

Phong Trào Thiếu Nhi Thánh Thể Việt Nam Tại Hoa Kỳ
Miền _____
Đoàn _____
Thành Phố _____ **Tiểu Bang** _____

Nghĩa Sĩ Cấp 1
Huynh Trưởng Lesson Plans

Huynh Trưởng _____



Thánh Thể

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Lesson Title: **The Mystery of the Eucharist**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define mystery 2. Explain why the Eucharist is a mystery 3. Explain the meaning of Transubstantiation 	<ol style="list-style-type: none"> 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (15) 7. Independent Work (7) 8. Closing (5) 9. Prayer (3) Total (45 min)
	Assessment: How will students show you they have mastered the objective?	
	<p>Students will answer these questions at the end of the lesson:</p> <ol style="list-style-type: none"> 1) What is a Mystery? 2) What is Transubstantiation? 3) How is Christ present in the Eucharist? 	
	Key Points: What three-five key points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> • A Mystery is a truth that we cannot fully understand. • Real Presence means Christ is truly present in the Eucharist: body, blood, soul, and divinity. • Transubstantiation means that the substance of the bread and wine changes to the body and blood of Christ. However, the physical characteristics (eg looks, tastes) of the bread and wine remains. 	
LESSON CYCLE	Opening / Scripture: (<u> 5 </u> minutes)	Materials:
	<ol style="list-style-type: none"> 1. "Please write down your definition of the word mystery." 2. "Now turn to another NS and share your definition of the word." 3. Read Mt 26:26-28 together <p><i>While they were eating, Jesus took bread, gave thanks and broke it, and gave it to his disciples, saying, "Take and eat; this is my body." Then he took the cup, gave thanks and offered it to them, saying, "Drink from it, all of you. This is my blood of the covenant, which is poured out for many for the forgiveness of sins.</i></p>	<ul style="list-style-type: none"> •

<p>4. <u>Discuss</u>: “Within the passage is a mystery. What do you think that mystery is?”</p>	
<p>Fact Finding: (<u> 5 </u> minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
<ul style="list-style-type: none"> • Write the following information on the board or prepare it on a PowerPoint for students to write in their Fact Finding / Guided Notes: <p style="padding-left: 40px;">mystery is a truth that we cannot fully understand.</p> <p style="padding-left: 40px;">transubstantiation is the transformation of the substance of the bread and wine into the Real Presence (body, blood, soul and divinity of Jesus Christ) and not the shape or taste or smell of the bread and wine.</p>	<ul style="list-style-type: none"> •
<p>Group Activity: (<u> 13 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>Overview: Students will work in groups to further explore the mystery of the Eucharist and Transubstantiation.</p> <p>What You Will Do: Divide students into 3 groups. If there are more than 3 groups, two groups can work on the same topic. Provide each group with the guiding questions, additional reading material, and supplies. Allow the groups a little extra time if needed.</p> <p>What You Will Say: Each group has 10 minutes to read the material and present your key points on the large poster board</p> <ul style="list-style-type: none"> • <u>Group 1</u>: You will identify other transformations in the Bible and answer What makes transubstantiation different from other transformations? • <u>Group 2</u>: You will identify other mysteries / miracles in the Bible and answer What makes the mystery of the Eucharist unique from other mysteries? • <u>Group 3</u>: You will read the Order of Mass and identify When transubstantiation occurs, what happens before, what happens after, and what we should do during the moment of 	<ul style="list-style-type: none"> • Bibles • Copies of Order of Mass • Color Markers/ Crayons • Poster board or Butcher paper

<p>transubstantiation.</p> <p>Be sure to work together and make sure you write you final answers on the poster board.</p>	
<p>Independent Work: (<u> 7 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
<p>Students will have a list of questions that they need to answer independently. They will use the posters created from the Group Activity to help them answer.</p> <p>What You Will Say: You now need to complete the Independent Work sheet. You can only use your notes or the newly created posters to find your answers. You can walk around the room freely but you cannot get your answers from other NS. You have 7 minutes.</p>	<ul style="list-style-type: none"> •
<p>Closing: (<u> 5 </u> minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
<p>What you will do: Answer questions that students may have. Pass out Post-it Notes of 3 different colors. Write these questions on the board ahead of time:</p> <ol style="list-style-type: none"> 1) What is a Mystery? (yellow) 2) What is Transubstantiation? (blue) 3) How is Christ present in the Eucharist? (green) <p>What you will say: You each have a Post-it Note. There are 3 questions on the board. If you have a yellow note, answer the first question. If you have a blue note, answer the second question. If you have a green note, answer the third question When we dismiss, please stick the note on the board on your way out.</p> <p>Note: If there is enough time, ask students to answer all 3 questions.</p>	<ul style="list-style-type: none"> •

REINFORCEMENT	Homework: (___ minutes) How will students practice what they learned?	
	Optional: Read about the Eucharistic Miracle of Lanciano. http://www.therealpresence.org/eucharst/mir/lanciano.html	•

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Lesson Title: **Eucharist and Holy Scripture – Sources of Life for the Soul**

1. PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to:	1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (15) 7. Independent Work (7) 8. Closing (5) 9. Prayer (3)
	Assessment:	
	How will students show you they have mastered the objective?	Total (45 min)
	<ol style="list-style-type: none"> 1. During Mass, when does the Liturgy of the Word begin? When does it end? <i>A: Liturgy of the Word begins with the First Reading and ends with the General Intercessions (Prayer of the Faithful)</i> 2. During Mass, when does the Liturgy of the Eucharist begin? When does it end? <i>A: Liturgy of the Eucharist begins with the presentation of gifts to the altar and ends with Prayer After Communion.</i> 3. How does the Holy Scripture feed your soul? <i>A: Holy Scripture feeds our soul because the Word of God can guide us in our lives. (specific student answer may vary if they answer how Holy Scripture feeds their individual life)</i> 4. How does the Holy Eucharist feed your soul? <i>A: Holy Eucharist feeds us because Christ is truly present in it. (specific student answer may vary if they answer how Holy Eucharist feeds their individual life)</i> 5. Why is the Liturgy of the Word and Liturgy of the Eucharist a single act of worship? <i>A: we need both to know God and be closer to Him. If one of the liturgies is missing, then the act of worship is incomplete.</i> 	
Key Points:		
What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> • Holy Scripture (more specifically, Liturgy of the Word) feeds our soul because the Word of God can guide us in our lives. 	

	<ul style="list-style-type: none"> • Holy Eucharist feeds us because Christ is truly present in it. Therefore, we need to receive Eucharist daily, just like we have to eat bread daily in order for us to live. • Liturgy of the Word and Liturgy of the Eucharist is a single act of worship because we need both to know God and be closer to Him. If one of the liturgies is missing, then the act of worship is incomplete. 	
LESSON CYCLE	<p>Opening / Scripture: (<u> 5 </u> minutes)</p> <p>1. Read Luke 24:12-35 together:</p> <p><i>Now that same day two of them were going to a village called Emmaus, about seven miles from Jerusalem. They were talking with each other about everything that had happened. As they talked and discussed these things with each other, Jesus himself came up and walked along with them; but they were kept from recognizing him.</i></p> <p><i>He asked them, "What are you discussing together as you walk along?"</i></p> <p><i>They stood still, their faces downcast. One of them, named Cleopas, asked him, "Are you only a visitor to Jerusalem and do not know the things that have happened there in these days?"</i></p> <p><i>"What things?" he asked.</i></p> <p><i>"About Jesus of Nazareth," they replied. "He was a prophet, powerful in word and deed before God and all the people. The chief priests and our rulers handed him over to be sentenced to death, and they crucified him; but we had hoped that he was the one who was going to redeem Israel. And what is more, it is the third day since all this took place. In addition, some of our women amazed us. They went to the tomb early this morning but didn't find his body. They came and told us that they had seen a vision of angels, who said he was alive. Then some of our companions went to the tomb and found it just as the women had said, but him they did not see."</i></p> <p><i>He said to them, "How foolish you are, and how slow of heart to believe all that the prophets have spoken! Did not the Christ have to suffer these things and then enter his glory?" And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.</i></p> <p><i>As they approached the village to which they were going, Jesus acted as if he were going farther. But they urged him strongly, "Stay with us, for it is nearly evening; the day is almost over." So he went in to stay with them.</i></p> <p>2. Discuss: So why is Scripture so important? Encourage students to share their thoughts.</p>	<p>Materials:</p> <ul style="list-style-type: none"> •

