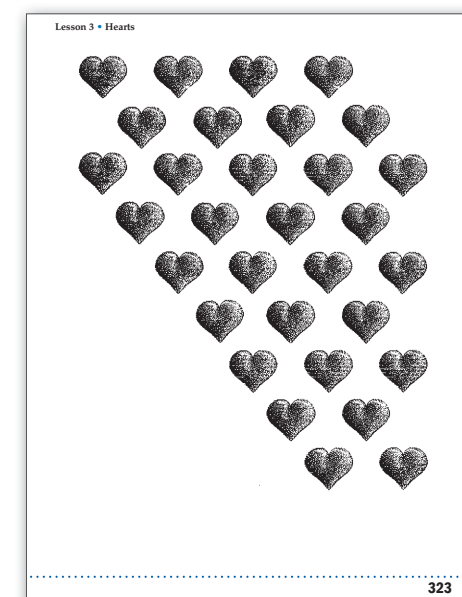
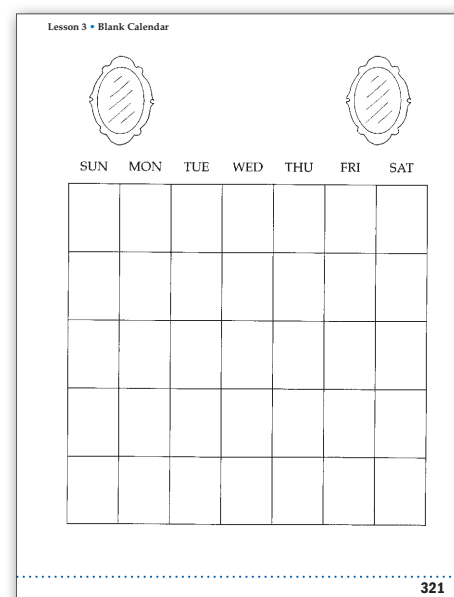
Calendar and Hearts

Display a calendar of the current month. (If it is the end of the month, use the next month’s calendar.) Give each student a copy of the blank calendar, the page of heart shapes, and an envelope.

Tell the students to look at the current month’s calendar on display.

Materials needed:

copies of blank calendar from appendix page 321
(one per student)
page of heart shapes found in appendix page 323
(one per student)
current month’s calendar
scissors
crayons or markers
glue
envelope (one per student)



LESSON 3: LOVING AS GOD LOVES

Ask: What month is it? On what day does this month begin?

The students will make their own calendars. Have them begin by neatly printing the month at the top of their papers. They should copy the numbers that represent the days in the current month, using the calendar on display as a guide. (Demonstrate how to do this with your own blank calendar.)

When the students have finished numbering the days, have them color the heart shapes on the other paper handed out, cut out the hearts, and put them in the envelope. Have them write their names on the outside of the envelope.

When the students show their love by helping or working together with members of their families, school family, or God's family, they can glue a heart on the calendar for that day. As a class, check the calendars at the end of the month to see how everyone has done.

Remember, when we work together, love each other, and help each other love as God loves, we are acting as images of God. We are loving as God loves.

Blessed Trinity Posters

Give each student a piece of white construction paper. Each student cuts out a triangle shape as large as the paper permits. Explain that the triangle can help us to learn about the Blessed

Trinity. We have one triangle but it has three sides and three angles. That helps us remember that in one God there are three Persons—Father, Son, and Holy Spirit.

Have the students write "One God" in the center of their triangles, the word "Father" at the top point, the word "Son" at the right point and the words "Holy Spirit" at the left point. Under the word "Father", the students may draw a picture of something God has created. Under the word "Son", the students may draw a symbol of Christ (for example, a cross), and under the words "Holy Spirit", the students may draw a symbol of the Holy Spirit (for example, a flame or a dove).

Display the posters in the classroom or hallway.

Materials needed:

large pieces of white construction paper (one per student)
crayons or markers

LESSON 3: LOVING AS GOD LOVES

Have the students complete the unit review worksheet for Unit 1 (found in the Appendix).

Name: _____

Unit 1 — The Mystery of God

Unit Review
Worksheet

Multiple Choice Circle the letter of the word or phrase that best completes or matches each statement.

- | | | |
|--|---|--|
| 1. A truth that our minds cannot completely understand is called a:
a. puzzle
b. mystery
c. question | 3. The book that contains God's word is called:
a. a prayer book
b. the Bible
c. the Sacramentary | 5. To make known (to show) is:
a. to reveal
b. to inspire
c. to believe |
| 2. Something true or right is called a:
a. mystery
b. source
c. truth | 4. To choose freely to give oneself to God and others is:
a. to obey
b. to love
c. to think | 6. To give someone an idea to act is:
a. to inspire
b. to choose
c. to reveal |
| | | 7. To know and to accept by faith is:
a. to reveal
b. to inspire
c. to believe |

Fill in the Blanks Complete these sentences using the correct word from the Word Bank.

WORD BANK

Church Helper wise Bible powerful Blessed Trinity
Creator loving Holy Spirit Savior Son Baptism Father

8. God is the all-powerful, all-wise, and all-loving Being Who created everything.
9. We can come to know God by studying the things He has made, by reading Bible stories about Him, and by listening to what the Church teaches.
10. The mystery of the three Persons in one God is called the Blessed Trinity.
11. God the Father is the first Person of the Blessed Trinity.
12. God the Son is the second Person of the Blessed Trinity.
13. God the Holy Spirit is the third Person of the Blessed Trinity.
14. We can think of God the Father as our Creator.
15. We can think of God the Son as our Savior and teacher.
16. We can think of God the Holy Spirit as our Helper.
17. God's family is called the Church.
18. Through the Sacrament of Baptism, we become a member of God's family.



Who We Are: Images of God

LESSON 4: WHO ARE WE?

LESSON FOCUS

Emphasis

Of all the living things God created on earth, only we (human persons) are created in His image and likeness. We can choose what to think. We can choose to love or not to love. When we choose to think like God and to love as God loves, we act as His images. If we are not thinking and loving like God, we can change and begin to act more like Him.

Animals cannot think or freely choose. They can only live their lives following their senses to look for food, shelter, and protection for themselves.

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation pages 37–39, Review Questions page 40,
and Lesson Activity student text pages 43 and 45 20 minutes
Lesson Explanation pages 41–42 and Review Questions
page 42 10 minutes
Living the Lesson, Application pages 43–44. 15 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 10 minutes
Choice of other activities as time permits

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation
pages 37–39 and Review Questions page 40
Day 2: Activity student text pages 43 and 45, Lesson Explanation
pages 41–42 and Review Questions page 42
Day 3: Living the Lesson, Application pages 43–44
Day 4: Activity found in Activities section page 44
Day 5: Review Concepts of Faith and Celebration on page 44

Correspondence to the *Catechism of the Catholic Church*

Dignity of the human person: CCC 1700–712
God is love: CCC 218–21, 231
Man as body and soul: CCC 362–68, 382
Man created in the image of God: CCC 355–57, 380–81

Vocabulary

ability: being able to act
creature: something or someone made from nothing by God
decide: to choose
dominion: to be in charge of
image: a copy or reflection of something
likeness: similarity; having something in common
think: to have in mind; to form an idea in the mind
understand: to know the meaning of

Concepts of Faith

Who are we?

We are images of God.

How are we different from the rest of God’s creations on earth?

We are able to think, to choose, and to love.

LESSON 4: WHO ARE WE?

LESSON PRESENTATION

Preparation

Place a small mirror in the sacred space.

Proclamation

We are created in the image and likeness of God. We are able to think and to choose.

LESSON EXPLANATION

Introduce new vocabulary words.

The story on page 42 is about a boy and a girl who made different choices.

When Joan stopped at the nearest classroom, she asked for directions. The directions Joan received were hard for her to understand. It took her a long time to reach the gym. Tim was waiting for her when she got there.

Ask: Why did Joan go to the nearest classroom instead of following Tim? She thought her way was faster. She made a different choice.

What would you have done? Look at a map of the school; ask other kids; try to find it myself, etc.

As we have learned, God thinks and He makes choices. God made us in His image. We are persons. God gave us the ability to think our own thoughts and make our own choices.

Have the students read page 41 in their text.

LESSON 4: WHO ARE WE?



Vocabulary

ability: being able to act
creature: something or someone made from nothing by God
decide: to choose
dominion: to be in charge of
image: a copy or reflection of something
likeness: similarity; having something in common
think: to have in mind; to form an idea in the mind
understand: to know the meaning of

Concepts of Faith

Who are we?

We are images of God.

How are we different from the rest of God's creations on earth?

We are able to think, to choose, and to love.

LESSON 4: WHO ARE WE?

Let's pretend that Tim's dog, Spot, followed him to school.

Ask: **How would Spot enter the school?** *Follow people to an open door; sit and wait by any door until someone comes; scratch at any door until someone opens it.*

How would he find Tim? *Walk through the school sniffing until he found Tim.*

What might happen to Spot? *Maybe no one would let Spot into the school, or maybe someone would chase Spot out of the school.*

Animals, like Spot, cannot think and freely choose. They live their lives by looking for food and protection and by walking until they can see, smell, or feel what they are after.

Have the students read page 42 in their text.

LESSON 4: WHO ARE WE?

Who Are We?

Two students, Tim and Joan, came to their new school for their first day of class. Both of them had to find the gym, but neither one knew where it was.

Tim said, "I think we should look for the office first. If we ask the secretaries, they will show us how to get to the gym."

But Joan said, "I think we should stop at the nearest classroom and ask. Looking for the office will take too much time."

Tim said, "Look. Since we each think our idea is the best, why don't you try your way and I'll try mine. I'll meet you in the gym."

"Okay," said Joan, "I'll see you there."

Tim and Joan could think about what to do and could choose what action to take. Like Tim and Joan, we are images of God. We are persons who can think and choose. We can think and choose to act as images of God.



