

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

**Nghĩa Sĩ Cấp 3**  
**Huynh Trưởng Lesson Plans**

**Huynh Trưởng** \_\_\_\_\_



# Thánh Thể

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Lesson Title: **ANNUNCIATION (Thiên Thần Truyền Tin)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <p>1) Recall how Angel Gabriel brought the news to Mary, daughter of Anna and Joachim <i>Nhớ lại cách Thiên Thần Gabriel truyền tin cho Maria, con của Anna và Gioan-Kim</i></p> <p>2) Explain why Mary is the “Tabernacle of the Holy Eucharist” <i>Giải thích tại sao Maria được gọi là “Đền thờ của Chúa Thánh Thần</i></p> <p>3) Identify the virtues of Mother Mary in this Passage <i>Nhận biết các đức tính của Mẹ Maria trong đoạn Phúc Âm này</i></p>	<ol style="list-style-type: none"> <li>1. Tap Hop &amp; Attendance (2)</li> <li>2. Prayer Scripture (5)</li> <li>3. New Material (10)</li> <li>4. Group Activity (15)</li> <li>5. Independent Work (10)</li> <li>6. Closing &amp; Prayer (3)</li> </ol> <p><b>Total = 45 min</b></p>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ul style="list-style-type: none"> <li>• What happened in the story of Annunciation? <i>Gabriel told Mary that she would be the mother of Jesus. She was initially bothered but she accepted God’s will.</i></li> <li>• What connections are there between the story of Annunciation and the Old Testament? <i>In the Old Testament, the pillar of cloud overshadowed the tabernacle, the dwelling place of the Most High. In the New Testament, the Holy Spirit overshadowed Mary, “The Holy Spirit will come upon you, and the power of the Most High will overshadow you.” Mary was the new Ark, the new Temple and the new tabernacle of the Most High.</i></li> </ul> <p><i>Có thể thuật lại câu chuyện Thiên Thần truyền tin cho Đức Mẹ, và có thể tra khảo và sách Cựu Ước, trong sách Xuất Hành: Trong Cựu Ước, cột mây đã bao trùm chở che cho đền thánh của Đấng Tối Cao. Và trong Tân Ước thì Thánh Thần đã đến và cũng bao trùm chở che cho Maria, “Thánh Thần sẽ đến với ngươi và quyền năng Đấng Tối Cao sẽ bao trùm lấy ngươi”. Cho nên Maria là Hòm Bia mới, là Đền Thờ mới và là Nhà Tạm mới cho Đấng cho Đấng Tối Cao ngự đến</i></p> <ul style="list-style-type: none"> <li>• What virtues did Mother Mary demonstrate in the story of the Annunciation? Obedience and chastity <i>Chỉ ra những đức tin của Mẹ Maria trong đoạn Kinh Thánh này. đức vâng lời và đức khiết tịnh</i></li> </ul>	

	<p><b>Key Points:</b> What three-five points will you emphasize in this lesson?</p>	
	<ul style="list-style-type: none"> <li>Mary is worthy of the good news and be the woman that bear the Savior of mankind <i>Maria xứng đáng được nhận tin mừng và trở thành người cứu mang Đấng cứu chuộc nhân loại</i></li> <li>There are references to the Old and New Testament that links how Mary is the chosen one to be the Mother of God <i>Những trích giải từ Cựu Ước và Tân Ước đã liên kết và chỉ ra Maria là người được chọn để làm Mẹ Thiên Chúa</i></li> <li>Mary kept herself from sin, she become a worthy tabernacle ofr Jesus. You are also invited to be the dwelling place of Jesus. Every day you are invited to receive Eucharist <i>Maria đã tránh xa tội lỗi, và ngài đã đáng là nơi Thiên Chúa ngự đến, chúng ta cũng được mời gọi để đón nhận Chúa Giêsu, Ngài mời gọi chúng ta đón nhận Minh Thánh hằng ngày</i></li> </ul>	
<p><b>LESSON CYCLE</b></p>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
	<p><b>Luca 1:26-38</b> <i>In the sixth month, the angel Gabriel was sent from God to a town of Galilee called Nazareth, to a virgin betrothed to a man named Joseph, of the house of David, and the virgin's name was Mary. And coming to her, he said, "Hail, favored one! The Lord is with you." But she was greatly troubled at what was said and pondered what sort of greeting this might be.</i></p> <p><i>Then the angel said to her, "Do not be afraid, Mary, for you have found favor with God. Behold, you will conceive in your womb and bear a son, and you shall name him Jesus. He will be great and will be called Son of the Most High, and the Lord God will give him the throne of David his father, and he will rule over the house of Jacob forever, and of his kingdom there will be no end." But Mary said to the angel, "How can this be, since I have no relations with a man?"</i></p> <p><i>And the angel said to her in reply, "The holy Spirit will come upon you, and the power of the Most High will overshadow you. Therefore the child to be born will be called holy, the Son of God. And behold, Elizabeth, your relative, has also conceived a son in her old age, and this is the sixth month for her who was called barren; for nothing will be impossible for God."</i></p> <p><i>Mary said, "Behold, I am the handmaid of the Lord. May it be done to me according to your word." Then the angel departed from her.</i></p>	<p>Bible/Kinh Thánh</p>
	<p><b>Fact Finding:</b> (5 minutes ) How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?</p>	

	<p>Ask the student:</p> <ul style="list-style-type: none"> <li>Who is Mary? Was Mary mention in the Old Testament, if yes cited the source? What was the greeting to Mary by the Angel Gabriel? <i>Maria là ai? Maria có được nhắc đến trong Cựu Ước không, nếu có thì đoạn nào? Lời chào Maria từ thiên thần Gabriel là gì?</i></li> </ul> <p>Have an open discussion of scripture the they just read and answer these question. Misunderstanding could arise from the student lacking Biblical knowledge or references. <i>Có một cuộc hội thảo nhỏ với các em về đoạn Thánh Kinh vừa đọc và trả lời những câu hỏi trên. Những hiểu lầm có thể xảy ra nếu các em không có một kiến thức về Thánh Kinh</i></p>	
	<p><b>Group Activity:</b></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><b>Overview: Learn a rally cheer “I Know the Jesus Jive”</b></p> <p><b>What will you do/What will you say:</b></p> <p>Jesus one Jesus one, let’s all have some Jesus fun Jesus two Jesus three, let’s all climb the Jesus tree Jesus four Jesus five, let’s all do the Jesus Jive Jesus six Jesus seven, let’s all fly to Jesus’s heaven Jesus eight Jesus nine, it’s Jesus’s time ... Go Jesus Go Jesus Go Jesus Wait, hold on a minute....Let’s link Mary with him Go Mary, Go Mary, Go Mary</p> <p><b>Discussion</b></p> <p>The Church (Catechism 1326) teaches that by the Eucharistic celebration we already unite ourselves with the heavenly liturgy and anticipate eternal life, when God will be all in all. To you what is the Eucharistic celebration? <i>Giáo Hội (Giáo điều 1326) dạy chúng ta là Nhờ cử hành bí tích Thánh Thể, ngay từ bây giờ chúng ta được kết hiệp với phụng vụ trên trời và tiền dự vào đời sống vĩnh cửu, "khi Thiên Chúa có toàn quyền trên mọi sự" (1Cr 15,28).</i></p> <p>Abraham said “yes” to God, he earned the title “father of all of us.” Mary said “yes” to God, she earned the title “Mother of God.” If you say “yes” to God, what did/will you earn? <i>Abraham đã nói “xin vâng” với Thiên Chúa, và được ban tặng danh hiệu là “cha của các dân tộc”. Maria đáp “xin vâng” với Thiên Chúa và cũng được ban tặng danh hiệu là “Mẹ Thiên Chúa”. Vậy nếu chúng ta cũng nói “xin vâng” với Thiên Chúa, chúng ta sẽ nhận được những gì ?</i></p>	Handouts
	<p><b>Independent Work:</b></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><b>What will you say:</b></p> <p>Separate into groups and use about 10 minutes to answer the Discussion question and write it on the poster</p>	

	<p><b>Closing:</b>  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><b>What will you do/ What will you say:</b>  Read the Hail Mary slowly and <u>have each group give a prayer indicate why Mary was chosen to be Mother of God as stated in the Hail Mary</u>, and ask her to intercede for us all to be worthy of the Holy Eucharist as she was worthy of Jesus</p> <p><i>Đọc kinh Kính Mừng và cho mỗi đội dâng một lời nguyện nói lên tại sao Mẹ Maria được chọn làm Mẹ Thiên Chúa như trong kinh, và xin mẹ bầu cử cho chúng ta để được xứng đáng lãnh nhận Bí Tích Thánh Thể như khi xưa Mẹ xứng đáng cứu mang Chúa Giêsu</i></p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b>  How will students practice what they learned?</p> <p>Use the Bible and find as many references of Mother Mary as possible and write down the verse and chapter and share with class next time. (at least 4)</p> <p><i>Dùng Thánh Kinh tìm những trích dẫn về Mẹ Maria càng nhiều càng tốt và chia sẻ với lớp lần tới (ít nhất là 4)</i></p>	