<p>Fact Finding: (<u> 5 </u> minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
<p>Instruct students to write down the following information in their Guided Notes:</p> <p>There are 4 parts of Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Concluding Rites.</p> <p>Liturgy of the Word: begins with the First Reading and ends with the General Intercession (Prayer of the Faithful).</p> <p>Liturgy of the Eucharist: begins with the Preparation of Gifts for the Altar and ends with the Prayer after Communion.</p> <p><u>Explain to Students:</u> We learned from the previous lesson that the Liturgy of the Eucharist is when <i>transubstantiation</i> occurs and receiving the Body & Blood of Christ is necessary for the nourishment of our soul.</p> <p>The Liturgy of the Word is directly connected to the Liturgy of the Eucharist. In fact, these 2 parts of mass are a single act of worship. The word of God is also necessary for our soul.</p>	<ul style="list-style-type: none"> •
<p>Group Activity: (<u> 15 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>Overview The purpose of this activity is to show the children that there are verses in the Bible that speak to situations we face. We need to spend time reading and studying the Bible, so we will better understand God's Word and apply them in difficult situations. God's Word may be comforting or distressing, but it is always there to guide us.</p> <p>What you will do: Divide the students into 2 different groups (equal number of students).</p> <p>What you will say: Students in Group 1, your job is to look up the Bible passages and write them down. Students in Group 2, your job is to read the scenarios and propose how you would respond to them. You have 5 minutes to complete this task.</p> <p>(after 5 min) Now, find students in the other group and see which passage can be applied to the situations that we may face.</p>	<ul style="list-style-type: none"> • Verse Connection Activity and Handout (attached)

	<p>Independent Work: (_ 7 _ minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
	<p>Students will have a list of questions that they need to answer independently. If students are done early, then they can compare answers with another NS.</p>	•
	<p>Closing: (_ 5 _ minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Review questions that students answered during Independent Work. Ask students to provide their answers to the following questions:</p> <ol style="list-style-type: none"> 1. What are some ways in which Holy Scripture can feed your soul? 2. Why are Holy Scripture and Holy Eucharist intricately linked? 	•
REINFORCEMENT	<p>Homework: (___ minutes)</p> <p>How will students practice what they learned?</p>	
	<p>For the next week, read the Gospel each day and reflect on how it applies to your life You can use one of the follow sites to guide your reflections: One Bread One Body: http://www.presentationministries.com/obob/obob.asp Daily Scripture: http://www.rc.net/wcc/readings/index.html</p>	•

Instructions: Read carefully all of the following situations. Then, look up the verses at the bottom of the page, and match them to the correct situation.



1. Your friend wants to go to church, but he is worried about what others might think of him. What verse could you use?



2. Things are not going very well for Sue right now. Maybe when things are better, she will feel worthy to go to church. What verse could you share?



3. My parents told me not to go to the mall today, but I don't care. I'll go anyway, they will never know. What verse covers this situation?



4. Your friend tells you that he is very afraid whenever he has to walk home in the dark. What verse could you tell your friend?



5. Your friend is jealous of Susan, because she is so cool. She gets lots of mail from her admirers. What verse could you tell your friend?



6. Your neighbor thinks being a Christian is too hard and takes too much work. He would rather have fun. What verse could share with your neighbor?

Ephesians 6:1-3 ____

Ephesians 2:8,9 ____

Psalm 55:22 ____

Matthew 5:10 ____

John 8:12 ____

Luke 18:14b ____

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Lesson Title: **Preparing to Receive the Eucharist**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the physical, mental, and spiritual requirements for receiving Communion. Explain why the physical, mental, and spiritual requirements are necessary. 	<ol style="list-style-type: none"> Tập Họp (2) Attendance (1) Prayer (2) Scripture (5) New Material (5) Group Activity (15) Independent Work (7) Closing (5) Prayer (3)
	Assessment: How will students show you they have mastered the objective?	<p>Total (45 min)</p>
	<ol style="list-style-type: none"> How do you prepare <i>physically</i> for receiving the Eucharist? A: <i>I need to keep fast for one hour (drink nothing but plain water), keep my hands and mouth clean.</i> How do you prepare <i>mentally</i> for receiving the Eucharist? A: <i>During mass, I need to pay attention during the Liturgy of the Eucharist and while receiving Communion.</i> How do you prepare <i>spiritually</i> for receiving the Eucharist? A: <i>I must be in a state of grace (having no mortal sins since my last Confession and believe in transubstantiation.</i> What would be the consequence of <i>not</i> properly preparing the receive the Eucharist? A: <i>I would commit the grave sin of sacrilege.</i> 	
	Key Points: What three-five key points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> Receiving the Holy Communion is receiving Jesus himself. We need to prepare ourselves for worthy to receive the sacrament. We need to prepare ourselves physically, mentally and spiritually in order to receive Jesus. 	
LESSON CYCLE	Opening / Scripture: (<u> 5 </u> minutes)	Materials:
	<ol style="list-style-type: none"> Read 1Cor 11:26 - 33 together <p><i>For as often as you eat this bread and drink the cup, you proclaim the death of the Lord until he comes. Therefore whoever eats the bread or drinks the</i></p>	<ul style="list-style-type: none">

	<p><i>cup of the Lord unworthily will have to answer for the body and blood of the Lord. A person should examine himself, and so eat the bread and drink the cup. For anyone who eats and drinks without discerning the body, eats and drinks judgment on himself. That is why many among you are ill and infirm, and a considerable number are dying. If we discerned ourselves, we would not be under judgment; but since we are judged by (the) Lord, we are being disciplined so that we may not be condemned along with the world. Therefore, my brothers, when you come together to eat, wait for one another. If anyone is hungry, he should eat at home, so that your meetings may not result in judgment.</i></p>	
	<p>Fact Finding: (<u> 5 </u> minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
	<p>Instruct students to copy the main ideas on their Guided Notes</p> <p>Preparing to Receive the Eucharist:</p> <p>Physically – (1) fast for one hour (only drink plain water). (2) keep hands and mouth clean. (3) dress appropriately</p> <p>Mentally – during Mass, pay attention during Liturgy of the Eucharist and while receiving Communion.</p> <p>Spiritually – (1) have no mortal sins since last confession, (2) believe in transubstantiation.</p> <p>The consequence of improper preparation is committing the grave sin of sacrilege</p>	<ul style="list-style-type: none"> •
	<p>Group Activity: (<u> 15 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
	<p><u>FOUR CORNERS</u></p> <p>Overview Students will be presented with many different situations and answer the question: “Is it appropriate?” The purpose of this activity is for students to have a clear understanding of specific actions they need to take to prepare for receiving Communion.</p> <p>What you will do:</p> <ol style="list-style-type: none"> 2. Write: “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree” on 4 different sheets of paper. 3. Tape one paper to each corner of the room. 	<ul style="list-style-type: none"> • 4 sheets of paper

<p>What you will say:</p> <ul style="list-style-type: none"> • In each corner of the room are 4 signs: “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. • I’m going to read several statements. You are going to answer by moving to one of the corners. • For example, “Pink is a pretty color”. If you agree, walk to the “Agree” corner. If you disagree, walk to the “Disagree” corner. • Let’s get started. Scenario 1 is that you are interviewing for a \$25,000 college scholarship. Please move to one of the corners as I read each statement. <ul style="list-style-type: none"> ○ You will get a haircut. ○ You will buy a nice suit / outfit. ○ You will chew gum. ○ If your phone rings in the middle of the interview, you will answer it. ○ You will text a friend during the interview. ○ You will prepare good answers to possible interview questions. ○ During the interview, you will check your Facebook status. • Now, we have a new scenario (Scenario 2) You are receiving Jesus Christ. Again, please move to one of the corners as I read each statement. <ul style="list-style-type: none"> ○ It is ok to eat lunch right before mass. ○ You can receive Communion even if you “dozed off” or “spaced-out” while the priest is giving the Eucharistic Prayer. ○ You can wear tank tops or ripped jeans to mass. ○ It is essential to receive Communion on a regular basis. ○ If you’re not sure if you have mortal sins, it’s ok to give yourself the benefit of the doubt and receive Communion. <p>Note:</p> <p>Pay attention to how many students move to the “Agree” / “Strongly Agree” corners as you read the statements from the Scenario 1. Emphasize that we usually are mindful of our appearances and actions when dealing with people of prominence.</p> <p>During Scenario 2, take note of when there are large number of students moving to the “Agree” / “Strongly Agree” corners. If students have misconceptions, remember to address it at <i>the end</i> of the activity. Also take note of when students are undecided in their movement (they are unsure of what they believe) and discuss those moments / statements <i>after</i> the activity is finished.</p>	
<p>Independent Work: (<u> 7 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective?</p>	

	How will you provide opportunities for extension?	
	<p>Students will have a list of questions that they need to answer independently.</p> <p>You should work independently first. If you are done early, you can compare your answers with another NS.</p>	•
	<p>Closing: (_ 5 _ minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned?</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Review questions that students answered during Independent Work.</p> <p>Ask students to provide their answers to the following questions:</p> <ol style="list-style-type: none"> 3. How must we prepare to receive the Eucharist? 4. <i>Why</i> must we prepare to receive the Eucharist? 	•
REINFORCEMENT	<p>Homework: (_ 60 _ minutes)</p> <p>How will students practice what they learned?</p>	
	<p>Attend mass 1 time during the weekday, and completely prepare (physically, mentally, spiritually) to receive the Eucharist.</p>	•