LESSON 4: WHO ARE WE?

Review Questions

- 1. What is the only way Spot would be able to enter the school?**
Someone would have to let him in.
- 2. Could Spot choose one door because it was better than the other doors?**
No.
- 3. Why not?**
Dogs cannot think or choose. They take what is given to them or what they see first.
- 4. Can Spot think of more than one way to find Tim?**
No.
- 5. Why not?**
He cannot think. He can only do what all dogs can do: bark, listen for Tim's voice, sniff, wander around the school until Tim finds him or he finds Tim.
- 6. How are Tim and Joan different from Spot?**
Tim and Joan are persons. Spot is an animal.
- 7. What abilities do persons have that animals do not have?**
The abilities to think and to choose.
- 8. If Tim needed to get inside the school, what would he have done?**
Tried the closest door or gone to the front door and opened it himself.
- 9. Would Joan have chosen the same door?**
Not necessarily. She might have decided to try a different door.
- 10. What makes persons different from each other?**
Looks, things they do, choices they make.
- 11. What do all persons have in common?**
The abilities to think and to choose.

Lesson Activity

Note to the teacher: This activity can be done as a whole group or individually as time allows.

Have the students carefully tear out pages 43 and 45 from their text. They should cut out the verbs in the word boxes on page 45 and decide whether *only* animals can do the action word, *only* people can do the action, or *both* people and animals are able to do the action. Each of the words (verbs) should be placed in the correct box. Some of the boxes will remain blank.

Materials needed:

student text pages 43 and 45
scissors
glue sticks

Give students an adequate amount of time to complete the activity. Make sure their papers have their names on them before setting the papers aside.

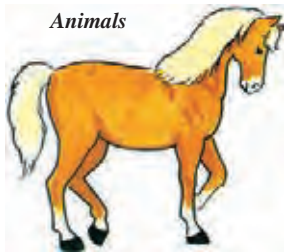
LESSON 4: WHO ARE WE?

Have the students carefully tear out pages 43 and 45 from their text.

LESSON 4: WHO ARE WE?

Directions: Cut out the words on page 45 and place them in the proper boxes. Watch out! Some of the boxes will remain blank.

Animals



People

















People and Animals



43

LESSON 4: WHO ARE WE?

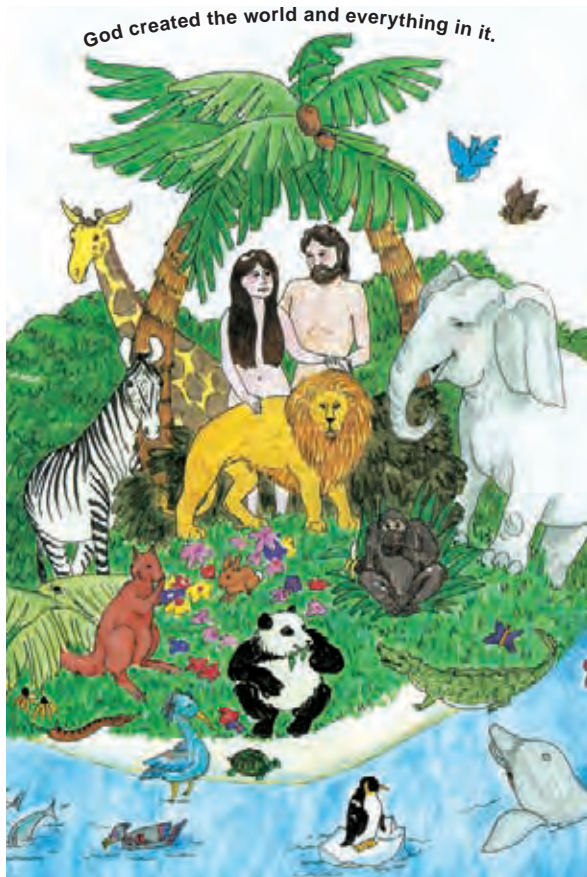
HUNT	THINK	CHOOSE
EAT	SLEEP	LOVE
DRINK	PAINT	CLIMB
LAUGH	RUN	SING
DRIVE	SWIM	KNIT
COLOR	READ	SCREAM

45

LESSON 4: WHO ARE WE?

Have the students read page 47 in their text.

LESSON 4: WHO ARE WE?



47

Ask: Can you name all of the living things in this picture? Plants, fish, animals, man, and woman.

Who created the world? God. God created all of the animals, like the ones in the picture. Then He created man and woman in His image and likeness.

Review Questions

1. In what way did God create man and woman?
In His image and likeness.
2. How are man and woman made in God's image?
They can think and choose.
3. Are all living creatures created in God's image?
No.
4. Do we always think and choose as images of God?
No.
5. What can we do if we are not thinking and choosing as images of God?
We can change.
6. God gave us "dominion" over all other creatures. Does this mean we can do whatever we want to the animals, birds, fish, or plants?
No. We should take care of God's creations.

Review Concepts of Faith.

LESSON 4: WHO ARE WE?

Have the students read page 48 in their text.

LESSON 4: WHO ARE WE?

God created the world and everything in it. God made all kinds of wild animals and creeping things. Then God made man and woman in His image and likeness.

“And God blessed them, and God said to them, ‘Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth’ ” (Genesis 1:28).

Animals cannot think or freely choose. They can only live their lives looking for food and protection for themselves. They do not determine what to do or not to do in the same way we do.

Of all the living things God created on earth, only we are made in His image and likeness. God thinks and chooses. As images of God, we can think and choose. We can think about how we should act. We can choose to love or not to love. When we think and choose to love as God loves, we act as His images. If we are not thinking and choosing to love as God does, we can change and begin to think and choose as images of God.

48

LIVING THE LESSON • APPLICATION

Note to the teacher: This activity may be done as a whole class or in small groups as time permits. Option 1 is suggested for use in faith-formation settings.

Lesson Activity—Role Playing

Cut out the four Situation cards, designed to help students understand how we can act as images of God. Present the situations using one of the options below.

Materials needed:

Situation cards from appendix page 325

Option 1: (whole class)

Ask a student to select (or the teacher may choose) a Situation card and read it aloud to the class. Use guided questions listed below.

Option 2: (small groups)

Divide the class into four groups. Ask each group to sit in a different corner of the room. Number the groups and give each group one of the Situation cards.

Students should pass around the card allowing all members of a group to read the card. With each group, they must decide how to act out each situation on the card. Everyone in the group should be given the opportunity to participate.

Give students a time limit to practice their skits. Call each group to the front of the classroom, one at a time, to perform the skit.

After each skit, ask the rest of the class the questions corresponding to that skit.

LESSON 4: WHO ARE WE?

Lesson 4 • Role-playing Situation Cards

Corresponding Questions & Answers

Situation A

Everyone in your group is fishing. Every time a fish is caught, it is thrown *carelessly* onto the shore and forgotten about.

Questions for Situation A

1. Were the characters in situation A practicing proper dominion over the animals of the earth? *No.*
2. Why do you say "No"?
Because they caught the fish and threw them away instead of eating them or letting them go.

Situation B

One person is standing alone on the playground. The rest of the group is playing baseball. Finally, the players notice the lonely person. The pitcher asks the person to play.

Questions for Situation B

1. Were the characters in situation B acting as images of God?
Yes.
2. How did they act as images of God?
They gave a lonely person a chance to play.

Situation C

Everyone is at school. The whole class should be in their seats, doing their work, but they are not. Instead, they are fooling around.

Questions for Situation C

1. Were the characters in situation C acting as images of God?
No.
2. Why do you say "No"?
Because they were not doing what they should. They were fooling around instead of sitting quietly.

Situation D

One of you catches a baby bird in a net. All of you like the bird, but you notice that it will not eat. All of you decide to set it free. You remind each other not to touch it. A mother bird will not take care of her baby if it has been touched by people.

Questions for Situation D

1. Were the characters in situation D practicing proper dominion over the animals of the earth? *Yes.*
2. How?
They were helping the baby bird live as it should by letting it go.

Trim on dotted line and fold in half.

CELEBRATION

Prayer

Pray the Our Father together.

ACTIVITIES

Different Persons, Different Choices

Give the class a list of choices, for example, dog versus cat, summer versus winter, hot dogs versus hamburgers, apples versus oranges, vanilla ice cream versus chocolate ice cream, baseball versus football, etc. Have the student indicate their choices by drawing a picture of their favorite item. Graph their choices on a large piece of paper and discuss the results. As images of God, we have the ability to think and choose.

Materials needed:

white construction paper
crayons or markers

LESSON 5: GOD GIVES US THE POWER TO THINK

LESSON FOCUS

Emphasis

Because we are images of God, we are persons. Each of us is composed of a body and a personal soul. Our souls are spiritual and give life to our bodies. One of the powers of the soul is the will, which helps us make choices. In order to learn about ourselves, God, others, and the world, we also have the power to know and to think. We call this power the mind. It is also a power of the soul. The mind is where we store the ideas Jesus teaches us. Jesus teaches us that we should pray to Him and that we should remember that He forgives us if we are sorry and if we ask for forgiveness. Jesus also helps us to be His followers. In this lesson we will focus on the power of the mind.

Correspondence to the *Catechism of the Catholic Church*

Childlike trust in prayer: CCC 2734–41, 2756

Dignity of the human person: CCC 1700–712

Equality and differences among men: CCC 1934–38, 1944–46

God continues to care for what He has made: CCC 302–14, 321–24

Jesus hears and answers prayer: CCC 2616, 2621

Man as body and soul: CCC 362–68, 382

Man created in the image of God: CCC 355–67, 380–81

Concepts of Faith

What are two powers of our souls?

Two powers of our souls are our minds and our wills.

What power do we use to think about and remember what Jesus taught us?

We use the power of our minds.