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**Lesson Title: The Savior is Born**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>
	<b>Students will be able to:</b>  1. Review the events and context of Jesus' birth 2. Explain that we can follow the shepherds' example by adoring the Blessed Sacrament	How do you plan to sequence your activities  1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (5) 5. New Material (5) 6. Group Activity (20) 7. Independent Work (5) 8. Closing (5) Total = 45 minutes
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<b>Students will include the following significant points in their reflection writing:</b> 1. Significance of Jesus' birth in the manger 2. Significance of the shepherds and their adoration of baby Jesus 3. Parallels between students and shepherds	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>- Jesus, our God, came into the world in a humble setting.</li> <li>- The shepherds were led by Angels to adore baby Jesus in the manger.</li> <li>- We should follow the shepherds' example by adoring the Blessed Sacrament and spreading God's word to others.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<p><b>Opening Prayer:</b> Lạy Chúa Giêsu Thánh Thể, xin Chúa mở lòng trí chúng con cho chúng con được học hiểu biết về Chúa để có thể yêu mến và phục vụ Chúa tốt hơn. (Dear Lord Jesus Christ, please open up our mind so that we may learn more about you in order to love and serve you better.)</p> <p><b>Scripture:</b> Luke 2:1-19 – The Birth of Jesus In those days a decree went out from Caesar Augustus that the whole world should be enrolled. This was the first enrollment, when Quirinius was governor of Syria. So all went to be enrolled, each to his own town. And Joseph too went up from Galilee from the town of Nazareth to Judea, to the city of David that is called Bethlehem, because he was of the house and family of David, to be enrolled with Mary, his betrothed, who was with child. While they were there, the time came for her to have her child, and she gave birth to her firstborn son. She wrapped him in swaddling clothes and laid him in a manger, because there was no room for them in the inn. Now there were shepherds in that region living in the fields and keeping the night watch over their flock. The angel of the Lord appeared to them and the glory of the Lord shone around them, and they were struck with great fear. The angel said to them, "Do not be afraid; for behold, I proclaim to you good news of great joy that will be for all</p>	<ul style="list-style-type: none"> <li>- Bible</li> <li>- Dry erase pen / chalk</li> </ul>

<p>the people. For today in the city of David a savior has been born for you who is Messiah and Lord. And this will be a sign for you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was a multitude of the heavenly host with the angel, praising God and saying: "Glory to God in the highest and on earth peace to those on whom his favor rests."</p> <p>When the angels went away from them to heaven, the shepherds said to one another, "Let us go, then, to Bethlehem to see this thing that has taken place, which the Lord has made known to us." So they went in haste and found Mary and Joseph, and the infant lying in the manger. When they saw this, they made known the message that had been told them about this child. All who heard it were amazed by what had been told them by the shepherds. And Mary kept all these things, reflecting on them in her heart.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. Em nghĩ máng cỏ trong giống như thế nào? (<i>How do you think a manger looks like?</i>)</li> <li>2. Why is the shepherds' presence at the birth of Jesus important? (Tai sao su hien dien cua cac nguoi chan chien khi Chua Giesu sinh ra lai quan trong?)</li> </ol>	
<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p><b>Notes:</b> Go over the information written on handout with the students. Make sure they understand the main points.</p> <ul style="list-style-type: none"> <li>- Bethlehem means "house of bread"</li> <li>- Manger is the feeding trough for the flock</li> <li>- Jesus later defined Him as "I am the living bread that came down from heaven; whoever eats this bread will live forever; and the bread that I will give is my flesh for the life of the world."</li> <li>- Jesus was the Bread in the "house of bread" and the manger He was laid, fit with His purpose on earth.</li> </ul> <p><b>Group Discussion:</b> Have the students view and analyze the pictures of Jesus' birth in the manger. Discuss together as a whole group the details seen in the picture. Make sure the students understand the setting in which Jesus was born. Write the student's response on the board so they can see it.</p>	





Figure 2:



Note: Point out to the students the sanitary conditions of the manger if they don't see it themselves. Emphasize what the shepherds are doing.

	<p><b>Group Activity:</b> (20 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><b>Overview:</b> Students will work in groups to identify and list at least 3 important details or significant meanings about the birth of Jesus in their assigned scripture passage.</p> <p><b>What will you do:</b> Divide students into 3 even groups. Assign each group a passage to analyze. Walk around to monitor students' progress, keep them on track, and answer potential questions.</p> <p><b>What will you say:</b> Each group will discuss and create a list of at least 3 important details or significant meanings in your assigned passage. Group 1 analyzes verses 1-8. Group 2 analyzes verses 9-14. Group 3 analyzes verses 15-19. You will have 5 minutes to discuss and complete the list. Then you will present your analysis to the whole group.</p>	
	<p><b>Independent Work:</b> (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><b>What will you say:</b> Individually, you will have 5 minutes to write a half page reflection on the significance of the birth of Jesus in relation to your life and faith. You may use all your notes and the following guided questions to help form their thoughts.</p> <ol style="list-style-type: none"> <li>1. Why did God's choose to have Jesus' born in a manger? How can you relate to Jesus's teachings later on?</li> <li>2. How are the shepherds significant? Why did they come to Jesus?</li> <li>3. What parallel can you draw between the shepherds and yourself?</li> </ol>	
	<p><b>Closing:</b> (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><b>What will you do:</b> Have 2-3 students share their reflection to the group. This will encourage them to be open with one another and come closer together as a group. It also gives them an opportunity to learn from each other from a different perspective. If a student did not get the right message from the lesson, the teacher will have an opportunity to correct the mistake or reinforce the content.</p>	

<b>REINFORCEMENT</b>	<b>Homework:</b> How will students practice what they learned?	
	Read the comparisons between Mathew's and Luke's writing on the Birth of Jesus. Bring any potential questions for discussion to the next meeting.  <a href="http://catholic-resources.org/Bible/Jesus-Birth.htm">http://catholic-resources.org/Bible/Jesus-Birth.htm</a>	

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**Lesson Title: Wedding at Cana**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>
	<p><b>Students will be able to:</b></p> <p>1) Recall the events and context of the Wedding at Cana</p> <p>2) Explain how Jesus' action at the Wedding at Cana foretells the establishment of the Eucharist</p>	<p>How do you plan to sequence your activities</p> <ol style="list-style-type: none"> <li>1. Tập Họp &amp; Attendance (2)</li> <li>2. Prayer (1)</li> <li>3. Scripture (10)</li> <li>4. New Material (5)</li> <li>5. Group Activity (15)</li> <li>6. Independent Work (5)</li> <li>7. Closing (5)</li> <li>8. Prayer (3)</li> </ol> <p>Total = 45 min</p>
	<b>Assessment:</b>	
	<p>How will students show you they have mastered the objective?</p> <ol style="list-style-type: none"> <li>1. <b>True/False:</b> Jesus's first miracle was turning water into wine.</li> <li>2. <b>True/False:</b> The “best” wine was served first at the wedding.</li> <li>3. <b>True/False:</b> Mary’s actions at the wedding demonstrate her disbelief in Jesus.</li> <li>4. In what city was the wedding feast held? <i>Cana</i></li> <li>5. Who were the main characters at the wedding feast? <i>Mary, Jesus, the disciples, the servants, the master of the banquet</i></li> <li>6. Name two ways that the Wedding foretells the establishment of the Eucharist? <ol style="list-style-type: none"> <li>a. <i>The water turning into wine is symbolic of Jesus future turning wine into blood.</i></li> <li>b. <i>Jesus also answers Mary’s request by saying, “Woman, why do you involve me?” Jesus replied. “My hour has not yet come.” This was a common phrase used in the gospels, and especially in the Gospel of John, to indicate that the hour of Jesus’ death, or fulfillment of his ministry, had not yet arrived.</i></li> </ol> </li> <li>7. Who were the bride and groom? <i>We don’t know! There is never an answer, but that is okay because they are not the important characters.</i></li> </ol>	

<p><b>Key Points:</b> What three-five points will you emphasize in this lesson?</p>	
<ol style="list-style-type: none"> <li>1) At a Jewish wedding, it would have been very embarrassing for the bride and groom for the wine to run out, so Mary told Jesus, "The wine has run out," with Jesus rebutting, "woman....it is not my hour." <i>Hour</i> foreshadows future crucifixion and resurrection. It is not yet time for Jesus to reveal his identity as the savior.</li> <li>2) It is a substantial miracle in an insignificant setting and very low profile; Only Mary, his disciples and the <i>servants</i> knew of the miracle and Cana was a very insignificant town. Jesus turned 6 water jars, each holding 20-30 gallons.</li> <li>3) As with the water turning into wine, the wine turns into Jesus' blood with the Eucharist.</li> <li>4) Faith theme - Mary trusts and faith in Jesus to help with the wedding, knowing his ability and boldly tells the servants, "Do as you are told." The servants willingly obey even though they do not understand and serve the wine to the master of the banquet even though they know they have just poured water into the jars.</li> <li>5) At Cana, water was changed into wine; every time we celebrate the Eucharist, wine is changed into the blood of Jesus because God has formed a New Covenant with us. In the context of a wedding, a new relationship is formed, and so with the establishment of the Eucharist, a "marriage" and therefore, a new covenant is formed between God and humanity. At mass, we are present for a miracle which reminds us that we are the people of God's New Covenant formed by Jesus shedding his blood for us. In the Old Testament, God is described as the Groom and Israel is the Bride. In the New Testament, Christ is the Groom and His Church is the Bride. At the wedding in Cana, the bridegroom ran out of wine, but the guests were treated with the best wine by the glory of Jesus. At Mass we are the guests being invited by Jesus and being given to drink the best wine of the Blood of Christ, served by Jesus Himself, the Groom of the Church.</li> </ol>	