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Lesson Title: **Offering Ourselves and Praying**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to:	
	<ol style="list-style-type: none"> 1. Explain the importance of daily prayer. 2. Identify the Seven Habits of Daily Prayer (Fr. McCloskey) 3. Begin developing 2 of the habits of daily prayer. 	<ol style="list-style-type: none"> 1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (12) 7. Independent Work (12) 8. Closing (5) 9. Prayer (3)
	Assessment: How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> 1. Why is daily prayer necessary? <i>A: Daily prayer is necessary because it forms a deeper connection between God and us.</i> 2. Name 3 of the Seven Habits of Daily Prayer. <i>A: Morning Offering, Silent Prayer, Spiritual Reading, Mass and Communion, Angelus, Rosary, Examining Our Conscience.</i> 3. What are 2 habits that you can start developing? 	Total (45 min)
Key Points: What three-five key points will you emphasize in this lesson?		
<ul style="list-style-type: none"> • Prayer is essential to our relationship with God. • Daily prayer is a habit that needs to be developed and practiced. • A healthy habit of daily prayer will lead us to a deeper connection with God. 		
LESSON CYCLE	Opening / Scripture: (_ 5 _ minutes)	Materials:
	<ol style="list-style-type: none"> 1. Ask the students “Why should we pray?” 2. Write some of their answers on the board. 3. Read Matthew 7:7-12 together <p><i>Jesus said to his disciples: "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks, receives; and the one who seeks, finds; and to the one who knocks, the door will be opened. Which one of you would hand his son a stone when he asks for a loaf of bread, or a snake when he asks for a fish? If you then, who are wicked, know how to give good gifts to your children, how much more will your heavenly Father give good things</i></p>	•

<p style="text-align: center;"><i>to those who ask him.”</i></p> <p>4. Ask students to compare the Scripture to some of the answers they gave.</p>	
<p>Fact Finding: (<u> 5 </u> minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
<p>Students read notes on classifying prayers (Catholic Catechism 2629-2643):</p> <ol style="list-style-type: none"> 1. Prayers of Petition – asking God for forgiveness and asking God to help ourselves. 2. Prayers of Intercession - praying on behalf of others 3. Prayers of Thanksgiving - acknowledging God’s role in our lives and showing gratitude for what He has given us. 4. Prayers of Praise – recognizing the awesome power of God and that we are His children. <p>Students will write an example for each type of prayer.</p>	<ul style="list-style-type: none"> •
<p>Group Activity: (<u> 12 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p><u>SEVEN HABITS OF PRAYER</u></p> <p>Overview: Students will be assigned one of Father McCloskey’s Seven Habits of Daily Prayer. They will work in small groups (2-3 students) to create a poster illustrating their assigned habit.</p> <p>What you will do:</p> <ol style="list-style-type: none"> 1. Ask students to write down as many of their daily habits as they can think of. (examples: hitting the snooze button a few times, brushing teeth, showering, TV, checking email / Facebook / etc.) 2. Ask students to classify their habits by the needs that it serves: <i>physical</i> (eg. brushing teeth, exercise), <i>mental</i> (eg reading), <i>social</i> (eg talking, social networking), and <i>spiritual</i>. 3. Separate students into at least 7 groups (2-3 students in each group). <p>What you will say:</p> <ul style="list-style-type: none"> • Everyone has habits. Most of them serve our physical, mental, and social needs. That’s ok because these are important needs. However, our spiritual needs are equally (or most) important. Prayer is a habit that will fulfill our need for a deep connection with God. Like any other habit, prayer needs to be developed gradually, but <i>consistently</i>. 	<ul style="list-style-type: none"> • Poster board (at least 7 sheets) • Color markers, pencils, crayons

	<ul style="list-style-type: none"> Each group has been assigned one of Fr. McCloskey's Seven Habits of Daily Prayer. Please work in your group to create a poster that illustrates and promotes (advertises) that habit. You have 10 minutes to complete your poster. 	
	<p>Independent Work: (<u> 12 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
	<p>Students will review the main ideas of the lesson and identify 2 habits that they will develop.</p> <ol style="list-style-type: none"> Why is daily prayer necessary? Name 3 of the Seven Habits of Daily Prayer. What are some of your current <i>unhealthy (bad) habits</i>? Which of the Seven Habits of Daily Prayer can you use to replace your <i>unhealthy habits</i>? What are 2 habits that you can start developing? 	<ul style="list-style-type: none">
	<p>Closing: (<u> 5 </u> minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Ask students to share:</p> <ol style="list-style-type: none"> Name one prayer habit that you will begin developing. Why do you think that habit will help you? <p>What you will do: Pass out one Post-It Note to each student. Use a mix of 4 different color notes.</p> <p>What you will say:</p> <ul style="list-style-type: none"> If you have a green note, write a prayer of petition. If you have a blue note, write a prayer of intercession. If you have a yellow note, write a prayer of thanksgiving. If you have a red note, write a prayer of praise. I will ask volunteers to read their prayer. On your way out, please stick the note on the board. 	<ul style="list-style-type: none"> Post-It notes of 4 different colors
REINFORCEMENT	<p>Homework: (<u> 20 </u> minutes)</p> <p>How will students practice what they learned?</p>	
	<p>(optional)</p> <ul style="list-style-type: none"> Ask students to sign up on http://www.habitforge.com/ to track their progress toward developing their prayer habits. Ask students to share their progress with friends, fellow Nghĩa Sĩ, 	<ul style="list-style-type: none">

	and Huynh Truong.	
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Lesson Title: **Examine Conscience and Repent**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to:	<ol style="list-style-type: none"> 1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (15) 7. Independent Work (7) 8. Closing (5) 9. Prayer (3)
	Assessment:	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> 1. What is conscience? 2. What does it mean to repent? 3. How do you examine your conscience? A: <i>I can review the Ten Commandments and Six Precepts of the Catholic Church to see if I have violated any of them.</i> 4. If you need addition guidance to examine your conscience, where should you go? A: <i>I can find ask for a guide from my local parish or consult with a priest.</i> Eg: http://www.catholic-pages.com/penance/examine.asp http://www.scborromeo.org/confess.htm 	Total (45 min)
Key Points:		
What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> • Conscience is a review of our own past thoughts, words and actions for the purpose of determining if they follow moral law. • Repentance is turning away from sin and a turning back to God. In a more general sense, repentance means a change of mind or a feeling of remorse or regret for past conduct. • Reconciliation and Repentance does <i>not</i> mean we become perfect. God understands that even at our best, we may backslide at times. 	

	<p>However, every time we seek His forgiveness, we will receive it.</p> <ul style="list-style-type: none"> • Since God forgives us, we are called to <u>forgive others</u> 	
LESSON CYCLE	<p>Opening / Scripture: (<u> 5 </u> minutes)</p>	<p>Materials:</p>
	<p>1. Read Jn 8:2-11 together</p> <p><i>Early in the morning He came again into the temple, and all the people were coming to Him; and He sat down and began to teach them. The scribes and the Pharisees brought a woman caught in adultery, and having set her in the center of the court, they said to Him, "Teacher, this woman has been caught in adultery, in the very act. Now in the Law Moses commanded us to stone such women; what then do You say?" They were saying this, testing Him, so that they might have grounds for accusing Him. But Jesus stooped down and with His finger wrote on the ground. But when they persisted in asking Him, He straightened up, and said to them, "He who is without sin among you, let him be the first to throw a stone at her." Again He stooped down and wrote on the ground. When they heard it, they began to go out one by one, beginning with the older ones, and He was left alone, and the woman, where she was, in the center of the court. Straightening up, Jesus said to her, "Woman, where are they? Did no one condemn you?" She said, "No one, Lord." And Jesus said, "I do not condemn you either, Go From now and sin no more."</i></p> <p>2. Ask students: "What do you think is the main theme in the passage?" Write some of their answers on the board.</p>	<ul style="list-style-type: none"> •
	<p>Fact Finding: (<u> 5 </u> minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
	<p>Instruct students to write down the following information in their Guided Notes:</p> <ul style="list-style-type: none"> • Conscience is a review of our own past thoughts, words and actions for the purpose of determining if they follow moral law. • Repentance is turning away from sin and a turning back to God. In a more general sense, repentance means a change of mind or a feeling of remorse or regret for past conduct. • St Paul states in Acts 3:19-20: "Repent, then, and turn to God, so that your sins may be wiped out, that times of refreshing may come from 	<ul style="list-style-type: none"> •