Vocabulary

in charge: to be responsible for something

mind: what we think with

parable: a simple story that teaches a religious lesson

Pharisees: a religious group which kept all the rules and tried to make other people keep the rules, and which was often more concerned with keeping the rules than with loving God

servants: people whose job it is to help in a house

soul: the invisible, spiritual, and immortal gift from God that gives us life, as well as the power to think and choose

store: to keep

synagogue: a building used for worship and teaching by the Jewish people

think: to use one's mind

unique: being the only one of its kind

will: a power of the soul with which we make choices

LESSON 5: GOD GIVES US THE POWER TO THINK

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words	5 minutes
Lesson Explanation, pages 46–49	10 minutes
Lesson Activity, page 49	10 minutes
Review Questions on page 50 and Scripture Story student text page 57	10 minutes
Scripture Story student text page 58 and Lesson Activity page 51	15 minutes (approx.)
Living the Lesson Application, Review Questions, review Concepts of Faith, and Celebration (closing prayer)	10 minutes

Five-days-a-week program

Day 1: Proclamation, Vocabulary, and Lesson Explanation pages 50–53

Day 2: Lesson Activity pages 54–55

Day 3: Review Questions on page 50 and Scripture Story student text page 57

Day 4: Scripture Story student text page 58, Lesson Activity student text page 59, and Scripture Story student text page 60

Day 5: Living the Lesson Application, Review Questions, review Concepts of Faith, Discussion Questions, and Celebration on page 53

LESSON PRESENTATION

Preparation

Place a prayer book in the sacred space indicating the prayers we should know.

Proclamation

Our souls are the invisible, spiritual, and immortal gift from God that gives us life.

LESSON EXPLANATION

Introduce new vocabulary words.

Ask: What might help us remember what we have seen or read about?
Taking pictures of what we have seen; writing down what we have seen or read about; etc.

God has given us a special power to store information.

LESSON 5: GOD GIVES US THE POWER TO THINK

Have the students read page 49 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK



Vocabulary

in charge: to be responsible for something
mind: what we think with
parable: a simple story that teaches a religious lesson
Pharisees: a religious group which kept all the rules and tried to make other people keep the rules, and which was often more concerned with keeping the rules than with loving God
servants: people whose job it is to help in a house
soul: the invisible, spiritual, and immortal gift from God that gives us life, as well as the power to think and choose
store: to keep
synagogue: a building used for worship and teaching by the Jewish people
think: to use one's mind
unique: the only one of its kind
will: a power of the soul with which we make choices

Concepts of Faith

What are two powers of our souls?
Two powers of our souls are our minds and our wills.

What power do we use to think about and remember what Jesus taught us?
We use the power of our minds.



49

Have the students read page 50 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK



Our world is filled with so many fascinating things. Every day we seem to learn something new. In reading we learn new words. With those new words we can read about people we have never met and places we have never seen.

Dogs go to obedience school. However, unlike all of us, they do not use books. Dogs cannot think as we do. Their owners practice with the dogs all of the things the teachers have trained the dogs to do.



God has given us minds to think and to store the special information that we want to keep.

50

Ask: What are some examples of special information that you have seen, heard, or read about? Friends' phone numbers, birthdays, vacation days, favorite places, foods, school subjects, sports facts, etc.

LESSON 5: GOD GIVES US THE POWER TO THINK

Have the students read pages 51–53 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK TO THINK



Our minds can be compared to a bedroom closet. At first the closet seems so big. You begin to collect things to fill it. You put so many of your favorite things inside your closet that it becomes overloaded. The closet cannot handle any more, and everything falls out when you open it.

When your closet is cluttered, finding a favorite object becomes very difficult. You dig through all the things you do not need, searching. You throw everything else out of the closet until you've found what you are looking for. You're overjoyed, until you see the pile of objects that need to be placed back into the closet. Oh no, cleaning time!

51

LESSON 5: GOD GIVES US THE POWER TO THINK



Carefully, you check through all of the things on the floor and the things left in the closet. You ask yourself, "Which ones do I want to keep? Which ones are not needed anymore?"

After separating your objects into two piles, you begin to place the things you want to keep back into the closet, neatly. What a change! The closet looks great! Things are much easier to find now.

Like our bedroom closet, our minds can become cluttered, too. We continue to learn new things. We need to clear our minds of the things that should not be there, and remember only the things that we need to know.



52

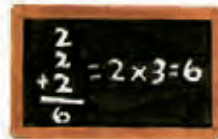
LESSON 5: GOD GIVES US THE POWER TO THINK

LESSON 5: GOD GIVES US THE POWER TO THINK



New information comes to us every day. In the morning, when we want to eat breakfast, we look for our favorite cereal. But when we open the cupboard, we see that Mom bought something new. So we decide to give the new cereal a try. We remember how our favorite brand tastes. We find that we still like our favorite brand the best.

At school, during math class, we learn that $2 + 2 + 2 = 6$. But our teacher tells us that $2 \times 3 = 6$, also. So we decide to use 2×3 instead of $2 + 2 + 2$, because multiplying is quicker.



At home, your little sister is in your room again, making a mess of your model airplanes. You've yelled at her before, but there she is again. You know that yelling is not the way to keep your sister away from your models. You think about how much she likes the models, so you have the idea to make her a model of her own. Maybe that will keep her out of your room.

We keep all these new experiences in our minds and remember them.



53

Lesson Activity

Note to the teacher: It may be helpful for some students if you read over the list of information completely (checking for understanding) prior to having students remove these pages from their book.

Using page 54 as a work mat, students should carefully cut out the information strips on page 55. They will have to decide whether or not the items on the list are important or good items to keep in their minds, or whether they should simply toss them out of their minds.

Materials needed:

student text pages 54 and 55
scissors
glue or glue sticks

LESSON 5: GOD GIVES US THE POWER TO THINK

Mind Closet

Knowledge of God	Prayers
Birthdays and holidays	Special places you have visited
The Ten Commandments	Favorite sports
Hobbies	School subjects
Names of friends	Special times with family



54

LESSON 5: GOD GIVES US THE POWER TO THINK

Directions: Read the following list of information. From your experiences, think of the things you should keep in your "mind closet". Cut out the items that you should keep and glue them neatly in your "closet" on page 54.

Knowledge of God	Names of friends
Unkind words	Prayers
Birthdays and holidays	Ways to get out of home work
The Ten Commandments	Special places you have visited
Hobbies	Favorite sports
Dangerous things	Ways to make someone
A friend's mistakes	School subjects
Sad times	Special times with family



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LESSON 5: GOD GIVES US THE POWER TO THINK

God knew we needed a good teacher to help us learn about Him and our world. We needed someone to help us think about and decide what we should keep in our “mind closet”, and what we should leave out. One of the reasons God became man was to be that teacher.

When Jesus, God the Son, was on earth, people did not know what to think about Him and the things He was teaching. Some of the people did not remember His teachings, or did not follow Him.

Jesus did not give up. He wanted us to remember and think about His teachings. He wanted us to know about God, ourselves, others, and the world. He taught us by telling stories called parables. Each parable has a message for us. After reading each parable, we will think about the parable, find the message Jesus was teaching, and remember this message. The messages will help us follow Jesus.

Review Questions

1. Who helps us to think about and decide what we should keep in our “mind closet”?

Jesus.

2. What did Jesus tell us about when He was on earth?

He told us about ourselves, God, others, and the world.

3. How did Jesus tell us about these things?

Through stories called parables.

4. What can we think about and remember after reading the story about the busy judge?

We can think about how much God loves us and remember that He will always care for us.

5. When we don’t receive something we want or have prayed for, does that mean that God does not hear us, or love us?

No. God knows what is good for us. He will always care for us.

Have the students read page 57 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK

Scripture Story

The Parable of the Busy Judge

Based on Luke 18:1–8

There once was a judge who was very busy. A woman whose husband had died kept coming to the judge for help. She had a problem that needed solving. Someone was bothering her. She wanted to know what the judge would do about her problem.

At first, the judge said he was too busy to help the woman. But she kept coming back again and again. She kept disturbing the judge. Finally, he knew he would never get anything done until he listened to her. He listened to her problem and settled it for her once and for all.

The message in this parable is about God. God is *not* like the busy judge. God always listens to us. We should turn to God often in prayer, asking Him to help us and thanking Him for all He has given us.

It is important to remember that when we pray for something and we do not receive what we prayed for, it is not because God did not hear us or was too busy to help us. It is because God knows what is best for us. We have to learn to trust in God.



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LESSON 5: GOD GIVES US THE POWER TO THINK

Have the students read page 58 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK

In our minds we can think about how much God loves us and remember that He will always care for us.

Read the following parable. In this parable the message is about ourselves and others.



Scripture Story

The Proud Man and the Tax Collector

Based on Luke 18:10–14



Two men went to a temple to pray. One of these men was a Pharisee. He kept all the rules completely, no matter what. He was more concerned about rules than about really loving God. The other man was a tax collector. Sometimes he cheated people. No one liked him very much.

The Pharisee stood in the front of the temple. He made sure everyone could see and hear him. He prayed loudly, saying, “God, I thank you that I am not like other men . . . or even like this tax collector. I fast twice a week, I give tithes of all that I get.” On and on he prayed, bragging and boasting about himself and pointing out what others do wrong.

The tax collector, however, stood quietly in the back. He kept his head bowed low, not even raising his eyes to Heaven. When he prayed, he said, “God, be merciful to me, a sinner!”

This parable is about ourselves and others. God knows what we have done. We should not brag about the good things we do, or feel important because we have helped others. We please God by thanking Him for all He has given us. We should tell God how much we love Him. We need to ask God to help and guide us to be the best images of God we can be. If we have made wrong choices, we should tell God we are sorry and ask Him to help us not to do wrong again.

In our minds we can think about ourselves and others. Do we brag or think we are better than other people? We should remember that all people are made in the image of God and that God loves all people.