<p><b>LESSON CYCLE</b></p>	<p><b>Opening / Scripture:</b> ( 10 minutes)</p>	<p>Materials:</p>
	<ol style="list-style-type: none"> <li>1) "List some things that you would see at a wedding."</li> <li>2) <i>On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, and Jesus and his disciples had also been invited to the wedding. When the wine was gone, Jesus' mother said to him, "They have no more wine." "Woman, why do you involve me?" Jesus replied. "My hour has not yet come." His mother said to the servants,</i></li> </ol>	<p>Props for re-enactment: Pitcher Water Kool-aid/drink mix (optional) A glass or cup</p>

<p>1) "List some things that you would see at a wedding."</p> <p>2) <i>On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, and Jesus and his disciples had also been invited to the wedding. When the wine was gone, Jesus' mother said to him, "They have no more wine." "Woman, why do you involve me?" Jesus replied. "My hour has not yet come." His mother said to the servants, "Do whatever he tells you." Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons.<sup>1</sup> Jesus said to the servants, "Fill the jars with water"; so they filled them to the brim. Then he told them, "Now draw some out and take it to the master of the banquet." They did so, and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside and said, "Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now."</i></p> <p><i>What Jesus did here in Cana of Galilee was the first of the signs through which he revealed his glory; and his disciples believed in him.</i></p> <p>3) <b>Re-enact</b> the scene at the Wedding feast with roles for Jesus, Mary, Master of the Banquet, disciples, and the servants. <b>Read the Bible passage together pausing after line/verse so that the kids re-enact that verse.</b></p>	<p>Props for re-enactment: Pitcher Water Kool-aid/drink mix (optional) A glass or cup</p>
<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?</p>	
<p><b>1. Instruct students to take notes:</b> What: Wedding in which Jesus performed his first public miracle by turning water into wine Who: Jesus, Mary, disciples, servants, master of the banquet When: Unknown Where: Cana (of Galile), an insignificant town</p> <p><b>2. Facilitate discussion by asking students the following questions:</b> What is significant about the dialogue between Jesus and Mary once the wine has run out? What is significant about the actions of Mary and the servants? What does Jesus's first miracle foretell? (Foretells future establishment of Eucharist)</p>	

<p><b>Group Activity (15 min):</b>          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><b>Overview: Play Password and have a group discussion,</b></p> <p><b>What will you do: Prepare and hand out notecards or sheets of paper with keywords such as: servant, miracle, water, Eucharist, wine, believer, witness, hour, best, wedding, insignificant, etc.</b></p> <p>Depending on the number of Nghia Si, divide up the kids into pairs, threes, etc. Format is up to the Huynh Truong.</p> <p><b>What will you say:</b>          [Explanation of the game]  <b>Object of the game:</b> To score points by guessing the correct "PASSWORD" from one-word CLUES given by a partner. The clue cannot be a hyphenated word or contain any of the word in the clue. For example, if the word is <i>computer</i>, you cannot give a clue of “state-of-the-art” or “compute.”</p> <p><b>Play:</b> One person gives the clue to their partner. The partner gets one guess after the clue. If the answer is wrong, then the next pair/group gets to play that word. The partner in that group in turn gives a clue and their partner gets to guess. Play continues back-and-forth or around to each group until the word is correctly guessed. Start with a max amount of points for a correct guess. For instance, you can start out with 10pts for a correct guess after one clue, and then each new clue given deducts possible points from the word. For example, if the word is Savior, and it takes 3 clues (3 guesses), that group only gets 7pts.</p> <p>[Facilitate the game]</p> <p><b>Discuss: The Wedding at Cana not only foreshadows the establishment of the Eucharist, but it is also a scene of faith. What realistic changes can you make in your life to strengthen your faith and prepare yourself to receive the Eucharist?</b></p> <p><b>Think about the person that you are/were in love with? What had/have you done for that person to show your love?</b></p> <p><b>How do you give thanks and praise to our God, the Father at the Eucharistic Celebration?</b></p>	
<p><b>Independent Work (5min):</b>          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><b>Students will answer Assessment questions.</b></p>	



	<p><b>Closing (5min):</b>  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>Go over answers to Assessment questions. Answer any questions that students have.</p> <p>CCC 1335. ... The sign of water turned into wine at Cana already announces the Hour of Jesus' glorification. It makes manifest the fulfillment of the wedding feast in the Father's kingdom, where the faithful will drink the new wine that has become the Blood of Christ.</p> <p>At the mass we are given a foretaste of the wedding feast in the Father's kingdom.</p> <p>Go over who, what, when, where notes and re-emphasize the significance of the Wedding of Cana to our own lives. We need to actively live a life worthy of the Eucharist and be prepared to answer God's calling to keep our faith.</p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b>  How will students practice what they learned?</p> <p>Tell students to:  Live the Eucharist Day each day for the week. Like the servants at the Wedding, stay obedient to your parents, teachers or elders if they ask you to do something. Don't think negatively at what you are being told to do (unless it is morally wrong of course) but instead, be like Mary, and try to find the positives of what they are asking you to do. Prepare to discuss in the next sinh hoat of your experience.</p>	



**Lesson Title: Five Loaves and Two Fish (5 Chiếc bánh và 2 con cá)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b>
		How do you plan to sequence your activities
	<b>Students will be able to:</b>	1. Tập Hợp & Attendance (2) Prayer (1)
	1. Recall the events and context of the Miracle of Loaves and Fishes 2. Explain how Jesus' actions of the Miracle of Loaves and Fishes are great Eucharistic actions	2. Scripture (5) 3. New Material (10) 4. Group Activity (15) 5. Independent Work (5)
	<b>Assessment:</b>	6. Closing (5) 7. Prayer (2) Total = 45 min
	How will students show you they have mastered the objective?	
1. What is a miracle? Miracle: a surprising and welcome event that is not explicable by natural or scientific laws and is considered to be divine. <i>Phép lạ: Một sự kiện đáng ngạc nhiên và tốt lành mà không thể lý giải bởi quy luật tự nhiên hoặc tính cách khoa học, mà là do quyền năng Thiên Chúa</i>		
2. How does the miracle foreshadow the Eucharist?		
3. What are our roles in society as a good Catholic?		
<b>Key Points:</b>		
What three-five points will you emphasize in this lesson?		
<ul style="list-style-type: none"> <li>Miracle: a surprising and welcome event that is not explicable by natural or scientific laws and is considered to be divine <i>Phép lạ: Một sự kiện đáng ngạc nhiên và tốt lành mà không thể lý giải bởi quy luật tự nhiên hoặc tính cách khoa học, mà là do quyền năng Thiên Chúa</i></li> <li>The apostles recognized the needs of the people; that they need to rest, need to eat, need to drinks after a long day of following Jesus and they present these needs to Jesus. <i>Các tông đồ nhận ra nhu cầu của người dân; họ cần phải nghỉ ngơi, cần phải ăn, cần phải uống sau một ngày dài theo Chúa Giêsu và các tông đồ đã chuyển đạt những nhu cầu này với Chúa Giêsu.</i></li> <li>The contribution regardless of how small or <i>helpless</i> it might seem, through the hands of the Lord it will become a miracle. We just need to initiate and share. You are never too young to help. “You feed them...” <i>Sự đóng góp bất kể như thế nào, nhỏ bé hoặc xem như vô ích, thông qua bàn tay của Chúa, nó sẽ trở thành một phép lạ. Chúng ta chỉ cần có tấm lòng sẵn sàng chia sẻ. Bạn chẳng bao giờ quá trẻ để giúp đỡ. “Các con hãy cho họ ăn”</i></li> <li>Because of the contributed 5 loaves of bread and 2 fish, a great miracle happened that feed 5000+ people. If the 5 loaves of bread and 2 fish</li> </ul>		