	<p>the Lord, and that he may send the Christ, who has been appointed for you.”</p>	
	<p>Group Activity: (<u> 15 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
	<p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide students into 4 teams or more (depend on class size). 2. Give each team a string, about 2 meters in length and 1 pair of scissors. <p>What you will say:</p> <ul style="list-style-type: none"> • Please listen first. Do not touch the string or scissors until I say “Go”. • Using the string and a scissor, each team must cut the string and knot it right back as quick as possible. Once the string is knotted, the team can again cut the string and knot it back again. The goal is to have as many knots as possible within 2 min. • Ready... Set... GO! <p>Note: If there is time remaining, repeat the game and give students more time (2-3 minutes)</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • What is sin? (refer to Catechism 1440) • Ask students about the meaning of the game: • The string symbolizes your relationship with God (smooth & connected) • Every time the string is cut, you have committed a sin and your relationship with God is weaken and become more distance. • When the string is knotted back, this symbolizes the fact that your sins are forgiven and you’ve again draw closer to God. (Note that the string is no longer smooth but full with knots “scars of our sins”) • Is sin bad? (Answer: YES) • Can sin be forgiven? (Answer: YES) • How can our sins be forgiven? (Answer: By whole heartedly examine ourselves, reconcile, repent and ask God for forgiveness through the sacrament of reconciliation) <p>Assure students that God does not desire the death of a sinner, but rather that the sinner turn away from their sins and life. Just as Jesus assured the woman in the Gospel “I do not condemn you either, go from now and sin no more.”</p>	<p>•</p>

	<p>Independent Work: (<u>7</u> minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
	<p>Students will have a list of questions that they need to answer independently.</p> <p>What You Will Say: You now need to complete the Independent Work sheet and the reflection questions. You should work independently first. If you are done early, you can compare your answers with another NS. Anything you do not finish is homework.</p>	•
	<p>Closing: (<u>5</u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Ask students to share their individual answers to these questions (answers can vary):</p> <ol style="list-style-type: none"> 1. How do you know that you have a conscience? (possible answer: <i>I am able to reflect on my past thoughts and actions and try to understand if they are morally right or wrong.</i>) 2. Think to the last time you confessed: what does it feel like when you repent? (possible answer: <i>I feel sad or shameful that I did something to offend God and others. I feel afraid that God may punish me for my sins.</i>) 3. Why must we forgive others? Think about the activity with the rope and knots? (possible answer: <i>We are all like the rope with bumps. We sometimes offend other and sometimes we are the victim of others. God always forgives us, so we must do the same for others.</i>) 	•
REINFORCEMENT	<p>Homework: (___ minutes) How will students practice what they learned?</p>	
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Lesson Title: **Resurrection and The Great Commission**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to:	
	<ol style="list-style-type: none"> Recall details of the Resurrection and Great Commission in Matthew 28:1-20 Explain the significance of the Resurrection and Great Commission Identify how they can carry on God's mission in their daily lives 	<ol style="list-style-type: none"> Tập Họp (2) Attendance (1) Prayer (2) Scripture (5) New Material (5) Group Activity (10) Independent Work (10) Closing (5) Prayer (3)
	Assessment: How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> Who were the first 2 people to see Jesus after His resurrection? A: <i>Mary and Mary Magdalene</i> What were their reactions? A: <i>They were afraid yet filled with joy.</i> What did Jesus' resurrection do for us? A: <i>The resurrection confirms that Jesus is true God and gives us new life. (CCC 653-654)</i> What is the Great Commission? When and where did it occur? A: <i>The Great Commission is Jesus' command to his apostles that they travel throughout the earth to continue His teachings and baptize people.</i> How can you continue to follow Jesus' instructions in the Great Commission? (Answers can vary depending on student) Example: <i>I can find opportunities to tell others (friends, non-Christian family members) about my Catholic faith and how it inspires and informs my daily decisions.</i> 	Total (45 min)
Key Points: What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> Jesus' Resurrection gives proof that He is truly God and confirms His teachings. In the Great Commission, Jesus instructs the apostles to continue His mission by preaching the Gospels and baptizing others. 	

	<ul style="list-style-type: none"> Jesus also calls us to be modern-day apostles and evangelize to others about the Catholic faith and teachings. 	
LESSON CYCLE	Opening / Scripture: (<u> 5 </u> minutes)	Materials:
	<p>1. Read <i>The Resurrection of Jesus Christ</i> – Mathew 28:5-10 together</p> <p><i>Then the angel said to the women in reply, "Do not be afraid! I know that you are seeking Jesus the crucified. He is not here, for he has been raised just as he said. Come and see the place where he lay. Then go quickly and tell his disciples, 'He has been raised from the dead, and he is going before you to Galilee; there you will see him.' Behold, I have told you." Then they went away quickly from the tomb, fearful yet overjoyed, and ran to announce this to his disciples.</i></p> <p>2. Read Christ's Great Commission – Mathew 28: 16-20 together</p> <p><i>The eleven disciples went to Galilee, to the mountain to which Jesus had ordered them. When they saw him, they worshiped, but they doubted. Then Jesus approached and said to them, "All power in heaven and on earth has been given to me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age."</i></p>	<ul style="list-style-type: none">
	<p>Fact Finding: (<u> 5 </u> minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
<p>1. Instruct students to take notes on the details of each Bible passages:</p> <p>What: Who: When: Where: Why:</p> <p>2. Discuss with students: What do you think is the significance of the Resurrection? What do you think is the significance of the Great Commission?</p>	<ul style="list-style-type: none"> 	

<p>Why do you think it is called “great”?</p>	
<p>Group Activity: (<u> 10 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>THE FISHING TRIP STORY (10 MIN)</p> <p>Overview: Students work together in pairs to read and discuss dialogue from the The Fishing Trip Story. Then, as a whole class discuss connections of the story to the Great Commissioning and modern-day Catholics.</p> <p>What you will do: Print out the Fishing Story ahead of time and make copies.</p> <p>What you will say: Find a partner. Together with your partner, take turns reading the dialogue of the fishing story. Be prepared to answer the discussion questions. You have 5 minutes to complete the dialogue</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. How are some modern-day Catholics similar to the first character in the Fishing Story? 2. How are you sometimes similar to the characters in the Fishing Story? 	<ul style="list-style-type: none"> • Fishing Trip Story (attached)
<p>Independent Work: (<u> 10 </u> minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
<p>Students will reflect on their daily encounters with others and find opportunities where they can share their faith with others.</p> <ol style="list-style-type: none"> 1. When was the last time you talked to a non-Christian about your faith? What specific things did you talk about? 2. When was the last time you prayed in public? How did you feel? 3. How does your Catholic faith affect your daily life / choices? (eg. pray, acts of kindness, specific actions in school / work) 4. When you have a conversation with a non-Christian or non-practicing Christian friend, are there times when you can talk about your faith? 5. Do you pray for your non-Christian friends / acquaintances? How 	<ul style="list-style-type: none"> •

	<p>do you feel about <i>telling</i> them that you pray for them? What do you think their reactions will be?</p> <p>Students answer assessment questions about Resurrection and Great Commission.</p>	
	<p>Closing: (<u> 5 </u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Instruct students to share their answers from Independent Work. Answer any questions that students have.</p> <p>Remind students that to follow the Great Commission of Jesus, we cannot be spectators in our faith. We need to actively live the Gospel <i>and</i> actively find ways to share it with others.</p>	•
REINFORCEMENT	<p>Homework: (<u> 10 </u> minutes) How will students practice what they learned?</p>	
	<p>Identify a non-Christian friend / acquaintance in your life. Say a prayer for him/her. Find an opportunity during the week to casually tell this person about your prayer. Be prepared to talk about your faith if he/she asks follow up questions.</p> <p>Students work to finish questions from Independent Work.</p>	•

The Fishing Trip

by Mike

A fish story worth telling.

Topics:

Christianity, Witnessing



Target Audience:

Grades 1-6 (Ages 6-12)

It was a clear crisp autumn morning, and Randy had just finished his morning Bible reading. He drew in a deep breath of refreshing mountain air as the morning sun reflected off the surface of the lake. From the cabin's porch, Randy could see his brother down on the boat dock. He quickly put away his Bible and walked down to the dock to join him.

"What are you doing Billy?" Randy asked.

Billy looked up and said, "I'm fishing!"

Randy looked around and saw Billy's fishing pole and tackle box lying on the dock next to him. Next to the tackle box was a bucket filled with lake water. Randy asked, "Don't you mean you're getting ready to go fishing?"

Billy answered, "No, I've been fishing for about half an hour."

Randy suppressed a giggle and said, "Billy, you don't have a worm on your hook and your fishing line isn't even in the water. How could you be fishing?"

Billy smiled and said, "It's simple. You see, I have on my fishing hat and my life jacket. When fish swim by, they will see a fisherman sitting on the dock and jump out of the water and land in the bucket."

Randy burst out laughing, "Billy you won't catch any fish that way! You have to put a worm on your hook and throw your fishing line into the water."

Billy quickly replied, "I don't like touching the worms. They're slimy. I hate taking the fish off the hook because it's hard and I sometimes get stuck by their fins."

Randy stopped laughing, "Billy, you'll never catch anything by hoping the fish see you are a fisherman. You need to put your fishing line in the water. Come on, I'll help you."

Some Christians have a similar thought process when it comes to reaching others with the Good News of Jesus Christ. You see, some Christians figure that people will see them going to church, helping others, or maybe see the "I love Jesus" bumper sticker on their cars. They believe when others see that they are Christians, they will

simply follow them to church.