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Lesson Activity

Note to the teacher: This lesson activity can be completed individually or in small groups or pairs. Remind students that they will need to use the power of their minds to really think about each word. Provide context clues or hints as necessary. Students will need the reverse side of the page, so have them keep page 59 in their text.

Think about the words shown on the following page. Unscramble these words. Write the correct word next to the scrambled word. Remember what you have learned about each of these words.

Materials needed:

student text page 59
pencils

LESSON 5: GOD GIVES US THE POWER TO THINK

LESSON 5: GOD GIVES US THE POWER TO THINK

WORD SCRAMBLE

Directions: Unscramble the following words. Write the correct word next to the scrambled word. Remember what you have learned about these words.

1. SEUJS	JESUS
2. NIHKT	THINK
3. MBREREME	REMEMBER
4. IDMN	MIND
5. RAYP	PRAY
6. HORTSE	OTHERS
7. VLSEROSUE	OURSELVES
8. ODLRW	WORLD
9. OGD	GOD
10. EGMAIS	IMAGES
11. LETSCO	CLOSET
12. REPASBAL	PARABLES

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Have the students read page 60 in their text.

LESSON 5: GOD GIVES US THE POWER TO THINK

In the following parable, Jesus shares with us how to use the gift of the power of our wills to act as images of God.

Scripture Story

The Watchful Servants

Based on Mark 13:34-37

Jesus told this parable about a man who was going on a journey. When he left home, the man placed his servants in charge. All his servants knew what their jobs were. They knew what work to do while the man was gone. The man asked the doorkeeper to watch the house carefully. The servants had to watch, for they did not know when the man would come back, in the evening, or at midnight, or in the morning. The servants did not want the man to come back and find them asleep and their work not done. It was important that the servants and the doorkeeper should do the best that they could at their jobs, even when the owner of the house was away.

Jesus was telling us that we need to be watchful, too. We need to be watchful of what we think and do. We need to try always to choose to act as images of God even when we are alone.

The message in this parable is about the world. Sometimes we are asked to be in charge of ourselves. Sometimes we are left alone in the classroom when the teacher has to leave for a few minutes. Sometimes we are left alone at home or in a store. How should we act? Do we always act as we should? There are times when things in the world distract us from acting as we should.

Sometimes our friends might distract us. When the teacher is out of the room, fooling around might seem like fun. Sometimes things distract us. At home alone we might want to watch something on television that we know we are not allowed to watch. In a store, a treat might look too good to pass up, and we might want to take it. We must think and remember what Jesus taught us.

In our minds we can think about how an image of God would act and remember to ask God to help us use our wills to choose to act as we should.

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LESSON 5: GOD GIVES US THE POWER TO THINK

LIVING THE LESSON • APPLICATION

Review Questions

- 1. Who was left in charge when the man went on a trip?**
His servants and the man at the gate.
- 2. What kind of job should the servants and the man at the gate do when the owner is on a trip?**
The best that they can do.
- 3. When we are left in charge of ourselves, how should we act?**
As images of God.

CELEBRATION

Prayer

Pray the Apostles' Creed together.

Note to the teacher: The following questions may also be used as a written assessment.

Discussion Questions

- 1. What are two powers of our souls?**
Two powers of our souls are our minds and our wills.
- 2. What power do we use to think about and remember what Jesus taught us?**
We use the power of our minds.
- 3. What are some things we should keep in our minds?**
We should remember important things like the Ten Commandments, our prayers, names of our friends and family, birthdays, rules, etc.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

LESSON FOCUS

Emphasis

Because we are images of God, we are persons. Each of us is composed of a body and a personal soul. Our souls are spiritual and give life to our bodies. One of the powers of the soul is the will. We are able to make choices with our wills. In order to learn about God, ourselves, others, and the world, we also have the power to know and to think. We call this power the mind. Thinking is also a power of the soul. In this lesson we will focus on the power of the will.

Correspondence to the *Catechism of the Catholic Church*

Human freedom: CCC 1730–48

Jesus as our Teacher and Model of holiness: CCC 459, 468–69, 516, 519–21, 561, 564, 618, 1351, 1694, 2470, 2862

Man as body and soul: CCC 362–68, 382

Man created in the image of God: CCC 355–57, 380–81

Vocabulary

choose: to decide; to make a choice

guide: someone who shows the way; advisor; helper

imitate: to follow an example; copy a behavior

will: a power of the soul with which we make choices

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words	
page 54	5 minutes
Lesson Explanation page 55, Lesson Activity student text	
page 62 and discussion	20 minutes
Living the Lesson pages 57–59	15 minutes
Review Questions page 59	10 minutes
Review Concepts of Faith and Celebration (closing prayer) . . .	10 minutes

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation
pages 54–55

Day 2: Lesson Explanation page 55, Lesson Activity student text page 62
and discussion

Day 3: Lesson Explanation page 56, Lesson Activities page 56 and
discussion using student text page 63

Day 4: Living the Lesson pages 57–59

Day 5: Review Questions page 59, review Concepts of Faith, and
Celebration

Concepts of Faith

What are two powers of our souls?

Two powers of our souls are our minds and our wills.

What power of the soul do we use when we make choices?

We use our wills to make choices.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

LESSON PRESENTATION

Preparation

On a piece of blue construction paper write: "What would Jesus do?" and add this to the sacred space.

Proclamation

God gave us a free will to make choices. He also sent His Son, Jesus Christ, as a perfect Model and example for us to follow and to show us how to make good choices.

LESSON EXPLANATION

Introduce new vocabulary words.

As persons we have the power to think and the power to choose. We use our minds to think about our choices, and we use our wills to make a decision about our choices and to act.

Have the students read page 61 in their text.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE



Vocabulary

choose: to decide; to make a choice
guide: someone who shows the way; advisor; helper
imitate: to follow an example; to copy a behavior
will: a power of the soul with which we make choices



Concepts of Faith

What are two powers of our souls?

Two powers of our souls are our minds and our wills.

What power of the soul do we use when we make choices?

We use our wills to make choices.



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LESSON 6: GOD GIVES US THE POWER TO CHOOSE

Have the students read page 62 in their text.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

People are special. They are made in the image of God. As images of God, we have wills to make choices. People can choose to live in houses, apartments, or tents. They can choose to work various hours—night or day. People can choose to eat anything from pizza to roast duck.

Animals do not have wills and cannot make choices as we do. God made animals to act in certain ways at certain times. Animals cannot choose how to act or what to do. They do the same things at the same times to survive. For example, all bears take shelter in dens, hibernate all winter, and eat berries.

Each and every day we make choices. Some choices are based on what we like (flavor of ice cream), some are based on what we need (food and clothing), and others are based on what we should do as images of God (follow the Ten Commandments).

Directions: List five foods that you like to eat, five things you need to feel good and be healthy, and five ways you can act as an image of God.

Like	Need	Image of God
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

Lesson Activity—Wants and Needs

Note to the teacher: This lesson enhancement activity will take approximately 10 to 15 minutes depending on student ability, class size, and structure. The activity can be extended by asking each student about their lists and comparing answers among the students. Ask them why they chose one thing over another. Discuss as time permits.

Allow students an adequate amount of time to generate their lists. Compare and discuss outcomes as time permits. This may be a good time to discuss the difference between “need” and “want”.

Materials needed:

student text page 62
pencils

Lesson Activity—Choices

Note to the teacher: The following activity may be used as an assessment, with the students writing their answers on a separate sheet of paper.

Have students read and think about the situations given on page 63 in their text. You may have them discuss their answers among themselves, share answers with the class, or write down answers and hand them in, as desired.

Materials needed:

student text page 63
pencils

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

Have the students read page 63 in their text.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

As human beings, we make choices every day. The power to make choices exists within all of us. We call this power the will.

Directions: Below you will find five different situations. What choice would you make in each situation? Why?

1. You are invited to a party at your friend's house. Your friend's parents leave the house. While they are gone, a PG-rated movie is being viewed. Your parents have told you not to watch a PG movie without their permission. What should you do?
 - a) Stay and watch the movie even though you know you should get your parents' permission first.
 - b) Call your parents and ask them to come and take you home.
2. Your dad asks you to rake the yard on a Saturday afternoon, and you agree to do it. As you are raking, some friends ride by on their bikes and ask you to play with them. What should you do?
 - a) Stay and rake the leaves as you promised.
 - b) Go and have fun with your friends.
3. You are walking down the aisle in a grocery store, and you see an open bag of candy. What should you do?
 - a) Tell a person who works in the store what you found.
 - b) Take a few pieces of candy, because nobody will ever know.
4. You and your friends are deciding to play a game. You need to choose teams. After teams have been chosen, there is one extra person. What should you do?
 - a) Tell that person that he or she cannot play, because the teams will be uneven and unfair.
 - b) Make room for the person on one of the teams.
5. You have a test that you need to take in one of your classes. What should you do?
 - a) Study so that you do really well on it.
 - b) Don't study, because you think it will be easy.

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Extend the activity by adding the following information to each of the situations. This new information should make the situations clearer. Students should think about their previous choices and discuss whether they'd like to change any of their choices.

1. You call home, and your mom and dad say that they know what movie it is and that it is okay for you to stay and watch it.
2. Dad had promised that after you were finished raking he would take you to see the movie you have wanted to see.
3. After a second look, you notice a sign stating that the candy is a free sample for everyone.
4. The extra person suggests that he or she keep score because he or she does not know how to play the game.
5. You find out that the test will cover material that you missed when you were sick.

LIVING THE LESSON • APPLICATION

In the following parable about two sons, one son made a wrong choice, while the other son also made a wrong choice, but changed his mind. The son who changed his mind decided to do what Jesus would do.

Ask: **What is a vineyard?** *A vineyard is a garden where grapevines grow.*

Which son made the right choice? *The son who went to work in the vineyard. He thought about what he had said, changed his mind, and did the right thing.*

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

Have the students read page 64 in their text.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

In the following parable, one son made the wrong choice because it was easier. The other made the wrong choice but decided to do what Jesus would do and changed his mind.