	<p>were not offer...it will still remain 5 loaves and 2 fish for that one person.</p> <p><i>Bởi vì các đóng góp gồm 5 chiếc bánh và 2 con cá, một phép lạ vĩ đại đã xảy ra cho 5.000 người ăn no nê. Nếu 5 chiếc bánh và 2 con cá không được đóng góp, có thể nó vẫn sẽ chỉ là 5 chiếc bánh và 2 con cá đủ cho một người ăn.</i></p>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p><b>Materials:</b></p>
	<p>Gospel (Mt 14:13-21)</p> <p>When Jesus heard of the death of John the Baptist, he withdrew in a boat to a deserted place by himself. The crowds heard of this and followed him on foot from their towns. When he disembarked and saw the vast crowd, his heart was moved with pity for them, and he cured their sick.</p> <p>When it was evening, the disciples approached him and said, “This is a deserted place and it is already late; dismiss the crowds so that they can go to the villages and buy food for themselves.” Jesus said to them, “There is no need for them to go away; give them some food yourselves.” But they said to him, “Five loaves and two fish are all we have here.” Then he said, “Bring them here to me,” and he ordered the crowds to sit down on the grass.</p> <p>Taking the five loaves and the two fish, and looking up to heaven, he said the blessing, broke the loaves, and gave them to the disciples, who in turn gave them to the crowds. They all ate and were satisfied, and they picked up the fragments left over – twelve wicker baskets full. Those who ate were about five thousand men, not counting women and children.</p>	<p>Bible</p>
	<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
	<p>1) Jesus performs at least 3 different instance of multiplication of bread to feed his people</p> <ul style="list-style-type: none"> <li>a. First time for 5000 men, not counting women and children in Galilee</li> <li>b. Second time for 4000 people in the Palestine</li> <li>c. Third time at the Last Super, establish the Holy Eucharist feed 1.18 billion + and counting</li> </ul> <p><i>Có ít nhất 3 trường hợp khác nhau khi Chúa Giêsu làm phép lạ hóa bánh ra nhiều để nuôi người dân của người</i></p> <ul style="list-style-type: none"> <li><i>a. Lần đầu tiên cho 5.000 người đàn ông, chưa kể phụ nữ và trẻ em trong xứ Ga-li-lê</i></li> <li><i>b. Lần thứ hai cho 4.000 người ở Palestine</i></li> <li><i>c. Lần thứ ba trong Bữa Tiệc Ly, thiết lập Bí Tích Thánh Thể của nuôi linh hồn cho 1.18 tỷ người</i></li> </ul> <p>2) When God created the universe he God only say the word and things were created, but today God no longer do that. He perform the miracle from the offers</p>	

<p>1) Jesus performs at least 3 different instance of multiplication of bread to feed his people</p> <ul style="list-style-type: none"> <li>a. First time for 5000 men, not counting women and children in Galilee</li> <li>b. Second time for 4000 people in the Palestine</li> <li>c. Third time at the Last Super, establish the Holy Eucharist feed 1.18 billion + and counting</li> </ul> <p><i>Có ít nhất 3 trường hợp khác nhau khi Chúa Giêsu làm phép lạ hóa bánh ra nhiều để nuôi người dân của người</i></p> <ul style="list-style-type: none"> <li>a. Lần đầu tiên cho 5.000 người đàn ông, chưa kể phụ nữ và trẻ em trong xứ Ga-li-lê</li> <li>b. Lần thứ hai cho 4.000 người ở Palestine</li> <li>c. Lần thứ ba trong Bữa Tiệc Ly, thiết lập Bí Tích Thánh Thể của nuôi linh hồn cho 1.18 tỷ người</li> </ul> <p>2) When God created the universe he God only say the word and things were created, but today God no longer do that. He perform the miracle from the offers of us human give up to Christ. He wants our participation when he perform the miracle.</p> <p><i>Khi sáng tạo vũ trụ này, Thiên Chúa chỉ phán một lời là mọi sự liền có, nhưng hôm nay Chúa không làm thế. Chúa làm phép lạ từ những vật chất bé nhỏ của con người dâng lên cho Chúa, Chúa cần sự cộng tác của con người trong việc tạo ra phép lạ</i></p> <p>3) Through the miracle of feeding the multitude, Jesus Christ invites us to have compassion for our brother and sisters, to show God’s love to everyone through our actions and contributions. In today’s time, we are the apostles and image of Christ. It is us that exhibit and to show other that Christ is presence among us: know to love, know to give, know to recognize the need of other people around you and know to pray for each other.</p> <p><i>Thông qua phép lạ hóa bánh ra nhiều Chúa Giêsu Kitô mời gọi chúng ta có lòng yêu thương cho anh em của mình, để bày tỏ tình yêu của Thiên Chúa cho tất cả mọi người qua hành động và đóng góp của ta. Ngày nay, chúng ta là các tông đồ và hình ảnh của Chúa Kitô tại thế. Chúng ta phải cho người khác thấy rằng Chúa Kitô hiện diện giữa chúng ta: biết yêu thương, biết cho đi, biết nhận ra sự cần thiết của những người xung quanh và biết để cầu nguyện cho nhau.</i></p>	
<p><b>Group Activity:</b>  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><b>Overview: Learn to share our gifts (our talent, time, and treasure)</b></p> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Why did the crowd gather on the hillside?</li> <li>Why did the disciples want to send the people home?</li> <li>What was in the little boy's lunch? (John 6:48)</li> <li>What did the disciple ask the little boy to do?</li> <li>What would you do if you were that little boy?</li> <li><i>Tại sao đám đông tụ tập trên đồi nơi hoang địa?</i></li> <li><i>Tại sao các môn đệ muốn gửi họ đi về các làng mạc?</i></li> <li><i>Bữa ăn trưa của cậu bé gồm những gì? (John 6:48)</i></li> <li><i>Các môn đệ đã xin cậu bé làm gì?</i></li> </ul>	<p>Poster</p>

	<p><b>Independent Work:</b>  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><b>What will you say:</b>  Write one paragraph to describe the similarities between this miracle and the last miracle that feed the multitude: Establishment of the Eucharist.  <i>Viết một đoạn văn để mô tả sự tương đồng giữa phép lạ này và phép lạ cuối cùng nuôi nhiều người: Sự thiết lập của Bí Tích Thánh Thể</i></p>	
	<p><b>Closing:</b>  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><b>What will you do/ What will you say :</b>  Re-ask these rhetorical questions so that the student can ponder in their prayer:  What did the disciple ask the little boy to do?  What would you do if you were that little boy?  Ask a team to do this prayer:  Dear Lord, thank You for letting us see this amazing miracle in the Bible. You promised to take care of our needs and food is one of those needs. Thank You for showing that you love us and want to take care of us. Help us to remember to give You thanks every day for our food and all the other blessings You provide.  Amen.</p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b>  How will students practice what they learned?</p>	

**Lesson Title: The Last Supper**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	Students will be able to:  1. Recall the events and context of the Last Supper 2. Explain how the establishment of the Eucharist at the Last Supper is	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) Total (45 min)
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. How is viewing Mass different from attending Mass? 2. When you attend Mass, do you bring any sacrifices to offer to God? 3. Which prayer in the liturgy of the Eucharist strikes you the most? 4. Why do Jewish people commemorate the Passover? 5. What is the Paschal Mystery of Jesus Christ? <i>The suffering (or passion), death, resurrection, and glorification of Jesus Christ</i>  6. Why does the Last Supper also carry a meaning of ‘a feast of sacrifice’? 7. How was The New Covenant established? <i>At the last supper, throughout His passion, death, and resurrection, new covenant was established</i>	
	<b>Key Points:</b> What three-five key points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>The Last Supper can also be known as ‘the feast of sacrifice’, ‘the feast of the New Covenant’, ‘the feast of commemoration’</li> <li>The Sacrament of the Eucharist was the result of the Last Supper</li> <li>The Paschal Mystery recounts the suffering (or passion), death, resurrection, and glorification of Jesus Christ</li> <li>The New Covenant was established by the blood of Jesus Christ being shed for humanity upon the cross. This served as a promise of life ever after for all that believe.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	1. “Please write down other possible alternative meanings or themes that you think the Last Supper also introduce?” 2. “Now turn to another NS and share this alternative meaning you got from it.” 3. Read Luca 22:14-18 and Luca 22:19-20 together. When the hour had come, He reclined <i>at the table</i> , and the apostles with Him. And He said to them, “I have earnestly desired to eat this Passover with you before I suffer; for I say to you, I shall never again eat it until it is fulfilled in the kingdom of God.” And when He had taken a cup <i>and</i>	