Jesus told us to go everywhere and share the Good News with everyone. However, sometimes it may be hard to talk to people and share your faith. We may be afraid someone will laugh or make fun of us. To share the Good News when ever we have the chance, we need to be prepared. We can prepare by reading our Bibles and praying to God. It's also important to have a well balanced church to attend regularly. In that way we can share with others about our own church home.

So don't just look like a Christian. Get to know the people around you, and share with them the Good News about our Lord.

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Lesson Title: **Ascension of Jesus**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> Recall the details of Jesus' Ascension in Acts 1:1-12 Explain the significance of Jesus' Ascension Identify and describe moments in their lives when they can see God's glory 	<ol style="list-style-type: none"> Tập Họp (2) Attendance (1) Prayer (2) Scripture (5) New Material (5) Group Activity (15) Independent Work (7) Closing (5) Prayer (3)
	Assessment: How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> How many days after Resurrection did Ascension occur? A: <i>Ascension occurred forty days after Easter.</i> Where did Ascension occur? A: <i>Ascension occurred at Mt. Olivet.</i> What did Jesus say to the apostles before He ascended to Heaven? A: <i>The Holy Spirit will come to them and give them power.</i> What is unique about Jesus going to Heaven? A: <i>Jesus is going to Heaven body and soul. His body was already glorified after Resurrection but the glory was not visible to others. At the time of Ascension, the apostles saw the Jesus' glory (CCC 659)</i> Give an example of a moment or image you have seen that helps you see God's glory. (answers will vary). <i>Last year, I visited the Grand Canyon on a family vacation. Seeing it in person – pictures cannot do it justice – makes me think about how small I am and how powerful God is to create something so vast and majestic.</i> 	Total (45 min)
	Key Points: What three-five key points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> Forty days after Easter, Jesus went to Heaven body and soul. Jesus's body was already glorified when He resurrected but His glory was not seen until Ascension. When Jesus goes to Heaven ahead of us, he gives us hope that one 	

	day we will follow Him.	
LESSON CYCLE	Opening / Scripture: (<u> 5 </u> minutes)	Materials:
	<p>1. Read Acts 1:1-12 together</p> <p><i>The first account I composed, Theophilus, about all that Jesus began to do and teach, until the day when He was taken up to heaven, after He had by the Holy Spirit given orders to the apostles whom He had chosen. To these He also presented Himself alive after His suffering, by many convincing proofs, appearing to them over a period of forty days and speaking of the things concerning the kingdom of God. Gathering them together, He commanded them not to leave Jerusalem, but to wait for what the Father had promised, "Which," He said, "you heard of from Me; for John baptized with water, but you will be baptized with the Holy Spirit not many days from now." So when they had come together, they were asking Him, saying, "Lord, is it at this time You are restoring the kingdom to Israel?" He said to them, "It is not for you to know times or epochs which the Father has fixed by His own authority; but you will receive power when the Holy Spirit has come upon you; and you shall be My witnesses both in Jerusalem, and in all Judea and Samaria, and even to the remotest part of the earth."</i></p> <p><i>And after He had said these things, He was lifted up while they were looking on, and a cloud received Him out of their sight.¹⁰ And as they were gazing intently into the sky while He was going, behold, two men in white clothing stood beside them. They also said, "Men of Galilee, why do you stand looking into the sky? This Jesus, who has been taken up from you into heaven, will come in just the same way as you have watched Him go into heaven."</i></p> <p><i>Then they returned to Jerusalem from the mount called Olivet, which is near Jerusalem, a Sabbath day's journey away.</i></p>	•
	<p>Fact Finding: (<u> 5 </u> minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
	<p>3. Instruct students to take notes on the details of the Bible passage:</p> <p>What: Who: When: Where: Why:</p>	•

	<p>4. <u>Discuss</u>: What is unique about Jesus going to Heaven? Why is Ascension significant? Christ already proved that He is the Son of God by His Resurrection, what is the purpose of going to Heaven in front of His apostles?</p> <p><u>See Catechism of the Catholic Church 659</u></p> <p><i>Christ's body was glorified at the moment of his Resurrection, as proved by the new and supernatural properties it subsequently and permanently enjoys.⁵³³ But during the forty days when he eats and drinks familiarly with his disciples and teaches them about the kingdom, his glory remains veiled under the appearance of ordinary humanity.⁵³⁴ Jesus' final apparition ends with the irreversible entry of his humanity into divine glory, symbolized by the cloud and by heaven, where he is seated from that time forward at God's right hand</i></p>	
<p>Group Activity: (<u> 10 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>		
	<p>WHO GETS THE GLORY?</p> <p><u>Overview</u></p> <p>God's glory is in our daily lives, but we often forget (even if we are trying to be humble). Students work in groups to determine if the person in the scenario is giving glory to himself/herself.</p> <p>What you will do:</p> <ol style="list-style-type: none"> 1. Prepare the Scenario Activity page ahead of time. 2. Divide students into small groups (2-3). <p>What you will say:</p> <p>On the Activity page you have 5 different scenarios. Read example and discuss with your group members:</p> <ul style="list-style-type: none"> - Who does the character give credit (glory) to? - How can the characters in the examples give glory to God in their responses? <p>Discuss with students:</p> <ul style="list-style-type: none"> - It is easy it is to give yourself the credit or glory, even when it seems to be a humble response. - When we are successful in anything, God is working in us, and we need to give Him the glory (credit). - We can give Him glory by acknowledging it in the moment, or by reflecting on the events at the end of the day. <p>Notes</p> <p><i>Example 1: (X—she focuses on how she messed up and on what she did!)</i></p> <p>Sally: Angie! You sang so beautifully today!! And your song had a very good</p>	<ul style="list-style-type: none"> • Who Gets the Glory Activity page

<p>message!</p> <p>Angie: Awww! Thanks, Sally! I really didn't think I did that good. I worked really hard on it, but it just didn't sound too good. But thanks!</p> <p><i>Example 2: (Circle—gives his teammates the credit)</i></p> <p>Joe: Dude! You play soccer so well! Way to score three goals for the team!!</p> <p>Harry: Thanks, man, but our team played very well together! We were a good team! I wouldn't have been able to do it without their help!</p> <p><i>Example 3: (X—it's all about her)</i></p> <p>Jane: What are your plans for the future, Hanna? What do you want to study?</p> <p>Hanna: Well, I want to be a nurse. I'm going to have to study really hard to get into nursing school, but I love to help, so I will be a really good nurse.</p> <p><i>Example 4: (Circle—Gives his parents the credit)</i></p> <p>Joe's mom: Hey, Jimmy. So, what are you guys doing this summer?</p> <p>Jimmy: Well, Miss Sue, we're going on vacation. My parents are taking us camping. Dad and Mom were both able to get off work, so they want to be able to stay there a couple of weeks! Dad has all these fun activities planned!</p> <p><i>Example 5: (Circle—Gives the credit to his Speech teacher)</i></p> <p>Andy: Jesse, you are really good at giving speeches!</p> <p>Jesse: Thanks, man, but I know I wouldn't be half as good if I hadn't had such a good Speech teacher last year!</p>	
<p>Independent Work: (<u> 10 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations?</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective?</p> <p>How will you provide opportunities for extension?</p>	
<p>Students will answer Assessment questions and identify moments in their own lives where they can recognize God's glory.</p>	<ul style="list-style-type: none"> •
<p>Closing: (<u> 5 </u> minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned?</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
<p>Ask students to share their answers and examples from their lives.</p> <p><u>Summarize:</u> Jesus ascends in glory after his Resurrection. His ascension to heaven is the greatest glory of all. It is a way of telling us how He came down from the Almighty Father to us. It is now the same way He comes back to the Father in heaven. It is now up to us to let others know about His glory, that we should obey His command as well as be His witness in our daily living.</p>	<ul style="list-style-type: none"> •

REINFORCEMENT	Homework: (___ minutes) How will students practice what they learned?	
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Who Gets the Glory?

Instructions: Read each example below. Then circle the ones that give credit or glory to whom it belongs. Put and "X" through the examples where the characters keep the credit for themselves.



1.

Sally: Angie! You sang so beautifully today!! And your song had a very good message!

Angie: Awww! Thanks, Sally! I really didn't think I did that good. I worked really hard on it, but it just didn't sound too good. But thanks!



2.

Joe: Dude! You play soccer so well!! Way to score three goals for the team!!

Harry: Thanks, man, but our team played very well together! We were a good team! I wouldn't have been able to do it without their help!



3.

Jane: What are your plans for the future, Hanna? What do you want to study?

Hanna: Well, I want to be a nurse. I'm going to have to study really hard to get into nursing school, but I love to help, so I will be a really good nurse.



4.

Joe's mom: Hey, Jimmy. So, what are you guys doing this summer?

Jimmy: Well, Miss Sue, we're going on vacation. My parents are taking us camping. Dad and Mom were both able to get off work, so they want to be able to stay there a couple of weeks! Dad has all these



5.

Andy: Jesse, you are really good at giving speeches!