Scripture Story

The Parable of the Two Sons

Based on Matthew 21:28–32

There was a man who had two sons. He went to the first and said, “Son, go and work in the vineyard today.”

The son answered, “I will not”, but afterward he changed his mind and went and worked in the vineyard.

The man went to his other son and asked the same thing. This son answered, “I go, sir”, but he did not go into the vineyard.

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Have the students read pages 65 and 66 in their text.

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

It is a little scary when you have to make an important decision and you do not know which way to turn. Remember, you never make a decision alone. You have Jesus as a guide.



An easy rule to follow when making an important decision is to take these three steps first:

1. Listen to what other people have to say—for example, your parents, teachers, parish priests, and religious sisters.
2. Think about the situation and ask yourself what Jesus would do.
3. Pray to Jesus to help you make the right decision.

Because God has given each of us the gift of a free will, we can change our choices if we need to or want to.

Sometimes we make the right choice and get hurt. At times we make the wrong choice and get by. We should try to make the right decisions. We should try to choose to do what Jesus would choose to do. This is always the right choice to make whether it makes us feel good or not.

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LESSON 6: GOD GIVES US THE POWER TO CHOOSE

LESSON 6: GOD GIVES US THE POWER TO CHOOSE

Anytime that we need to make a choice, we should ask ourselves:

Would Jesus do this?

If not, we should not do it.
If so, then it is something we may do
or possibly should do.

Look back over the five situations and ask yourself the question:

Would Jesus do this?

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Review Questions

1. **On what do we base our choices?**
Our likes, needs, and consideration of how Jesus would act.
2. **How do we know what choices to make?**
We follow the example of Jesus.
3. **Once we make a wrong choice, do we have to defend and keep making that choice?**
No, we can change our choice.
4. **What does it mean “to change our mind”?**
To make a new choice.
5. **What is the question that we should be asking ourselves whenever we have to make a choice?**
Would Jesus do this?
6. **What are the three steps that we should take when we have an important decision to make?**
Listen, think, pray.

CELEBRATION

Prayer

Pray an Act of Contrition together, asking for forgiveness for any wrong choices.

LESSON 7: GOD GIVES US LIFE

LESSON FOCUS

Emphasis

Because we are images of God, we are persons. Each of us is composed of a body and a personal soul. Our souls are spiritual and give life to our bodies. The soul and the body together make up a living human being. The soul also enables us to share God's life, grace. One of the powers of the soul is the will. We make choices with our wills. In order to learn about God, ourselves, others, and the world, we also have the power to know and to think. We call this power the mind. It also is a power of the soul. The mind is where we store the ideas Jesus teaches us. In this lesson we will focus on the soul.

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation pages 61–63. 10 minutes
Lesson Explanation pages 63–64. 10 minutes
Living the Lesson and Lesson Activity page 65 25 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 10 minutes

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation page 61
Day 2: Lesson Explanation and Review Questions pages 62–63
Day 3: Lesson Explanation page 64
Day 4: Living the Lesson and Lesson Activity page 65
Day 5: Review Concepts of Faith and Celebration

Correspondence to the *Catechism of the Catholic Church*

Christian holiness: CCC 2012–16, 2028–29
Grace: CCC 1996–2005, 2021–24
Heaven: CCC 1023–29, 1053
Jesus as our Teacher and Model of holiness: CCC 468–69, 516, 519–21, 561
Saints as examples of holiness: CCC 2030
Man as body and soul: CCC 362–68, 382
Man created in the image of God: CCC 355–57, 380–81
Resurrection of the body: CCC 988–91
To die in Christ Jesus: CCC 1005–14, 1018–20, 1052
Ways of knowing God: CCC 31–38, 46–48, 286

Concepts of Faith

What is the soul?

The soul is the invisible, spiritual, and immortal gift from God that gives us life.

What are two powers of our souls?

Two powers of our souls are our minds and wills.

What power do we use to think about and remember what Jesus taught us?

We use the power of our minds to think about and remember what Jesus taught.

What power do we use to make choices?

We use the power of our wills to make choices.

LESSON 7: GOD GIVES US LIFE

Vocabulary

immortal: will not die, will live forever

soul: the invisible, spiritual, and immortal gift from God that gives each person life, as well as the power to think and choose

spiritual: something you cannot see; not material

LESSON PRESENTATION

Preparation

Place a picture of Saint Thomas Aquinas in the sacred space.

Proclamation

Our souls are the invisible, spiritual, and immortal gift from God that gives us life.

LESSON EXPLANATION

Introduce new vocabulary words.

One of the great gifts God has given us is our bodies.

Have the students read page 67 in their text.

LESSON 7: GOD GIVES US LIFE

Vocabulary

immortal: will not die; will live forever

soul: the invisible, spiritual, and immortal gift from God that gives each person life, as well as the power to think and choose

spiritual: something you cannot see; not material

Concepts of Faith

What is the soul?

The soul is the invisible, spiritual, and immortal gift from God that gives us life.

What are two powers of our souls?

Two powers of our souls are our minds and wills.

What power do we use to think about and remember what Jesus taught us?

We use the power of our minds to think about and remember what Jesus taught.

What power do we use to make choices?

We use the power of our wills to make choices.



LESSON 7: GOD GIVES US LIFE

Ask: Since our bodies will eventually die, does this mean we don't have to take care of them? *No.*

Have the students read page 68 in their text.

LESSON 7: GOD GIVES US LIFE

God has given each of us a will with which to make choices and a mind with which to think. The will and the mind are powers of our souls. The soul is a wonderful gift from God. We cannot see our souls. They are invisible. We each have a soul that gives us life and enables us to share God's life, grace. Our souls live forever.

The human soul and the body together make up a living human being. Our souls give us life. We cannot live without our souls.

Imagine a wagon. It would not be a wagon without the four wheels. If we took the wheels away, the wagon would not roll. It would only drag. In this poor condition, the wagon would not last very long. A wagon without wheels is not a wagon. Without our souls, our bodies would not have life.

Our souls are the spiritual and immortal part of us. Our souls will never die. Even though our bodies die, our souls live on forever. They are immortal.

When people die, their bodies are not alive anymore. When people die, their souls leave their bodies. Their bodies are buried in the earth. If the person has acted as an image of God, then the person's soul goes to Heaven. The person will live forever with God in Heaven. We believe that when Jesus comes again, at the end of time, the bodies and souls of all the people who have died will come together again.



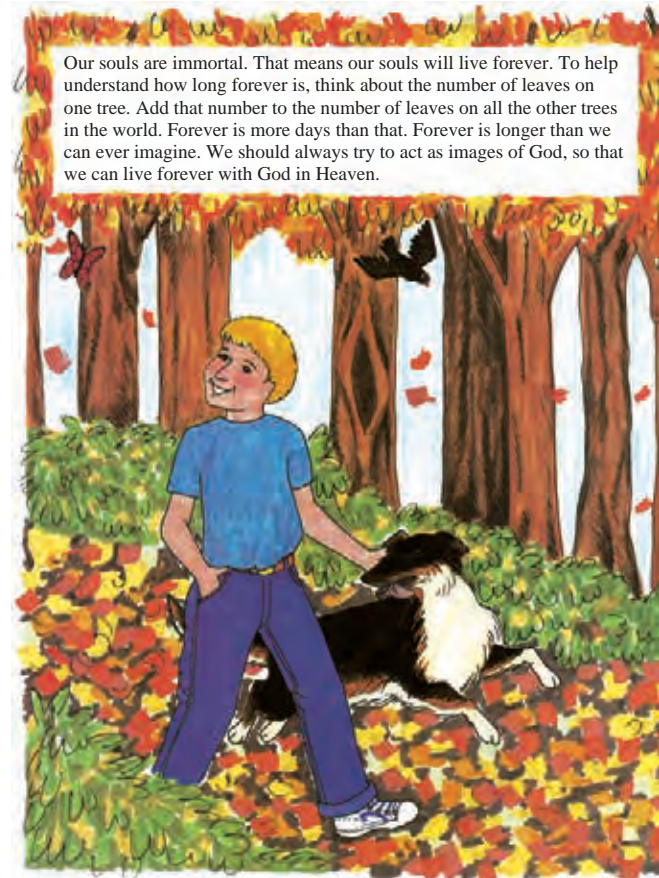
68

God gave us our bodies. If we don't take care of our bodies, we are not acting as images of God. Discuss ways we can take care of our bodies—for example, getting enough sleep, getting exercise, eating the right foods, etc.

Have the students read page 69 in their text.

LESSON 7: GOD GIVES US LIFE

Our souls are immortal. That means our souls will live forever. To help understand how long forever is, think about the number of leaves on one tree. Add that number to the number of leaves on all the other trees in the world. Forever is more days than that. Forever is longer than we can ever imagine. We should always try to act as images of God, so that we can live forever with God in Heaven.



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LESSON 7: GOD GIVES US LIFE

We have the ability to think and to choose. Thinking and choosing are powers of the soul.

Ask: How we can use these powers to act as images of God?
(Accept appropriate answers.)

We should remember that we were created by God, body and soul. We reflect His goodness in our bodies and souls. God loves us, and He will help us act as images of Him. This is a story about a man who lived as an image of God.

Review Questions

1. What is the soul?

The soul is the invisible, spiritual, and immortal gift from God that gives each person life.

2. What are two powers of our souls?

Two powers of our souls are thinking and choosing.