	<p>given thanks, He said, “Take this and share it among yourselves; for I say to you, I will not drink of the fruit of the vine from now on until the kingdom of God comes.”</p> <p>And when He had taken <i>some</i> bread <i>and</i> given thanks, He broke it and gave it to them, saying, “This is My body which is given for you; do this in remembrance of Me.” And in the same way <i>He took</i> the cup after they had eaten, saying, “This cup which is poured out for you is the new covenant in My blood.</p> <p>4. <u>Discuss</u>: “What message do you think Jesus was trying to convey to His disciples during the Last Supper?”</p>	
	<p><b>Fact Finding:</b> ( 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>Write the following information on the board or prepare it on a PowerPoint for students to write in their notes:</p> <ol style="list-style-type: none"> <li>1. The Jewish celebrate the Passover in commemoration and thanksgiving to God for their ancestors’ escape from slavery in Egypt.</li> <li>2. The feast of commemoration – when Jesus said, “Do this, in memory of me,” he is inviting us to join with Him to celebrate this Holy Mystery. When we celebrate the Sacrament of the Holy Eucharist, we are celebrating the Paschal Mystery of Jesus Christ by bringing it into our present lives.</li> <li>3. The feast of sacrifice – Jesus was prepared to fully accept His death and die for His friends. So when we celebrate Mass, we are uniting our sacrifices with His sacrifice to offer it up to God.</li> <li>4. The feast of the New Covenant – The New Covenant was established to bring us eternal life, which was formed when Jesus shed his blood on the cross.</li> <li>5. The Sacrament of the Eucharist was instituted from the Last Supper.</li> </ol>	
	<p><b>Group Activity:</b> ( 13 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>	Materials
	<p><b>Overview:</b>  Students will work in groups to further study the events of the Last Supper.</p> <p><b>What You Will Do:</b></p> <ul style="list-style-type: none"> <li>• Divide students up into groups of 4 or more.</li> <li>• Provide each group with a copy of the 4 paintings of the Last Supper, paper, and a writing utensil.</li> <li>• Allow the groups a little extra time if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 paintings of the Last Supper</li> </ul>

	<p><b>What You Will Say:</b> Each group has 7 minutes to observe and examine the 4 paintings of the Last Supper provided. Compare and contrast these 4 works of art, though from similar time periods, each painter is trying to convey a separate meaning to the Last Supper. What do you think the painter is trying to say about the Last Supper? Which do you think represents the most accurate picture of the Last Supper?</p> <p>Be sure to work together and write down all observations, and present it to the class when finished.</p>	
	<p><b>Independent Work:</b> ( 7 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 (from the Faith alive at Home section). They can use the scripture or any notes to help them answer.</p> <p><b>What You Will Say:</b> You now need to complete the Independent Work sheet. You can only use your notes or the Bible readings to find your answers. You cannot get your answers from other NS. You have 7 minutes.</p>	
	<p><b>Closing:</b> ( 5 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><b>What You Will Do:</b> Answer any questions that students may have. Facilitate a class discussion by calling out students and having them provide answers to the questions they just answered.</p> <p><b>What You Will Say:</b> To check for understanding, can I have X-student answer question #1, if anyone has a different answer, please raise your hand and share it too. (and so on to question #2, #3, etc.)</p> <p>Recite the Prayer together.</p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b> ( minutes) How will students practice what they learned?</p>	
	<p>Have students answer the question (in the Living our Faith section): Name some ways that you are able to replicate what Jesus has done for others either in your community, schools, or parish.</p> <p>Then pick one selfless act that was previously written down and go do it, then report back to the class your reaction when you did it and the receiver's reaction.</p>	



## **Thánh Kinh**



**Lesson Title: First Missionary Journey – The commission of Paul & Barnabas**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recall the cities and people whom Paul and Barnabas preached to on the first mission trip</li> <li>Identify modern day Catholic heroes who do similar work to Paul and Barnabas</li> <li>Identify real life situations where we need to follow the example of Paul and Barnabas.</li> </ul>	<ul style="list-style-type: none"> <li>Tap Hop (2) &amp; Attendance</li> <li>Prayer (2)</li> <li>Scripture(5)</li> <li>New Material (15)</li> <li>Group Activity (20)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> <li>Prayer(4)</li> </ul> <p>Total = 60</p>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<p><b>Students will answer the following questions:</b></p> <ol style="list-style-type: none"> <li>Where did St. Paul and Barnabas travel to on their first missionary journey?</li> <li>Why was St. Paul teaching of the Good News more effective with the Gentiles than Jews?</li> <li>How was the first missionary journey of Paul and Barnabas important to the salvation of Jews but more importantly non-Jews?</li> <li>What are some situations today people would need to follow the examples of Paul and Barnabas?</li> </ol>	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>Paul and Barnabas’s first missionary journey led them to the island of Cyprus, then Pamphylia, Pisidia, and Lycaonia, all of Asia Minor, and establishing churches at Pisidian Antioch, Iconium, Lystra, and Derbe.</li> <li>The Gentiles open their hearts and mind to except the Word of God whereas the Jews were filled with jealousy and violence.</li> <li>St. Paul preaching to the gentiles was a sign that God had opened the door of faith to the Gentiles.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<ol style="list-style-type: none"> <li>Read <b>Barnabas and Saul Commissioned (Acts 13:1-14)</b></li> </ol> <p align="center"><i>“Now in the Church at Antioch there were prophets and teachers:</i></p>	

*Barnabas, Simeon who was called Niger, Lucius of Cyrene, Manaen a member of the court of Herod the ruler, and Saul. While they were worshiping the Lord and fasting, the Holy Spirit said, “Set apart for me Barnabas and Saul for the work to which I have called them.” Then after fasting and praying they laid their hands on them and sent them off.*

*So, being sent out by the Holy Spirit, they went down to Seleucia; and from there they sailed to Cyprus. When they arrived at Salamis, they proclaimed the word of God in the synagogues of the Jews. And they had John also to assist them. When they had gone through the whole island as far as Paphos, they met a certain magician, a Jewish false prophet, named Bar-Jesus. He was with the proconsul, Sergius Paulus, and intelligent man, who summoned Barnabas and Saul and wanted to hear the word of God. But the magician Elymas (for that is the translation of his name) opposed them and tried to turn the proconsul away from the faith. But Saul, also know as Paul, filled with the Holy Spirit, looked intently at him and said, “You son of the devil, you enemy of all righteousness, full of all deceit and villainy, will you not stop making crooked the straight paths of the Lord? And now listen—the hand of the Lord is against yo, and you will be blind for a while, unable to see the sun.” Immediately mist and darkness came over him, and he went about groping for someone to lead him by the hand. When the proconsul saw what had happened, he believed, for he was astonished at the teaching about the Lord.*

*Then Paul and his companions set sail from Paphos and came to Perga in Pamphylia. John, however, left them and returned to Jerusalem; but they went on from Perga and came to Antioch in Pisidia.”*

**Fact Finding:**(5 minutes )

How will you ensure that students take in information?  
 How will you vary your approach to make information accessible to all students?  
 Which potential misunderstanding will you anticipate?

Students read the Fact Finding section with a partner.  
 Students summarize the key ideas

1. List the cities where St. Paul and St. Barnabas traveled on their first mission:
2. What was the purpose of the mission?
3. The main message of the first mission was:

**Group Activity:**

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?

**Overview:**

Students will work in groups to create a map of Paul and Barnabas first journey listing out key points that happened at each place they visit.

**What will you do:**

Divide into assigned teams.

- Bible
- Blank map of the First Journey
- Posterboards
- Crayons/markers

<p><b>Overview:</b> Students will work in groups to create a map of Paul and Barnabas first journey listing out key points that happened at each place they visit.</p> <p><b>What will you do:</b> Divide into assigned teams.</p> <p><b>What will you say:</b> Each group will have 10 minutes to create a map of Paul and Barnabas First Journey. Listing 1-2 key points that occurred at each place.</p>	<ul style="list-style-type: none"> <li>• Bible</li> <li>• Blank map of the First Journey</li> <li>• Posterboards</li> <li>• Crayons/markers</li> </ul>
<p><b>Independent Work:</b> 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><b>What will you say:</b> Each person will have 5 minutes to answer the following questions.</p> <ul style="list-style-type: none"> <li>• As Catholics, we are called to spread the good news in our everyday life. Like Paul and Barnabas, have you attempted this commission in your life?</li> <li>• When you encounter rejections from non-believers or atheists, do you proceed and remain steadfast in your mission to spread the good news?</li> </ul>	
<p><b>Closing:</b> 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><b>What will you do:</b> Answer any questions that students may have. Say ending prayer, assign homework.</p> <p><b>What will you say:</b>  Are there any question about what we have learned today?  Let's read this prayer aloud, before we end today's lesson. <i>Dear God, bless me with the courage like Paul and Barnabas to spread the word of the Gospel. Give me the strength to continue this mission in face of rejections for it is only in you that salvation can be found. Amen.</i>  <i>Lậy Chúa, xin cho con một 27ong can đảm như Thánh Phaolô và Barnabas để lây lan Tin Mừng. Hãy cho con sức mạnh để tiếp tục sứ mệnh này trong những lúc con bị từ chối cho con biết rằng sự cứu rỗi chỉ có thể được tìm thấy nơi Ngài. Amen.</i></p>	<ul style="list-style-type: none"> <li>• Copy prayer on the board or hand copy to students.</li> </ul>

<b>REINFORCEMENT</b>	<b>Homework:</b> How will students practice what they learned?	
	1. Students complete the “Faith at Home” section	