Jesse: Thanks, man, but I know I wouldn't be half as good if I hadn't had such a good Speech teacher last year!!

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Lesson Title: **Courage to Faith**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the context and main ideas in 2Timothy 1:8-9 and Col 2:6-7 2. Define "faith" 3. Reflect on their daily lives and identify specific actions that will help them live and profess their faith 	<ol style="list-style-type: none"> 1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (10) 7. Independent Work (10) 8. Closing (5) 9. Prayer (3)
	Assessment:	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> 1. Who wrote the books of Colossian and 2Timothy? A: <i>St. Paul</i> 2. Why did St. Paul write to the Colossians? A: <i>Teachers in Colossae were promoting false beliefs about Jesus – connecting Him to astrology and cults. St. Paul encouraged citizens of Colossae to continue the true Christian faith and reminded them that faith in Christ means conquering personal sins and loving others.</i> 3. Who was Timothy? A: <i>Timothy was a disciple of St. Paul.</i> 4. What was Paul’s main message in 2Timothy? A: <i>Paul reminded Timothy to keep a strong faith in Christ regardless of strong external pressures to do otherwise (St Paul was in prison at the time of writing the letter)</i> 5. How can you live and profess your faith? <i>(Answers will vary)</i> 	Total (45 min)
Key Points:		
What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> • Faith means to believe in God even if there is no proof • Our faith will be tested by external sources. • We need to keep our faith strong by continually asking ourselves “What is God’s will” and try our best to do His will. • Faith needs to be strengthened by study and practice. We must stand firm in our faith, live, and profess it openly and courageously in all circumstances. 	

LESSON CYCLE	<p>Opening / Scripture: (__ 5 __ minutes)</p>	<p>Materials:</p>
	<p>1. Read the following passages together:</p> <p><i>“So then, just as you received Christ Jesus as Lord, continue to live in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.” (Colossian 2: 6-7)</i></p> <p><i>“So do not be ashamed to testify about our Lord, or ashamed of me his prisoner. But join with me in suffering for the gospel, by the power of God, who has saved us and called us to a holy life--not because of anything we have done but because of his own purpose and grace.” (2Timothy 1: 8-9)</i></p>	<ul style="list-style-type: none"> •
	<p>Fact Finding: (__ 5 __ minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
<p>Students take Guide Notes on St. Paul, Colossians, and 2Timothy</p> <p><u>St. Paul wrote the Book of Colossians to:</u> Who: residents of Colossae When: uncertain Where: St. Paul was in prison when he wrote it. The exact location is uncertain. Why: Teachers in Colossae were promoting false beliefs about Jesus – connecting Him to astrology and cults. The Colossians were resisting the pressure to follow these false beliefs. St. Paul was commending the community and also reminding them to stay strong in their faith. <i>(Có nhiều nhà lãnh đạo ở Côlôxê giảng dạy sai trái về Chúa Giêsu. Tín hữu Côlôxê vẫn chống lại những sai lầm này. Thánh Phaolô viết thư đến để khen các tín hữu và khuyến khích họ vững mạnh trong đức tin.)</i></p> <p><u>St. Paul wrote Second Letter to Timothy:</u> Who: St. Timothy, his disciple When: near the end of St. Paul’s life Where: Paul writes the letter while in a Roman prison Why: St. Paul tells Timothy to continue spreading the faith to others.</p> <p>Faith is the theological virtue by which we believe in God and believe all that he has said and revealed to us, and that Holy Church proposes for our belief,</p>	<ul style="list-style-type: none"> • 	

because he is truth itself	
<p>Group Activity: (<u> 10 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>YOU SPELL FAITH</p> <p>Overview: In Hebrew 11: 1, the author spells out what he means by the word faith: Now faith is the assurance of things hoped for, the conviction of things not seen. Students will create an acrostic with their own thoughts on faith</p> <p>What you will do: Prepare the following acrostic ahead of time either on the board or large chart paper:</p> <p style="padding-left: 40px;">Forever knowing God loves me totally and unconditionally. Ably meeting any problem with hope and confidence. In truth believing in the life, death, and Resurrection of Jesus Christ. Totally trusting in God. Having eyes that see the God that cannot be seen</p> <p>What you will say: Create your own acrostic on the meaning of faith. Remember to include actions that proclaim our faith to others.</p>	•
<p>Independent Work: (<u> 10 </u> minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
<p>Students answer Assessment questions and reflect on faith in their own daily lives.</p>	•
<p>Closing: (<u> 5 </u> minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
<p>Ask students to share their acrostic and answers from Independent Work</p>	•

REINFORCEMENT	Homework: (<u>30</u> minutes) How will students practice what they learned?	
	(Optional) Read Colossians (all of it) and answer these questions: <ol style="list-style-type: none"> 1. Consider the challenges the Colossians faced. How are their challenges similar to those of modern-day Catholics? 2. What was St. Paul's message to the Colossians? 3. How is St. Paul's message relevant to Catholics today? 	•

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Lesson Title: **Hope**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> Recognize the context and main ideas in Romans 5:3-5, 2 Corinthians 4: 16-18 Define "hope" Identify moments or situations in their lives where they may despair and how they may deal with such situations 	<ol style="list-style-type: none"> Tập Họp (2) Attendance (1) Prayer (2) Scripture (5) New Material (5) Group Activity (20) Independent Work (5) Closing (5) Prayer (3)
	Assessment: How will students show you they have mastered the objective?	Total (45 min)
	<ol style="list-style-type: none"> What is hope? <i>A: Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit.</i> Why was St. Paul writing to the Romans? <i>A: St. Paul was introducing himself to Rome, telling Romans about the teachings of Christ.</i> Why was St. Paul writing to the Corinthians? <i>A: St. Paul had visiting Corinth twice before writing 2Corinthian. There was a conflict between Paul and the Corinthians. St. Paul was writing to resolve the conflict and defend his ministry.</i> What is despair? <i>A: Despair is the loss of hope.</i> Why is it necessary to have hope? <i>A: We all have our limitations and challenges that seem overwhelming. Hope helps us to place our trust in God and rely on His graces.</i> How do we attain hope? <i>A: Like all theological virtues, we cannot get hope through human means. We need to pray and ask that God infuse us with hope.</i> 	
	Key Points: What three-five key points will you emphasize in this lesson?	

	<ul style="list-style-type: none"> • Hope is continuing trust and reliance on God to give us strength and help. • Having hope is necessary for us to live according to God’s teachings in tough times and challenging moments. • Hope is not something we can attain by ourselves. We need to pray for it and ask God to “infuse” us with hope. 	
LESSON CYCLE	Opening / Scripture: (_ 5 _ minutes)	Materials:
	<p>1. Read the following passages together:</p> <p><i>“Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. So we fix our eyes not on what is seen, but on what is unseen. For what is seen is temporary, but what is unseen is eternal.”</i> (2 Corinthians 4: 16-18)</p> <p><i>“What, then, shall we say in response to this? If God is for us, who can be against us? He who did not spare his own Son, but gave him up for us all -how will he not also, along with him, graciously give us all things?”</i> (Romans 8:31)</p>	<ul style="list-style-type: none"> •
	Fact Finding: (_ 5 _ minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?	
<p>Students complete Guided Notes on the background of Romans and 2Corinthians:</p> <p><u>St. Paul wrote the Book of Romans to:</u> Who: Romans When: not certain Where: most likely from Corinth. Why: There was already a Christian community in Roman. St. Paul was heading to Rome and wanted to introduce himself and share the teachings of Christ.</p> <p><u>St. Paul wrote 2Corinthians to:</u> Who: residents of Corinth When: AD 57 Where: Macedonia Why: Paul had visited Corinth before and also had written to the Corinthians (1Corinthian). There was conflict that arose between the Corinthians and St.</p>	<ul style="list-style-type: none"> • 	

<p>Paul (the details of the conflicts are unknown). St. Paul was writing a second letter to resolve the conflict.</p> <p>Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit.</p> <p>Despair is the loss of hope.</p> <p>We attain hope through prayer – asking God to give us hope. It is not a virtue that we get by our efforts alone.</p>	
<p>Group Activity: (<u>20</u> minutes)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>STORIES OF HOPE</p> <p>Overview: Students will work in groups to read a story of hope and despair. Through the story and presentation, students will be able to see how the virtue of hope can help them.</p> <p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide students into different groups (at least 2 groups) 2. Assign a story to each group. <p>What you will say:</p> <ul style="list-style-type: none"> • In your groups, please read the 2 case studies. • Then present the cases as an <i>interesting</i> news story. • Be creative: have an anchor, a reporter, and interview eye witnesses. • Stick to the point / moral of the story. • You have 15 minutes to read and prepare your news story, and then 2 minutes to present. <p>Notes: As students are working in groups, follow up and remind them to focus on the themes of the case study.</p> <p>Case Study #1</p> <p>Christine Ngo recorded in her daily journal: “When life has gotten as low as it is today, it feels like there's just no point to live when the world is just so sick and twisted. But then I walk outside and see a small flower on the side of the road struggling against all odds ... and I wonder why it is still there. Why should I give up? This small little flower is in the midst of all these struggles, yet shining thru to provide beauty to a world that is not perfect. And then I realized at this minute, a flower has brought a little joy back into my heart. I then see that even</p>	<p>•</p>

the smallest things can lift one's spirit. And so now I know that no matter how low it gets, I will get thru it. The reason above all others are to live, to learn, and to love. The flower is the sign of hope; and that sign of hope gives me back my faith."