3. What do we use to think about and remember what Jesus taught us?

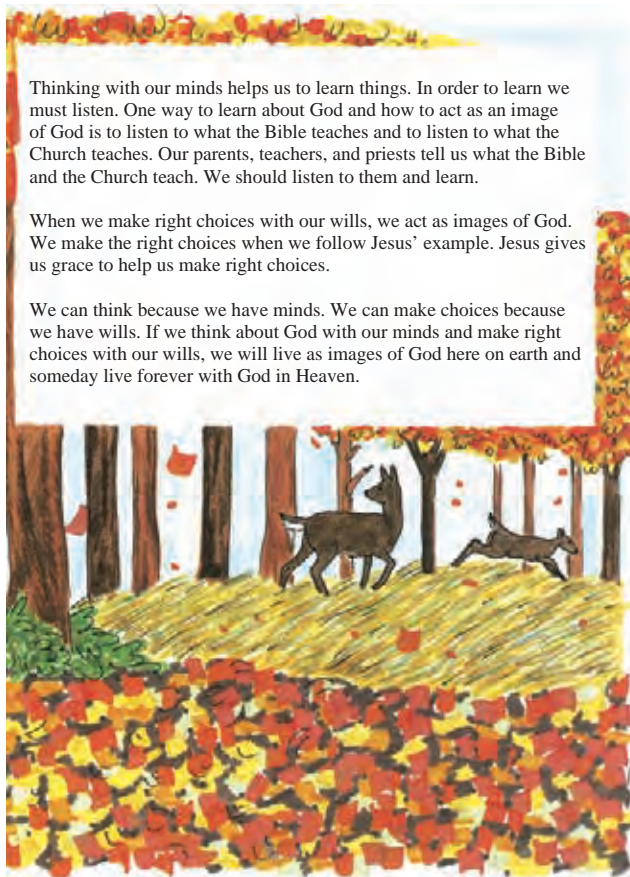
We use our minds to think about and remember what Jesus taught.

4. What do we use to make choices?

We use our wills to make choices.

Have the students read page 70 in their text.

LESSON 7: GOD GIVES US LIFE



Thinking with our minds helps us to learn things. In order to learn we must listen. One way to learn about God and how to act as an image of God is to listen to what the Bible teaches and to listen to what the Church teaches. Our parents, teachers, and priests tell us what the Bible and the Church teach. We should listen to them and learn.

When we make right choices with our wills, we act as images of God. We make the right choices when we follow Jesus' example. Jesus gives us grace to help us make right choices.

We can think because we have minds. We can make choices because we have wills. If we think about God with our minds and make right choices with our wills, we will live as images of God here on earth and someday live forever with God in Heaven.

LESSON 7: GOD GIVES US LIFE

Have the students read pages 71–72 in their text.

LESSON 7: GOD GIVES US LIFE

Read the story below about a saint who used the two most important powers of the soul, thinking and choosing, to show his love for God and others.

Story of Faith

Saint Thomas Aquinas

Thomas was born a long time ago in the year 1225, in a little village in the country of Italy. He was a very well-behaved and happy little boy. He often thought and wondered about God.

It was the custom in those days that when a boy turned five years old, he was sent away to school to study. When Thomas was five, he was sent to a famous monastery, where he began a life of prayer and study.

At first, Thomas was frightened and lonely, because he had never before been away from home. Eventually, Thomas came to love the monastery, because there he seemed to be closer to God. He believed that he should become a priest or a brother.

During this time in Italy, wars were going on. During the wars, soldiers took over the monastery; so Thomas did not return to school there. But after Thomas grew up, he attended college at the University of Naples. There, Thomas met a well-known priest. This priest belonged to a group of people who tried to live a good life by following the example of Saint Dominic. Members of this group of people are called Dominicans. Thomas liked what this priest did. Thomas wanted to become a Dominican, too.

Thomas applied to join the Dominicans and was accepted. Thomas' mother became very angry, because she did not think that living the life of a Dominican was good enough for her son. Thomas did not want to go against his mother's wishes, but he felt it was more important to follow God's call.

While Thomas was on his way to live with the Dominicans, his own brothers came and kidnapped him. They took him back home, where his mother locked him in his room.

Months went by. Thomas remained locked in his room. His sisters brought him food and tried to persuade him not to join the Dominicans. Thomas' brothers tried tempting him to commit sins, but God protected Thomas. Thomas made the right choices. Thomas was helped by thinking often about God.



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LESSON 7: GOD GIVES US LIFE

After a while, Thomas escaped. Then he joined the Dominican priests in Naples. Thomas declared that he did not want to serve anyone other than God. In January 1245, Thomas made his promise to live his life as a Dominican. He began his studies to become a priest. He studied very hard and continued to pray often.

After five years of studying, Thomas was ordained a priest. This was the happiest time of his life. However, during that same year something happened to make Thomas very sad. His two brothers and his mother died. Thomas was so sad that he cried often.

Thomas went on to become a teacher at a college. Even though his life was very busy with studying, teaching, preaching, and helping others, Thomas always found time for prayer.

In 1272, Thomas became very sick. His illness left him quite weak, but he continued to teach and to preach the Word of God. Two years later, Thomas became ill again. This time he died.

Some years later, Thomas was declared a saint. We celebrate his feast day on January 28. Thomas gave his life to God and others as a priest and teacher. Thomas used the powers of his soul well. Thomas thought about God often. With God's help, Thomas made the right choices. As a saint he lives with God forever in Heaven. Saint Thomas Aquinas is a good example for us to follow.



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LESSON 7: GOD GIVES US LIFE

LIVING THE LESSON • APPLICATION

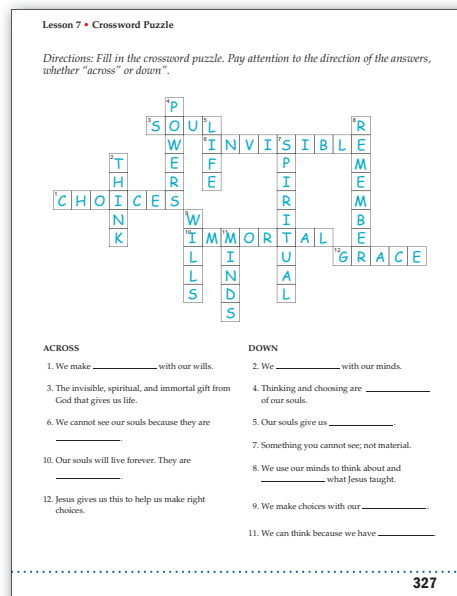
Lesson Activity—Crossword Puzzle

Note to the teacher: The lesson activity may be completed at home.

Have students complete the crossword puzzle. Remind them to pay close attention to the direction of the answers, whether “across”, or “down”. They may use their texts to help them. Assist students as necessary.

Materials needed:

copies of the crossword puzzle from appendix page 327 (one per student)
pencils



CELEBRATION

Prayer

Say together with the students this special prayer, adapted from the Prayer of Saint Thomas:

*Lord, Father all-powerful and ever-living God, we thank You,
for even though we often make wrong choices,
and our dignity is difficult for others to see,
You, in your great kindness and mercy,
have given us Jesus, Your Son, as a perfect example to follow.*

*We pray today that You continue to show us Your forgiveness.
Protect our minds and strengthen our wills.
Help us to be kind to one another, obedient to those in charge,
and to listen to Your word.*

*May our strengthened wills be a strong defense against our enemies,
visible and invisible, both bodily and spiritually.*

*Lord, we ask that You lead us safely through death to everlasting happiness
with You, Jesus Christ, Your Son, and the Holy Spirit.
Amen.*

LESSON 8: ALL PERSONS HAVE DIGNITY

LESSON FOCUS

Emphasis

We are images of God. We are all persons. As persons, we have dignity. As persons, we are worthy of respect. When we do not act as images of God, we do not lose our dignity, but it is not as clearly visible. When we act as images of God, we act according to our dignity, and it is more clearly seen.

One person does not have more dignity than another person. People can and do have different abilities, likes, and dislikes, but their dignity remains the same. We all have the same boundless worth and value as images of God. We should be thankful to God for who we are because we are images of God.

Correspondence to the *Catechism of the Catholic Church*

All members of the family are persons equal in dignity: CCC 2203
Equality of dignity of God's children: CCC 872, 1698
Man created by God: CCC 306, 380
Dignity of the human person: CCC 1700–712
Equality and differences among people: CCC 1934–38, 1944–46
Man created in the image of God: CCC 355–57, 380–81

Concepts of Faith

Why do we have dignity?

We have dignity because we are images of God.

Who has dignity?

All persons have dignity.

Suggested Time Allotment

One-day-a-week (one-hour) program

Opening prayer, Proclamation, and Vocabulary Words 5 minutes
Lesson Explanation pages 67–69. 15 minutes
Lesson Activity—Does Money Matter page 70. 10 minutes
Lesson Explanation and Review Questions pages 71–73 15 minutes
Living the Lesson and Review Questions page 74 10 minutes
Review Concepts of Faith and Celebration (closing prayer) . . . 5 minutes

Five-days-a-week program

Day 1: Proclamation, Vocabulary Words, and Lesson Explanation
pages 67–69

Day 2: Lesson Activity—Does Money Matter page 70 and get ready for
Lesson Activity—Picture This page 71

Day 3: Lesson Explanation pages 71–73 and Review Questions

Day 4: Lesson Activity page 71, Living the Lesson page 74 and
Review Questions

Day 5: Activity, review Concepts of Faith, Unit Review worksheet,
and Celebration pages 75–76

Vocabulary

dignity: worthy of respect

responsibility: duty; job

scarce: rare; hard to find; not common

self-esteem: self-respect

thatch: straw

traditional: doing things as they were done in the past

village: small town

LESSON 8: ALL PERSONS HAVE DIGNITY

LESSON PRESENTATION

Preparation

Pictures of people from other countries may be placed in the sacred space.

Proclamation

As persons created in the image of God, we are all equal in dignity and deserving of respect.

LESSON EXPLANATION

Introduce new vocabulary words.

We all have dignity. Dignity means that we are worthy of respect. When we act according to our dignity, as images of God, our actions make our dignity easier to see. Our dignity does not come from what we own but from who we are—images of God.