**Lesson Title: Paul's Second Missionary Journey**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Recall the cities and major events of Paul's second missionary trip.</li> <li>Explain the main idea of Paul's speech in Athens regarding God as the origin of all creation.</li> <li>Identify issues in today's society where Paul's speech can be applied.</li> </ol>	<ol style="list-style-type: none"> <li>Tap Hop (2)</li> <li>Attendance (1)</li> <li>Prayer (2)</li> <li>Scripture (5)</li> <li>New Material (5)</li> <li>Group Activity (15)</li> <li>Independent Work (7)</li> <li>Closing (5)</li> <li>Prayer (3)</li> <li>Total = 45 mins</li> </ol>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>Why did Paul and Barnabas separate on the second missionary journey? <i>A: Paul and Barnabas had a disagreement in regards to who would accompany them on their journey.</i></li> <li>Why did Paul's journey lead him to Macedonia? <i>A: At Troas, Paul had a vision of a Macedonian asking him to come and help them. Paul concluded that the vision was a call from God for him to proclaim the good news in Macedonia.</i></li> <li>What happened to Paul and Silas in Philippi? <i>A: In Philippi, Paul and Silas were beaten and imprisoned after Paul performed an exorcism on a slave girl who had the power of fortune telling. The girl had followed Paul and his companions disturbing them with outbursts. The next day Paul and Silas was released and exiled from the city.</i></li> <li>What did Paul speak of to the Gentiles in Athens? <i>A: Paul delivers a speech to the Gentiles in Athens regarding God being the origin of creation and of the ultimate judgment comes from God and that the day has been determined.</i></li> </ol>	

<p><b>Key Points:</b> What three-five points will you emphasize in this lesson?</p>	
<p>Paul’s second missionary journey culminates in his notable speech to the Gentiles in Athens where he addressed the idea of an “unknown god”. His speech emphasizes:</p> <ol style="list-style-type: none"> <li>1. There is one God who is the origin of all creation</li> <li>2. Cannot be found in material objects</li> <li>3. Who is the ultimate judge of human race</li> </ol>	
<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
<p><b>1. Read Paul in Athens—Acts 17: 22-31 together</b>  <i>"You Athenians, I see that in every respect you are very religious. For as I walked around looking carefully at your shrines, I even discovered an altar inscribed, 'To an Unknown God.' What therefore you unknowingly worship, I proclaim to you. The God who made the world and all that is in it, the Lord of heaven and earth, does not dwell in sanctuaries made by human hands, nor is he served by human hands because he needs anything. Rather it is he who gives to everyone life and breath and everything.</i></p> <p><i>He made from one the whole human race to dwell on the entire surface of the earth, and he fixed the ordered seasons and the boundaries of their regions, so that people might seek God, even perhaps grope for him and find him, though indeed he is not far from any one of us. For 'In him we live and move and have our being,' as even some of your poets have said, "For we too are his offspring." Since therefore we are the offspring of God, we ought not to think that the divinity is like an image fashioned from gold, silver, or stone by human art and imagination.</i></p> <p><i>God has overlooked the times of ignorance, but now he demands that all people everywhere repent 31because he has established a day on which he will 'judge the world with justice' through a man he has appointed, and he has provided confirmation for all by raising him from the dead."</i></p> <p><b>Note: Read more on Paul’s second missionary journey--Acts 15:36–18:22.</b></p>	
<p><b>Fact Finding:</b> (5 minutes )          How will you ensure that students take in information?          How will you vary your approach to make information accessible to all students?          Which potential misunderstanding will you anticipate?</p>	
<ol style="list-style-type: none"> <li>1. Instruct students to take notes on the details of each Bible passages.</li> </ol> <p>Who:          What:          When:          Where:          Why:</p>	

<p>2. Discuss with students:          What do you think is the significance of Paul’s second missionary journey?          Why do you think it is great?</p>	
<p><b>Group Activity:</b>          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><b>Overview:</b>          Students will be split into small groups of about 4 to 5 people to plan a missionary trip of their own. Working with their teams, they are to decide where they would like to travel and give witness to their own faith and relationship with Jesus Christ.</p> <p><b>What will you do:</b>          Buy/prepare markers and poster boards enough for each group.</p> <p><b>What will you say:</b>          Split into groups of 4 to 5 people.          Together, plan a missionary journey for your group.          Decide where you would like to travel and give witness to your own faith.          Choose about five cities, towns, or localities from one particular region.          Record the details of your missionary journey plan on a poster.          Be prepared to present and answer the discussion questions.          You have 15 minutes to discuss and plan out your journey.</p> <p><b>Presentation/Discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did you choose those places for your travel?</li> <li>2. What particular purpose or group of people will you address?</li> <li>3. What is your mode of travel, length of stay?</li> <li>4. How will you gain entrance or be welcomed by the people that you will visit?</li> </ol>	<p>Markers          Poster boards</p>
<p><b>Independent Work:</b>          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><b>Students will reflect on their daily life:</b></p> <ol style="list-style-type: none"> <li>1. What are the other “gods” or “idols” in your life that distracts you from praising God?</li> <li>2. Do you believe that the technologies of today are gearing us away from the teachings of the Bible?</li> </ol>	
<p><b>Closing:</b>          How will students summarize what they learned? How will students be asked to state the significance of what they learned?</p>	

	<p><b>Closing:</b>          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>Paul and Barnabas go their separate paths at the start of the second missionary journey. Paul revisits many of the cities that he had setup churches on his first missionary journey. Paul delivers a notable speech to the Gentiles in Athens regarding God being the origin of creation. Paul declares that God is the ultimate judge of the human race and that the day has been determined when God will do so through a man whom he has resurrected from the dead.</p>	
<b>ENFORCEMENT</b>	<p><b>Homework:</b>          How will students practice what they learned?</p>	
	<p>Identify the object that has been distracting you from God. Put it aside for about 1 hour each day during the week. Use that 1 hour to be closer to God either by reading the Bible, praying, attending adoration/mass, or just simply in your room close your eyes and let God speak to you (meditation).</p>	



**Lesson Title: Paul's Third Missionary Journey**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b>	
	<ol style="list-style-type: none"> <li>Recall the cities and major events of Paul's third missionary trip.</li> <li>Identify the virtues Paul demonstrated during his trip (Love, Humility, Fortitude, Patience)</li> <li>Identify situations in our lives where we can follow Paul's example.</li> </ol>	<ol style="list-style-type: none"> <li>Tập Hợp (2)</li> <li>Attendance (1)</li> <li>Prayer (2)</li> <li>Scripture (5)</li> <li>New Material (5)</li> <li>Group Activity (15)</li> <li>Independent Work (7)</li> <li>Closing (5)</li> <li>Prayer (3)</li> </ol> <p><b>Total = 45 mins</b></p>
	<b>Assessment:</b>	
	How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>What were Paul's four epistles written during his third mission? <i>A: Paul wrote four great epistles to the church in Corinth and warns them of their pagan behaviors during his time in Ephesus.</i></li> <li>How many years did he spend preaching the good news in Ephesus? <i>A: On his third missionary journey Paul made Ephesus the center of his missionary activity. Paul stayed there for nearly three years.</i></li> <li>What did Paul do to earn a living while proclaiming God's word? <i>A: Paul did not like to be a burden to the faithful; therefore, he spends many hours making tents for a living.</i></li> <li>Which of the</li> </ol>	
<b>Key Points:</b>		
What three-five points will you emphasize in this lesson?		
<b>Paul's Virtues</b>		
<ol style="list-style-type: none"> <li><b>Love for Jesus</b> Paul continues to show his zeal for Jesus and travels from town to town, country to country to proclaim the good news of Jesus Christ to the faithful whom he spent many years persecuting them before the conversion.</li> <li><b>Humility</b> Paul's humility is expressed through his words to the Corinthians "For I am the least of the apostles, not fit to be called an apostle, because I persecuted the church of God." (I Corinthians 15:9). By the grace of God, Paul was able to accomplish so much in God's name and never</li> </ol>		

	<p>once took credits for himself.</p> <p>3. Fortitude and Patience Throughout his missions, Paul endured many sufferings and faced many dangers but he prevailed as he continues to preach the word of God. (2 Corinthians 11:23-27)</p>	
<b>LESSON CYCLE</b>	<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
	<p>1. "John baptized with a baptism of repentance, telling the people to believe in the one who was to come after him, that is, in Jesus" (Acts 19: 4).</p> <p>2. "What are you doing, weeping and breaking my heart? I am prepared not only to be bound but even to die in Jerusalem for the name of the Lord Jesus" (Acts 21:13).</p>	
	<p><b>Fact Finding:</b> (5 minutes )</p> <p>How will you ensure that students take in information? How will you vary your approach to make information accessible to all students? Which potential misunderstanding will you anticipate?</p>	
	<p>1. Instruct students to take notes on the details of each Bible passages.</p> <p>Who: What: When: Where: Why:</p> <p>2. Discuss with students: What do you think is the significance of Paul’s third missionary journey? Why do you think it is great?</p>	
	<p><b>Group Activity:</b></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><b>Overview:</b> Students will be split into small groups of about 4 to 5 people to make a collage using pictures from magazines or newspaper depicting Paul’s virtues.</p> <p><b>What will you do:</b> Gather magazines and newspapers ahead of time for each group.</p> <p><b>What will you say:</b> Split into groups of 4 to 5 people. Together, look through the magazines and newspapers cut out 4 images or stories that depict Paul’s virtues (1 picture for each virtue).</p>	<p>Magazines Newspapers Poster Glue Markers</p>	