Case Study #2

Mark was walking home from school one day when he noticed the boy ahead of him had tripped and dropped all of the books he was carrying, along with two sweaters, a baseball bat, a glove, and a small tape recorder. Mark knelt down and helped the boy pick up the scattered articles. Since they were going the same way, he helped to carry part of the burden. As they walked, Mark discovered the boy's name was Bill, that he loved video games, baseball, and history. He was having lots of trouble with his other subjects and that he had just broken up with his girlfriend.

They arrived at Bill's home and Mark was invited in for a Coke and they watched some television. The afternoon passed pleasantly with a few laughs and some shared small talk, then Mark went home. They continued to see each other around school, had lunch together once or twice. They both graduated from junior high school. They ended up in the same high school.

Finally the long-awaited senior year came and three weeks before graduation, Bill asked Mark if they could talk. Bill reminded him of the day years ago when they had first met. "Did you ever wonder why I was carrying so many things home that day?" asked Bill. "You see, I cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's sleeping pills and I was going home to overdose myself so I don't have to live anymore. But after we spent some time together talking and laughing, I realized that if I had killed myself, I would have missed that time and so many other moments that might follow. So you see, Mark, when you picked up those books that day, you did a lot more, you saved my life."

A true story,
John W. Schlatter

Independent Work: (5 minutes)

- How will you clearly state and model behavioral expectations?
- In what ways will students attempt to demonstrate independent mastery of the objective?
- How will you provide opportunities for extension?

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	<p>Students answer Assessment and Reflection questions.</p> <p>Reflection questions:</p> <ol style="list-style-type: none"> 1. When was a time in your life when you felt hopeless? (or stressed? or overwhelmed with work and responsibilities) 2. How did you overcome this difficult time? 3. Anticipate that one of your Nghĩa Sĩ friends may experience a time of hopelessness in the future. Write down a few steps that your friend can take to help him/her. (remember to include <i>prayer</i> as part of it). 	
	<p>Closing: (<u>5</u> minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<p>Instruct students to share some of their answers with the whole class.</p>	•
REINFORCEMENT	<p>Homework: (<u>20</u> minutes)</p> <p>How will students practice what they learned?</p>	
	<p>Students complete Assessment and Reflection questions. Read the Act of Hope daily (as part of the your Morning Offering)</p> <p>Act of Hope O my God, relying on Your almighty power and infinite mercy and promises, I hope to obtain pardon of my sins, the help of Your grace and life everlasting, through the merits of Jesus Christ, my Lord and Redeemer. Amen.</p>	•

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Lesson Title: **The Way of Love (Charity)**

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the context and main ideas in 1 Corinthians 13:4-7 and Romans 12:14-15 2. Define "charity" 3. Identify moments or events in their lives where they can show Charity to others 	<ol style="list-style-type: none"> 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (15) 7. Independent Work (7) 8. Closing (5) 9. Prayer (3)
	Assessment:	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> 1. What is charity? A: <i>Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God.</i> 2. Why did St. Paul write the first letter to the Corinthians? A: <i>St. Paul wanted to answer questions regarding immorality in Corinth. He also encouraged the faithful Christians in Corinth to guard against the threats to the community.</i> 3. How is charity (love) different from our passions or friendly love? (Answers will vary) example: <i>charity is a virtue and is a Godly love. It is unselfish. In contrast, we love our passions because they make us feel good. We love our friends because they are nice to us. Godly love (charity) means to love our enemies, too.</i> 4. How can we have charity? A: <i>Charity is a theological virtue and we must pray that God grants us this virtue. We can love more like Christ if we are <u>unconditionally</u> kind to others – even if others are not kind to us.</i> 	Total (45 min)
Key Points:		
What three-five key points will you emphasize in this lesson?		
<ul style="list-style-type: none"> • Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God. • In the First Letter to the Corinthians, St. Paul teaches that charity 		

	<p>(love) is unselfish, patient, and kind.</p> <ul style="list-style-type: none"> Charity means love, but it is a Christ-like love: unselfish and unconditionally kind. We can attain charity through prayer. 	
LESSON CYCLE	<p>Opening / Scripture: (<u> 5 </u> minutes)</p>	<p>Materials:</p>
	<p>1. Read the following passages together</p> <p><i>Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth. Love never gives up; and its faith, hope, and patience never fail.</i> (1 Corinthians 13. 4-7)</p> <p><i>Ask God to bless those who persecute you – yes, ask him to bless, not to curse. Be happy with those who are happy, weep with those who weep. Have the same concern for everyone. Do not be proud, but accept humble duties. Do not think of yourselves as wise.</i> (Romans 12. 14-15)</p>	<ul style="list-style-type: none">
	<p>Fact Finding: (<u> 5 </u> minutes)</p> <p>How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?</p>	
	<p>Students take Guided Notes</p> <p><u>St. Paul wrote the First Letter to the Corinthians (1 Cor):</u> Who: Corinthians When: around AD 56 Where: from Ephesus Why: St. Paul established the Christian community in Corinth around AD 51. After he left to continue in ministry in other places, he received news about disturbing immorality from the residents of Corinth. 1Cor is his letter to address the issues he heard about.</p> <p>Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God.</p> <p>“Charity” and “Love” is often used interchangeably. (St. Paul used “love”. Catechism of the Catholic Church uses “charity”). Charity is love. However, “the virtue of charity” means a love that is Christ-like. It is patient, kind, unselfish – consistent with St. Paul’s writing in 1Cor.</p> <p>Charity is a theological virtue (like faith and hope) so it is not something we can</p>	<ul style="list-style-type: none">

<p>attain on our own. We need God to grant us this virtue and we need to ask for it in prayer.</p>	
<p>Group Activity: (<u> 15 </u> minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>LOVE, LOVE, LOVE</p> <p>Overview: We use the word “love” in many different ways. Students will classify different “love” sentences into a category: passions, friendships, Godly.</p> <p>What you will do: Make copies of “Love, Love, Love” worksheets Make 3 signs: “Passions” , “Friendship” , “Godly” and tape them around the room.</p> <p>What you will say:</p> <ul style="list-style-type: none"> • We often use the word “love” in conversation, but how often are we talking about the <i>virtue of charity</i> or love as the way St. Paul teaches in First Corinthians? • On your worksheet, you a list of “love” statements. Place them into one of the 3 categories. • You have 5 minutes to complete the worksheet. <p><i>(after students are done with the worksheet) ...</i></p> <ul style="list-style-type: none"> • Around the room there are 3 signs: Passions” , “Friendship” , “Godly • I’m going to read the statements from your worksheet. Please indicate your answer by moving to the sign. <p>Discussion:</p> <ol style="list-style-type: none"> 1. What are the differences between the three types of love used in this exercise? 2. Why is Godly love (charity) so important? 3. Is it possible to show all three kinds of love for someone? Is it ok to show all three kinds of love? 4. Is it ok to show “passion” for someone without showing “Godly love”? 5. Is it ok to show “friendship” love for someone without showing “Godly love”? 	<ul style="list-style-type: none"> • “Love, Love, Love” worksheets (attached) • 3 large pieces of paper
<p>Independent Work: (<u> 7 </u> minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
<p>Students answer Assessment questions.</p>	<ul style="list-style-type: none"> •

	<p>Students answer <u>reflection questions</u>:</p> <ol style="list-style-type: none"> 1. Name (or describe) a person who has not been treating you well or has been unkind to you. 2. How can you show charity for this person? 3. What is one kind action that you can do for this person without getting any credit for it? 4. In the future, if someone is unkind to you or upsets you, what are some practical actions you can do? 	
	<p>Closing: (<u> 5 </u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	<ul style="list-style-type: none"> • Ask students to share their answers from the reflection questions. • Remind students that charity cannot be attained through our own actions alone. We need to pray and ask God to “infuse” us with charity. 	<ul style="list-style-type: none"> •
REINFORCEMENT	<p>Homework: (<u> 20 </u> minutes) How will students practice what they learned?</p>	
	<ol style="list-style-type: none"> 1. (optional) Do an act of kindness for someone who has been unkind to you. Find a way to do it so you will <i>not</i> receive any credit. 2. Pray the Act of Love every day during the week (as part of Morning Offering) <p>Act of Love O my God, I love you above all things, with my whole heart and soul, because you are all-good and worthy of all love. I love my neighbor as myself for the love of you. I forgive all who have injured me, and I ask pardon of all whom I have injured.</p>	<ul style="list-style-type: none"> •

LOVE, LOVE, LOVE

There are three kinds of LOVE used in the Bible.