One day, after school, two boys talked about the differences in their families. When the discussion ended, they had both learned a lesson.

Note to the teacher: The following selection from the student book can be read aloud by two students, one reading the part of James, the other reading the part of John. Assign the parts before continuing.

Have the students read page 73 in their text.

LESSON 8: ALL PERSONS HAVE DIGNITY



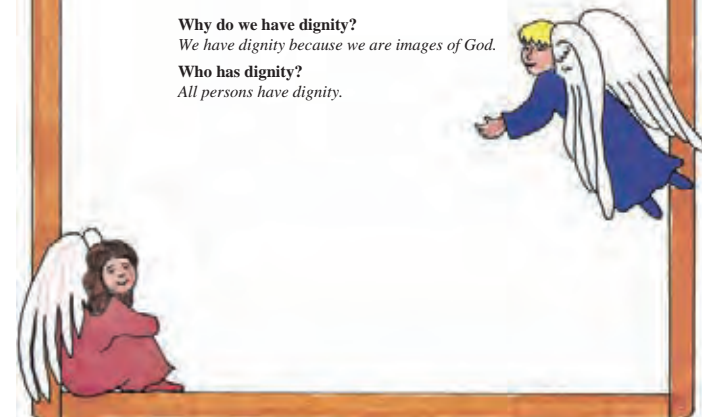
Vocabulary

dignity: worthy of respect
responsibility: duty; job
scarce: rare; hard to find; not common
self-esteem: self-respect
thatch: straw
traditional: doing things as they were done in the past
village: small town

Concepts of Faith

Why do we have dignity?
We have dignity because we are images of God.

Who has dignity?
All persons have dignity.



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LESSON 8: ALL PERSONS HAVE DIGNITY

Have the students read pages 74, 75 and top of page 76 in their text.

LESSON 8: ALL PERSONS HAVE DIGNITY

We are images of God. We are all persons. As persons, we have dignity. As persons, we are worthy of respect.

One person does not have more dignity than another person. People can and do have different abilities, likes, and dislikes. But their dignity remains the same. As images of God, we all have the same boundless worth and value.

Two boys, James and John, are both third-graders. They are in the same class. Both boys are very good students. They seem to be very much alike. Yet their families are very different. James' family owns many things. John's family does not. This difference bothers John.



John
and
his
dad



James
and
his
dad

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LESSON 8: ALL PERSONS HAVE DIGNITY

Story of Faith

James and John

James: My dad owns several businesses. He has a chauffeur who drives him to work in a limousine every day.

John: My dad is a carpenter. He makes things in our basement.

James: My mom loves to shop and go out with her friends. She has a credit card for every store and restaurant in town. She also has a large dressing room full of beautiful clothes.

John: My mom enjoys staying home. She makes all of our meals from scratch and decorates our house with beautiful homemade crafts. She even has time to play ball with me and help me with my homework.

James: My older brother Tim has his own car. Dad pays for the gas and insurance. Tim drives his friends to school every day.

John: My brother Mike helps Dad fix our old mini-van. It's the only car we have. Mike rarely uses it with his friends.

James: I have a large flat-screen TV and a video gaming system in my own room. I also have my own cell phone.

John: I share a room with my younger brother. We have a small TV in the family room.

James: You don't have much, do you?

James: No.

James: Wouldn't you rather be rich like me?

John: Well, I guess so, but I love my family. We're all healthy and happy. Things just don't mean that much to us. James, we both deserve respect, not for how much we have, but for who we are—images of God.

James: I guess you're right. As persons, everyone has dignity.

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LESSON 8: ALL PERSONS HAVE DIGNITY

LESSON 8: ALL PERSONS HAVE DIGNITY



Like all of us, James was born with dignity. When he does not act as an image of God and brags too much, he does not lose his dignity. It is just harder for us to see.

John does not lose his dignity by being envious, either. His dignity is just not clearly seen. When they act as images of God, their dignity becomes clearer to see.

All persons have dignity, not because of what they own but because of who they are—images of God. All persons should be treated with respect.

As persons, we have dignity. All human persons in all of the other parts of the world have dignity, too.

Review Questions

- 1. Are the families of James and John different or the same?**
Different.
- 2. Explain how the two families are different.**
James' family has more money. They own a lot of expensive things. John's family is not rich and does not have a lot of things.
- 3. James and John finally recognize that they both have dignity and deserve respect. Why?**
They are both persons. They are both images of God.
- 4. What does the word "dignity" mean?**
Worthy of respect.
- 5. Who has dignity?**
All persons.
- 6. Did the boys lose their dignity when they were bragging and being envious?**
No.
- 7. Why or why not?**
When they did not act as images of God, their dignity was only harder to see.
- 8. When we do not act as images of God, do we lose our dignity?**
No, we still have it, but it is not as clearly seen.

LESSON 8: ALL PERSONS HAVE DIGNITY

Lesson Activity—Does Money Matter?

Note to the teacher: This activity, depending on classroom dynamics, may elicit a variety of responses. Be prepared to observe students closely, listen, and engage them in the lesson context of the dignity of all persons and how we should act toward one another as images of God.

Place several play \$100 bills (2–5) into plain white envelopes, one per student.

Take one of the envelopes and place one play \$5 bill into this plain white envelope. Seal or tape the envelopes and shuffle them. Students will randomly pick an envelope.

Ask the students to *pretend* that they are going to the mall. Fan the envelopes in your hand and have students randomly select an envelope from you. Once everyone has an envelope, students may open them up. They should pretend that this is the amount of money they have to spend on the imaginary shopping trip.

Call on a student and ask him or her how much money their envelope contained and what he or she would buy with it.

Ask this same question to several students. Give students time to compare their amounts with one another. Ask the student who received only \$5 how he or she felt when they realized that all their classmates had more to spend. This activity should demonstrate to the students what it feels like to be judged or excluded based on what someone either has, or does not have.

Have students place the money back into the envelope. Collect the envelopes.

Optional: Do the above activity in reverse, with most students receiving \$5 bills, and just one student receiving several \$100 bills.

The following story is about a young girl from a village in Tonga, and her life as a student in the United States.

Note to the teacher: If a map of the world is available, point out the islands of Tonga and the city in which the students reside, so they understand the distance between the locations, and that Tonga is a very isolated island.

LESSON 8: ALL PERSONS HAVE DIGNITY

Lesson Activity—Picture This

Note to the teacher: This activity will be completed in two parts as the story of Nuku in the student text is read in class. Send home a letter prior to this lesson requesting some of the materials that may be required to complete this activity. It is helpful to complete the activity in advance so that students understand the outcome prior to cutting into the boxes.

In the first part of this activity, students will create a digital record of Nuku's life on Tonga. Divide students into groups of 3–5. Each person in a group will draw at least one of the following “snapshots”:

1. Nuku's Family
2. Nuku's Home
3. Nuku's Village
4. Nuku's School
5. Nuku's Friends

Students may select the image(s) they are going to draw by drawing lots. If there are fewer than 5 students in a group, have students draw again until all snapshots are assigned.

Have the students keep the paper horizontal while drawing. They should color all the pictures. When a group has finished its snapshots, place the pictures face down in a row on the floor or on a large table. Tape the pictures together vertically, in a long line, so that they become frames attached

Materials needed:

five index cards numbered 1–5
on one side of a shoebox or
other small cardboard box (one
per 4–5 students)
cardboard tubes from empty
paper-towel rolls (one per 4–5
students)
thirty to forty sheets of 8½" × 11"
plain white paper
transparent tape (one roll per 4–5
students)
scissors (one pair per 4–5
students) or utility knife
(teacher only)
pencils, crayons, markers, or
colored pencils

together in one long strip. Then tape the bottom edge of the strip onto a cardboard tube, and roll the strip up with the pictures facing the inside.

Each group will then work together to construct a “digital camera” from their box. To create the camera, take the shoebox and cut a square hole in the bottom. Then cut two slots, one inch wide and twelve inches long, in the opposite sides of the box. After the pictures have been placed on the tube, thread the first frame through the slots in the box. This creates a kind of picture viewer.

Have students exchange their cameras to view and discuss the different cameras as time allows. Keep the cameras on hand as students will be adding more pictures to their cameras as lesson continues.

Have the students make additional pictures for their cameras. Ask the class to get into the same groups they were in before. Make sure that they have their pencils, crayons, and markers with them.

Draw lots again, for the following snapshots:

1. Nuku at the Tonga airport
2. Nuku arriving in Minneapolis
3. Nuku's host family and their house
4. Nuku's school in Minneapolis
5. Susan and Nuku

When finished, students should tape their frames together as they did before, and attach them to the first set of frames on the strip.

Again, as time allows, students can view and discuss each group's camera.

LESSON 8: ALL PERSONS HAVE DIGNITY

Have the students read page 76–78 in their text.

LESSON 8: ALL PERSONS HAVE DIGNITY



Like all of us, James was born with dignity. When he does not act as an image of God and brags too much, he does not lose his dignity. It is just harder for us to see.

John does not lose his dignity by being envious, either. His dignity is just not clearly seen. When they act as images of God, their dignity becomes clearer to see.

All persons have dignity, not because of what they own but because of who they are—images of God. All persons should be treated with respect.

As persons, we have dignity. All human persons in all of the other parts of the world have dignity, too.

Story of Faith

Nuku from Tonga

The nation of Tonga is made up of 150 islands. It is located about one thousand miles north of New Zealand. Most of the people are farmers. They like to live a traditional way of life.

Nuku (*noo-koo*) is a happy nine-year-old girl. She lives in a small house with a thatched roof, along with her two brothers and two sisters. All of the children in Tonga attend school until they are fourteen years old.

In the morning, Nuku's father works in the garden; and in the afternoon, he fishes for tuna and shark. Nuku's mother does the housework and sometimes helps in the garden.