	<p><b>Overview:</b> Students will be split into small groups of about 4 to 5 people to make a collage using pictures from magazines or newspaper depicting Paul's virtues.</p> <p><b>What will you do:</b> Gather magazines and newspapers ahead of time for each group.</p> <p><b>What will you say:</b> Split into groups of 4 to 5 people. Together, look through the magazines and newspapers cut out 4 images or stories that depict Paul's virtues (1 picture for each virtue). Next to the picture or story write the name of the virtue that is depicted and a brief explanation beneath each as to why the virtue applies to the situation. Be prepared to present. You have 10 minutes to find 4 pictures and write a brief explanation.</p>	<p>Magazines Newspapers Poster Glue Markers</p>
	<p><b>Independent Work:</b> 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><b>Students will reflect on their daily life:</b></p> <p>As young Catholics, we too face many challenges in life. We are constantly bombarded by the many moral choices which require us to respond in order for us to feel fit in with our peers. Too often we fear to proclaim our faith in public because we feel it may offend others. We are afraid of being criticized and be outcast because of who we are. Saint Paul suffered imprisonment, hatred, beaten just because he proclaims the good news of God. Where do you stand in this world despite the teachings that goes against our faith and belief?</p>	
	<p><b>Closing:</b> 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>On his third missionary journey, Paul visited nearly the same regions as on the second trip, but made Ephesus where he remained nearly three years, the center of his missionary activity. He endured many trials and sufferings as he prevailed to spread the good news of Jesus Christ to the faithful and healed many through God.</p>	
<p><b>NT</b></p>	<p><b>Homework:</b> How will students practice what they learned?</p>	

HT:		Nganh:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Abortion**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Recall the events and context of Mt 2:16-18 and Ex 1:15-22</li> <li>Explain why abortion violates the Church's teachings on morality</li> <li>Evaluate pro-abortion arguments and respond to them using Catholic teachings and statistics from the Life Resource Network</li> </ol>	<ol style="list-style-type: none"> <li>Tap Hop (1)</li> <li>Attendancem (1)</li> <li>Prayer (1)</li> <li>Scripture (5)</li> <li>New Material (10)</li> <li>Group Activity (20)</li> <li>Independent Work (5)</li> <li>Closing (5)</li> <li>Prayer (2)</li> </ol> <p>Total = 50 min</p>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	<ol style="list-style-type: none"> <li>Why does abortion violate the Catholicism? <i>Abortion violates the 5<sup>th</sup> commandment. Life is sacred and a gift from God. See CCC 2271 and 2232.</i></li> <li>What can you do as a Catholic young person to foster respect for life? <i>Be pro-life and not support or aid someone who is committing an abortion. Help convince others to be pro-life.</i></li> <li>Can a Catholic vote for a pro-choice candidate? Why or why not? <i>Generally, no. The United States Conference of Catholic Bishops write: "A Catholic cannot vote for a candidate who takes a position in favor of an intrinsic evil, such as abortion or racism, if the voter's intent is to support that position."</i></li> </ol> <p><u>Note to the HT:</u> See the USCCB's <u>Forming Conscience for Faithful Citizenship</u> , paragraphs 34 and 35 for more details (<a href="http://faithfulcitizenship.org">faithfulcitizenship.org</a>)</p> <ol style="list-style-type: none"> <li>A friend confided in you that she (or his girlfriend) is pregnant and considering an abortion. What should you say to her (him)? What are their alternatives to an abortion? <i>Answers will vary, but your answer as a Catholic should include keeping the baby and not having an abortion. Alternatives include putting the baby up for adoption or keeping the child and getting assistance from family, friends and the church. She should also explore the option of marrying whoever is the child's father.</i></li> </ol>	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	

<ul style="list-style-type: none"> <li>• Life is a God-given gift, to commit an act that disregards something sacred as life is going against God.</li> <li>• Historically, abortion has been something that has occurred in declining civilizations where the powerful takeover the weak.</li> <li>• Abortion can have damaging consequences; both physically and psychologically.</li> <li>• If life is not protected and any one group can be harmed, then anyone in society can also be harmed and threatened.</li> <li>• Just as we treat the mentally or physically handicapped and those who are no longer productive members of society, we should also treat an unborn child should be treated as human and with respect.</li> </ul>	
<p><b>Opening / Scripture:</b> ( 5 minutes)</p>	<p>Materials:</p>
<p>Have one student read the first passage and another read the second passage.</p> <p><b>1. The Massacre of the Infants--(Mt 2: 16-18)</b>  <i>(After the Magi visited Jesus and Joseph takes Mary and baby Jesus to Egypt)</i></p> <p>When Herod realized that he had been outwitted by the Magi, he was furious, and he gave orders to kill all the boys in Bethlehem and its vicinity who were two years old and under, in accordance with the time he had learned from the Magi. Then what was said through the prophet Jeremiah was fulfilled:</p> <p>“A voice is heard in Ramah,          weeping and great mourning,          Rachel weeping for her children          and refusing to be comforted,          because they are no more.”</p> <p><b>2. (Ex 1: 15-22)</b></p> <p>The king of Egypt said to the Hebrew midwives, one of whom was named Shiphrah and the other Puah, “When you act as midwives to the Hebrew women, and see them on the birth stool, if it is a boy, kill him; but if it is a girl, she shall live.” But the midwives feared God; they did not do as the king of Egypt commanded them, and they let the boys live. So the king of Egypt summoned the midwives and said to them, “Why have you done this, why have you allowed the boys to live?” The midwives said to Pharaoh, “Because the Hebrew women are not like the Egyptian women; for they are vigorous and give birth before the midwife comes to them.” So God dealt well with the midwives; and the people multiplied and became very strong. And because the midwives feared God, he gave them families. Then Pharaoh commanded all his people, “Every boy that is born to the Hebrews you shall throw into the Nile, but you shall let every girl live”</p>	<p>Print out enough copies of the Bible passages for each student.</p>

<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p><b>HT will ask students the 5 W's and write down correct answers on the board. Students will copy down answers.</b></p> <p>In Massacre of the Infants <i>Mt 2: 16-18</i>  Who: Herod (Antipas), Magi, midwives, children, the Hebrews  What: Herod orders the killing of all boys 2yr old and under in Bethlehem and around the area  Where: Jerusalem and Bethlehem  When: After Jesus's birth  Why: Because he was tricked by the Magi and feared that Jesus was a threat to his kingdom.</p> <p><i>Ex 1: 15-22</i>  Who: Pharaoh (king of Egypt)  What: Pharaoh orders the midwives to kill all male newborns of the Hebrews, but is unsuccessful as the midwives fear God.  Where: Egypt  When: after Joseph's time as leader of Egypt  Why: Because the king was fearful of the Israelites ever-growing population and possibility of overtaking the Egyptians.</p> <p><b>HT will then ask students to read through Historical Context, Legality, the Church's stance, and Consequences on their own and have the NS highlight keypoints as they are reading.</b></p> <p><b>Discuss:</b></p> <ol style="list-style-type: none"> <li>1. How has abortion appeared in past history?</li> <li>2. What does the current law say about abortion?</li> <li>3. What is the Catholic stance on abortion and why?</li> <li>4. Other than abortion being morally wrong, what are other reasons for not having an abortion?</li> </ol>	<p>Dry Erase markers  Dry Erase board</p> <p>Or</p> <p>Chalk  Chalkboard</p>
<p><b>Group Activity (25min):</b></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><b>Overview:</b></p> <p>Students will divide into two groups. <i>First Activity</i> One group will work on the pros and cons of the girl's decision in Case Story #1, and the second group will make a list of the pros and cons of the girl's decision in Case Story #2. Each will present a short 2-3 minute summary of what they found. <i>Second Activity</i> Students and teacher will have a debate. The teacher will present a pro-abortion argument. Whichever group can give the best pro-life response to counter that argument will get a point.</p> <p><b>Activity 1</b>  What will you do:</p>	

- Divide students into 2 different groups
- Assign a story to each group.

What will you say:

1. In your groups, read your assigned story.
2. You will make up a list of what you think are pros and cons to the girl's decision, whether it was to have an abortion or not.
3. Try to be creative, but realistic at the same time.
4. This is a serious issue, so don't stray too far from the moral of the story.