Passion



Friendship



Genuine Godly Love



I love my best friend.



I love pepperoni pizza.



For God so loved the world...



I love my brother and sister.



I love playing with my classmates.



A new command I give you, love one another.



I love going to the movies.



Love your neighbor as yourself.



I love my pet hamster.



My mom is always telling me she loves me.



I just met the boy down the street, we're in love.



I love all sports, but especially soccer.





Phong Trào

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Lesson Title: *Châm Ngôn & Mầu Khăn Ngành Nghĩa*

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to: 4. Explain the reason for using yellow as the color of the Nghĩa Sĩ scarf 5. Explain the meaning of the words "Chinh Phục"	10. Tập Hợp (2) 11. New Material (10) 12. Group Activity (10) 13. Independent Work (5) 14. Closing (3)
	Assessment: How will students show you they have mastered the objective?	Total (30 min)
	1. Why is yellow the color for Nghĩa Sĩ? <i>Nghĩa Sĩ are making a transition from childhood to adulthood. Yellow symbolizes the sunset of your childhood and sunrise of our adulthood.</i> 2. What is the translation for the words "Chinh Phục"? How does it apply to Nghĩa Sĩ? <i>"Chinh Phục" means "conquer". This is not conquering in a violent way. Instead, it means to conquer our immaturities and our fear. It also means conquering our own souls and those of others to know, love, and serve Christ.</i>	
Key Points: What three-five key points will you emphasize in this lesson?		
	<ul style="list-style-type: none"> The stage of Nghĩa Sĩ is one of transition from childhood to adulthood. We need to live according to the motto of "Chinh Phục", to conquer our weaknesses and grow stronger, so we can become apostles of Christ. Nghĩa Sĩ wear yellow because it represents the transition from childhood (sunset) and to adulthood (sunrise). 	
LESSON CYCLE	Opening / Scripture: (___ minutes)	Materials:
	Not needed for Phong Trao lessons.	•
	Fact Finding: (_ 10 _ minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?	

<p>Use a word association activity for students to discuss and lead into main ideas:</p> <p>HT presents a word (either on PowerPoint or with large notecards). Students write down the first word that comes to mind. Then students share answers with a partner. Ask students to share answers with the whole group.</p> <p><u>Words:</u> Mom, Food, Red, Happy, Fun, TNTT, Ấu Nhi, Thiếu Nhi, Nghĩa Sĩ</p> <p>Instruct students to take notes on the why Yellow is used for Nghĩa Sĩ and what “Chinh Phục” means.</p>	<ul style="list-style-type: none"> • PowerPoint or Notecards
<p>Group Activity: (_ 15 _ minutes)</p> <p>How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?</p>	
<p>Three Versions of Yourself</p> <p><u>Overview:</u> In this activity, students will examine how Ấu Nhi, Thiếu Nhi, and Nghĩa Sĩ react to common situations in their lives. Students will identify what makes Nghĩa Sĩ unique from Ấu Nhi and Thiếu Nhi.</p> <p>What you will say: We will explore how the difference in behavior between Nghĩa Sĩ and other age groups. I will give each team a list of scenarios and you will discuss how an Ấu Nhi, Thiếu Nhi, and Nghĩa Sĩ will react. Be prepared to present your answers in 10 minutes.</p> <p>What you will do:</p> <ul style="list-style-type: none"> • Give a worksheet to each team. • Monitor the teams to make sure they are on-task. • Encourage discussion from quiet students • <i>If there is time, ask the students to demonstrate their answers by acting out some of the behaviors.</i> • When students present their answers, ask the students how the motto “Chinh Phục” applies to the scenario. 	<ul style="list-style-type: none"> • Three Versions of Yourself Worksheet
<p>Independent Work: (_ 5 _ minutes)</p> <p>How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?</p>	
<p>Students work quietly to answer their Homework questions.</p>	<ul style="list-style-type: none"> •
<p>Closing: (_ 3 _ minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress</p>	

	toward) the objective?	
	Ask a few volunteers to share an immature habit that they will try to “Chinh Phục”	•
	Homework: (___ minutes) How will students practice what they learned?	
		•

Name: _____

Team: _____

Three Versions of Yourself

Read the follow scenarios and think back to your time as Ấu Nhi and Thiều Nhi. Describe how you would respond back then and how you may respond now that you are a Nghĩa Sĩ.

Scenario 1

It's free time at home. You try to watch TV but your sibling has the remote. He/she wants to watch a show that you dislike. Your favorite show is on at the same time. There are no other TVs available in the house.

Ấu Nhi Response:

Thiều Nhi Response:

Nghĩa Sĩ Response:

Scenario 2

A teacher corrects your behavior and gives you a stern warning. You think he/she is being too harsh/unfair. Other students have done the same thing in the past, but you are the only one to receive a warnin.

Ấu Nhi Response:

Thiều Nhi Response:

Nghĩa Sĩ Response:

Name: _____

Team: _____

Scenario 3

Another student makes an inappropriate comment about your appearance (regarding your hair, weight, or race).

Ấu Nhi Response:

Thiếu Nhi Response:

Nghĩa Sĩ Response:

Scenario 4

During mass, after the General Intercessions (Lời Nguyện Giáo Dân), everyone sits down. You do not know what to do during this time.

Ấu Nhi Response:

Thiếu Nhi Response:

Nghĩa Sĩ Response:

HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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Lesson Title: ***Nguồn Gốc Phong Trào***

PRE-PLANNING	Objective(s):	Agenda: How do you plan to sequence your activities?
	Students will be able to:	15. Tập Hợp (2) 16. New Material (10) 17. Group Activity (10) 18. Independent Work (5) 19. Closing (3)
	6. Recall important dates in TNTT history and explain their significance 7. Explain how and from whom TNTT derived its their mottos: Prayer, Communion, Sacrifice, and Apostolic Works	
	Assessment: How will students show you they have mastered the objective?	Total (30 min)
	1. Bốn khẩu hiệu của Phong Trào TNTT là gì? (What are the four mottos of TNTT?) <i>Cầu Nguyện, Rước Lễ, Hy Sinh, Làm Tông, Đồ.</i>	
2. Bốn khẩu hiệu của Phong Trào TNTT bắt nguồn từ đâu? (From where did the four mottos originate?) <i>Communion from Pope Pius X's "Quan Singulari" Pray and Apostolic Service from The Eucharistic Crusade Sacrifice from Crusade of the Cross (Đạo Binh Thánh Giá)</i>		
3. Phong Trào TNTT chính thức thành lập vào năm nào? (When did TNTT official begin?) <i>1929</i>		
4. Phong Trào TNTT thay đổi như thế nào và năm 1964? (How did TNTT change in 1964?) The Vietnamese Eucharistic Crusade changed its name to Phong Trào Thiếu Nhi Thánh Thể. Songs, games, camping were integrated into the activities.		
Key Points: What three-five key points will you emphasize in this lesson?		
<ul style="list-style-type: none"> TNTT has a rich history that is rooted in the teachings of the Catholic Church and significant events in the early 20th century. The Eucharist has always been the primary focus of TNTT. The organization adopted new methods and changed its name in 1964. 		

	<ul style="list-style-type: none"> TNTT continues to grow in Vietnam, the U.S., and many other countries today. 	
LESSON CYCLE	Opening / Scripture: (___ minutes)	Materials:
	<p>Not needed for Phong Trao lessons.</p>	<ul style="list-style-type: none">
	Fact Finding: (_10_ minutes) How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?	
	<p>Ask students to write down what they know about their own Doan, including its history and what makes it unique.</p> <p>Explain to students that TNTT also has a rich history that makes it unique from other youth organizations.</p> <p>Students take notes on the key points.</p> <p>Emphasize 5 important dates: 1915, 1929, 1964, 1975, 1984</p>	<ul style="list-style-type: none">
	Group Activity: (_10_ minutes) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you monitor and correct student performance?	
	<p>TNTT Ads</p> <p><u>Overview:</u> Students will work in their teams to create posters for TNTT. If possible, hang the posters in your classroom / sinh hoat space and refer to them throughout the year.</p> <p>What you will say: You will work in groups of 2-3 people to create a poster. I will assign you one of the following topics: Prayer, Communion, Sacrifice, Apostolic Service, or “Five Years to Remember”. If you are assigned one of the mottos, you need to include a description, source, example, and illustration.</p> <p>If you are assigned Five Years to Remember, include a description and an image illustrating the significance of the year.</p> <p>What you will do: Monitor the groups and make sure that they are on task.</p>	<ul style="list-style-type: none"> Butcher paper, poster boards Markers, Color Pencils, Paint, Scissors
	Independent Work: (_5_ minutes) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?	
	<ul style="list-style-type: none"> 	

	Students work quietly to answer Assessment Questions.	
	<p>Closing: (3 minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned?</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p>	
	Ask students as TNTT continues to grow, what they think may change. Ask them what they think will not change (focus on Thánh Thể)	•
REINFORCEMENT	<p>Homework: (___ minutes)</p> <p>How will students practice what they learned?</p>	
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