After school, Nuku and her friends enjoy playing hide-and-seek among the trees and swinging on the vines that hang from the branches. Sometimes, they create their own play villages with handmade dolls, houses, and furniture.

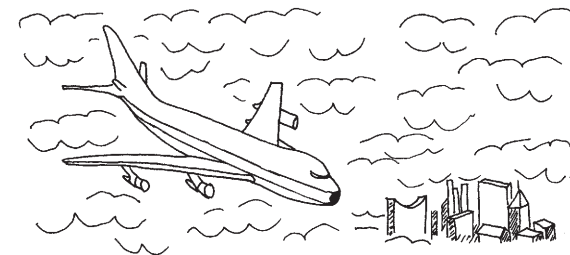
In school, they read about life in other places. Some of the children they read about live in big houses, play with store-bought toys, and ride in fancy cars.

The children of Tonga do not have these things. This does not bother Nuku, her family, or her friends. The people of Tonga understand that people are more important than things. They respect each other's dignity. They act as images of God. Their dignity is easy to see.

Many people want to visit Tonga because of the warm friendliness of the people. One tourist, a representative of the United States, invited Nuku to live and attend school in the United States for one year.

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LESSON 8: ALL PERSONS HAVE DIGNITY



Nuku did not want to go, at first. She loved her home. But the chance to visit new people in a new place excited her. She accepted the invitation. At the end of the summer, she left for Minneapolis, Minnesota.

After the thrill of the plane ride and the excitement of seeing the large city of Minneapolis for the first time, Nuku found it hard to get used to life in the United States. Material things seemed so important to the people here. Children lived in large houses and rode in fancy cars, and some of them even had their own bedrooms and spent money. It seemed to Nuku that the children with the most things were the most popular.

At home on Tonga, money had been scarce. Nuku had worn her clothes until she outgrew them. She did not get new clothes very often. When she did need new clothes, her mother made them for her. The family house her father built had two rooms for seven people. The family did not need a car. Because they lived on a farm in the village, everything they needed was within walking distance.

Family life was so important on Tonga. Nuku had responsibilities at home. She cared for her younger brothers and sisters, helped with the housework, and helped prepare meals.

Here in the United States, her self-esteem was very low. She didn't have all the things that the popular girls had. She didn't do the things she used to do back home. She had very little pride in herself. She had forgotten who she was and what was important to her.

Nuku knew that she was going to be in Minneapolis for a long time. She had to talk to someone about her problem. She asked Susan, the daughter of the family she was living with, to meet her after school in the park so they could be alone to talk.

When they met in the park, Nuku said to Susan, "I've lost the good feeling I used to have about myself. I don't have all of the things to be popular. I don't do the things I used to do back home. I look different from everyone else; my clothes are different; I even talk differently."

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LESSON 8: ALL PERSONS HAVE DIGNITY

LESSON 8: ALL PERSONS HAVE DIGNITY

Susan said, "Every person is different on the outside. On the inside, every person is made in the image of God. We should be thankful to God for who we are."

"If everyone is an image of God," said Nuku, "then why do so many of the kids make fun of me and treat me like I'm not?"

Susan said, "Unfortunately, people do not always act as the persons they were created to be. Some people do not treat others as kindly as they should. Some people do not respect the dignity of others."

Nuku said, "I feel as if I don't deserve respect."

"As a person, you have dignity!" said Susan. "You *do* deserve respect! When people treat you unkindly, you need to hold your head high and be thankful for who you are! Tell other people about life on Tonga. Tell them that people on Tonga know that persons are more important than things, and that acting as images of God is the most important thing of all."

Nuku said, "Thanks, Susan. You've really been a help. You are a good friend."

Review Questions

1. **Nuku had dignity on Tonga. Will she still have dignity in the United States?**

Yes.

2. **Why?**

Because she is an image of God.

3. **What do you think will happen to Nuku in the United States?**

She might miss her family. She might meet new friends. She might tell people about Tonga, etc.

LESSON 8: ALL PERSONS HAVE DIGNITY

LIVING THE LESSON • APPLICATION

Everyone has different likes and dislikes. I might want to have a tuna sandwich for lunch, and you might want a pepperoni pizza. I might like what I'm wearing, and you might not.

We deserve respect no matter what we like or dislike! Our dignity does not depend on what we like or dislike, what we have or do not have. Our dignity comes from the fact that we are created in the image of God. All people deserve our respect no matter what they like or dislike, no matter what they have or do not have.

When we do not act as images of God, our dignity does not go away. It is just very hard to see. We should act as images of God, be thankful to God for who we are, and allow others to be thankful to God for who they are. Then, our dignity will be much easier to see, and we will remember that other people have dignity, too.

Let's pretend that student X (use the name of one of the boys in the class) gets his hair cut really short, and that student Y (name another boy in the class) does not like the way student X's hair looks.

Ask: Does student Y lose his dignity because he does not like student X's haircut? *No.*

Does student X lose his dignity because student Y doesn't like his hair? *No.*

We don't lose our dignity because we disagree with others or because others disagree with us. We don't lose our dignity at all. We are always images of God. We should try always to remember to act as images of God.

Review Questions

1. **How should I be treated with my likes and dislikes?**
With respect.
2. **Why do we have dignity?**
Because we are images of God.
3. **Who else has dignity?**
All persons.
4. **If people are very old, do they have dignity?**
Yes.
5. **If people are not born yet, do they have dignity?**
Yes.
6. **Do people have dignity even if they are very sick?**
Yes.
7. **Do people have dignity even if they are handicapped?**
Yes.
8. **Why do all these people have dignity?**
Because all people are made in the image of God.

LESSON 8: ALL PERSONS HAVE DIGNITY

CELEBRATION

Prayer

Pray an Act of Love together.

ACTIVITIES

Dining with Dignity

Note to the teacher: You will need to explain this activity to the students well in advance of the date on which you plan to do it in class, so they can have time to collect recipes from home. Alternatively, you can provide recipes of simple dishes from which the students may choose (for example, macaroni and cheese, pizza, hamburgers, pancakes, etc.).

Students will need to bring from home a copy of a recipe from one of these categories: breakfast, lunch, dinner, dessert, and snack. Make sure each recipe is on a separate sheet of paper. Provide additional recipes, or have a cookbook on hand as necessary.

Collect the recipes the students have brought or from recipes provided. Divide the recipes into five categories: Breakfast, Lunch, Dinner, Desserts, Appetizers/Snacks.

Materials needed:

recipe form from appendix
(one copy per student)
pencil, crayons, markers, or
colored pencils
three-hole punch or stapler
brass fasteners, yarn, small metal
rings, or a stapler

Then, divide the class into five groups; ask the students to bring pencils, crayons, or markers with them as they form their groups.

Assign each group one category of recipes, and give them the corresponding recipes. Have the students look over and read the recipes. They should copy the recipes onto the recipe sheets, and then decorate the recipe sheets. Remind the students that every person has different likes and dislikes. Even though we might not think that the food made with every recipe is good to eat, we need to respect the likes of others.

When all the groups have finished, gather the recipe sheets into a booklet. When this classroom cookbook has been assembled, copies can be made, hole-punched, and fastened for each student to take home. Students can design individual covers for their cookbooks as desired, prior to fastening, and as time and materials allows.

As an alternative, create a cover for a single booklet. Bind the collection of recipes, as described above. Allow students time to look at the completed booklet. Keep it in the classroom in a place where they can borrow it and look at it in their free time, and copy recipes from it if they wish.

Ask: Is it okay if I don't like some of the recipes in our booklet? *Yes.*

Why? *Because everyone has the right to have different likes and dislikes.*

Should I be teased because I am the only one who likes one of the recipes? *No.*

LESSON 8: ALL PERSONS HAVE DIGNITY

Have the students complete the unit review worksheet for Unit 2 (found in the Appendix).

Name: _____

Unit 2 — Who We Are: Images of God

Unit Review Worksheet

Multiple Choice Circle the letter of the word or phrase that best matches or completes each statement.

- | | | |
|--|---|---|
| 1. To “be in charge of” means to have:
a. ability
b. dominion
c. power | 4. A group who kept all the rules and tried to make other people keep the rules. They were more often concerned with keeping the rules than with loving God.
a. Apostles
b. Pharisees
c. servants | 6. The invisible, spiritual, and immortal gift from God that gives us life.
a. mind
b. will
c. soul |
| 2. A short story that teaches a religious lesson is called:
a. a fable
b. a miracle
c. a parable | 5. A power of the soul with which we make choices.
a. mind
b. will
c. parable | 7. Something you cannot see; not material.
a. physical
b. spiritual
c. traditional |
| 3. What we think with; where our knowledge is stored.
a. mind
b. will
c. parable | | 8. Worthy of respect.
a. dignity
b. self-esteem
c. responsibility |

True or False Write “T” if the statement is true, or “F” if the statement is false.

- | | |
|---|---|
| 9. <u>T</u> A building where Jewish people pray is called a synagogue. | 11. <u>F</u> Not all people have dignity. |
| 10. <u>T</u> Our souls are immortal—that is, they will live on forever. | 12. <u>F</u> We have dignity because of the important things we do. |

Fill in the Blank Complete the following statements using the correct word from the Word Bank.

WORD BANK

spiritual choices dignity think love

13. Because we are able to think, to choose, and to love, we are different from the rest of God’s creations.
14. We use the power of our minds to think about and remember what Jesus taught us.
15. We use our wills to make choices.
16. The soul is the invisible, spiritual, and immortal gift from God that gives us life.
17. We have dignity because we are images of God.

Short Answer (Answer the following questions in your own words.)

- | | |
|---|--|
| 18. What are two powers of the soul?
<u>Mind and will; thinking and choosing</u> | 19. How should you treat others to show that you respect them?
<u>Answers will vary, but should include such possibilities as: being kind toward and thoughtful of others; sharing; not making fun or teasing</u> |
|---|--|