**Case story #1:**

*Ten years ago yesterday, I carried you beneath my heart. Ten years ago, I stopped the beating of your heart. I, your mother, who gave you life, also gave you death. It has been a decade and still my blood runs cold and I catch my breath whenever I hear the word "abortion." There is emptiness inside of me that can never be filled, a chill that has never quite been warmed, a grief that will never end. To me you will forever remain an unfinished song, a flower that never bloomed, a sunrise clouded by rain... Your silent screams have awakened me from sleep many times over the years, and I have lain in the dark and mourned the loss of the baby I killed. There have been even times when I've contemplated ending my own life as I ended yours...*

(The Incredible Gift! The Truth About Love and Sex, Kiser)

**Case story #2:**

*It was the beginning of my junior year in high school. I was excited, looking forward to another year of diving, gymnastics and track. But this excitement quickly came to an end when I realized I was pregnant. Although abortion may seem like an easier way out, than going through a pregnancy, adoption, or raising a baby it is not. Not only is it irresponsible and immoral, it also has many other devastating results that are seldom brought to one's attention.*

(Human Life Alliance of Minnesota Advertising Supplement)

**Activity 2**

What will you do:

- Have one group sit on the left side, and the other group on the right side
- Stand in the middle

What you will say:

1. A point will be given to the group who gives the best most-thoughtful and well-reasoned answer based on Catholic teachings and what we know scientifically.
  2. You will have 30 seconds to talk with your group after I say each argument and only one person will speak for your group.
1. It's my body; I have the right to choose.
  2. The fetus is just a clump of cells, a glob of tissue.
  3. An unborn baby can't reason or interact with people. Therefore, it's not really a person, so we can kill it.
  4. A fetus becomes human when it can live on its own outside the mother's womb.
  5. Abortion is legal.
  6. If abortion becomes illegal, people will still have "back alley" abortions anyway that would cause greater risks to the mother.
  7. I am opposed to late-term abortions, but I think we should allow abortions in the first trimester.

- 8. We must make exceptions for rape and incest
- 9. Better an aborted baby than an unwanted baby.
- 10. I couldn't give my child away for someone else to raise and take care of.

**Some possible answers:**

#2-4: The fetus is, in fact, a separate person. The baby has completely different DNA from her mother. When a woman chooses to abort, she is not removing some part of her own body, but allowing an entirely separate person to be killed. A fetus also gains a heart beat after about 21 days after conception.

#5: Laws are made by humans and can be changed. Humans are not infallible and are often wrong about many things.

#6: The idea of widespread and dangerous "back alley" abortions prior to the nationwide legalization of abortion in 1973 is not supported by the facts. The medical director of Planned Parenthood wrote in 1960:

“Ninety percent of illegal abortions are being done by physicians. Call them what you will, abortionists or anything else, they are still physicians, trained as such; They must do a pretty good job if the death rate is as low as it is...Abortion, whether therapeutic or illegal, is in the main no longer dangerous because it is being done well by physicians”

Basically, prior to legalization, either there were not many illegal abortions, or illegal abortions were relatively safe. So there is not as much risk associated as people may think.

#8: A child conceived through rape or incest does not deserve the death penalty for his or her father's crime.

#9: There are safe haven laws if you don't want the child!

**Independent Work: (5min)**

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?

Have the NS answer the following questions to see how much they know about abortion. Go through the answers afterwards.

*Answers for the questions:*

- 1) (b)      2) (b)      3) (d)      4) (b)
- 5) (d)      6) (a)      7) (c)      8) (d)
- 9) (c)      10) (a)      11)(d)      12)(d)

Quiz on Abortion Facts (attached)

**Closing: (5 min)**

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?

**What you will say:**

We will now refer to Pope John Paul II to sum up the Pro-Life choice:  
 1. The beginning of human life (conception) takes place the moment the ovum



	<p><b>What you will say:</b>  We will now refer to Pope John Paul II to sum up the Pro-Life choice:</p> <ol style="list-style-type: none"> <li>1. The beginning of human life (conception) takes place the moment the ovum is fertilized. From the moment of conception, the new human being has a full genetic makeup and its own life principle. How could a human being not be a human person?</li> <li>2. Even if we are not sure when human life begins, the mere <u>possibility</u> of human life should still lead us to protect the fetus.</li> <li>3. All human life is sacred. We are made in God's image and are to be treated with the utmost respect.</li> <li>4. Abortion is a serious moral issue. It is wrong because it violates the most basic God-given right- the right to life!</li> </ol>	
<b>ENFORCEMENT</b>	<p><b>Homework:</b>  How will students practice what they learned?</p>	
	<p>Answer Assessment questions and be prepared to discuss.  Also, if they choose, they may visit a site with information on abortion procedures so that they see the graphic nature of what actually happens in an abortion. One such website is <a href="http://www.abortionno.org">http://www.abortionno.org</a></p>	

Name: \_\_\_\_\_

Team: \_\_\_\_\_

Date: \_\_\_\_\_

## **Test Your Knowledge of Abortion** (Life Resource Network)

1. How many days after conception does the human heart begin to beat?  
a) 14      b) 21      c) 36      d) 72
2. How many weeks after conception are brain waves detected?  
a) 4      b) 6      c) 8      d) 10
3. When are all the body systems functioning after conception?  
a) 4 wks    b) 6 wks    c) 8 wks    d) 11 wks
4. Up to what point of pregnancy is abortion legal on demand in the United States?  
a) First Trimester      b) Second Trimester  
c) Third Trimester      d) Abortion is not available upon demand (at any time, for any reason)
5. Approximately how many surgical abortions occur each year in the U.S.?  
a) 200,000      b) 500,000  
c) 1 million      d) 1.5 million
6. What percent of surgical abortions are for reasons of rape, incest, or to save the life of the mother?  
a) 2%      b) 15%      c) 32%      d) 46%
7. What percent of pregnant women abort in the U.S.?  
a) 5%      b) 25%      c) 43%      d) 65%
8. Approximately how many children are adopted each year domestically?  
a) 25,000      b) 50,000  
c) 127,000      d) 140,000
9. Approximately how many couples in the U.S. are waiting to adopt their first child?  
a) 100,000      b) 500,000  
c) 1-2 million      d) 3 million
10. Which age group suffers the worst physical damage from abortion?  
a) 13-19 yrs old      b) 20-24 yrs old  
c) 25-30 yrs old      d) 31+
11. What major physical complications may result from abortion?  
a) None  
b) Hemorrhage, infection  
c) Hemorrhage, infection, future miscarriage, sterility  
d) Future miscarriage, sterility, death, increased risk of breast cancer, uterine cancer and cervical cancer
12. Approximately what percent of women suffer emotional trauma after an abortion?  
a) None    b) 10%    c) 30%    d) 50%+

**Lesson Title: Euthanasia**

PRE-PLANNING	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	<b>Students will be able to:</b>	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)
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. What does the Fifth Commandment teach us? Does the Sacred Scripture mention any exceptions to the Fifth Commandment because of suffering or terminal illness? <i>The Fifth Command teaches us that killing human life is morally wrong. There is no exception for terminal illness.</i>	
	2. How do you respond to those people who support euthanasia? <i>Explain to them the value of human life and that we need to value life from beginning to its natural end.</i>	
	3. Shouldn't we look at great medical advances as opportunities to better comfort the ill and dying rather than instruments for more effective killing? <i>Yes.</i>	
4. What can young people do to help the gravely ill? <i>Answers may vary. Example: Young people can visit the gravely ill and provide some level of companionship and comfort.</i>		
5. Have you identified persons to help you with healthcare decisions or to make decisions for me if I am unable to do so?		
<b>Key Points:</b> What three-five key points will you emphasize in this lesson?		
<ul style="list-style-type: none"> <li>Euthanasia is the act of intentionally killing a person who is suffering, likely from life-long illness, or whose life is viewed as burdensome or meaningless</li> <li>Euthanasia has become so accepted in our society because people have a lack of faith in God, lack of belief in the great spiritual value of suffering, weak penitential spirit, fear they are a burden to their loved ones , there's an increase of chronic diseases and medical advances have made death relatively quick and painless.</li> </ul>		

	<ul style="list-style-type: none"> <li>As Catholics, we believe that life is a sacred gift from God, therefore we are never allowed to take a human life, born or unborn.</li> </ul>	
LESSON CYCLE	<p><b>Opening / Scripture:</b> ( 5 minutes)</p> <ol style="list-style-type: none"> <li>“Please answer the question: What is euthanasia? And what are your views on it?”</li> <li>“Now turn to another NS and share your answer.”</li> <li>Read Roman 14:8 and Roman 8:18-24 together.</li> </ol> <p><i>“For whether we live, we live unto the Lord: or whether we die, we die unto the Lord. Therefore, whether we live or whether we die, we are the Lord's.”</i></p> <p><i>“I consider that our present sufferings are not worth comparing with the glory that will be revealed in us. The creation waits in eager expectation for the sons of God to be revealed. For the creation was subjected to frustration, not by its own choice, but by the will of the one who subjected it, in hope that the creation itself will be liberated from its bondage to decay and brought into the glorious freedom of the children of God. We know that the whole creation has been groaning as in the pains of childbirth right up to the present time. Not only so, but we ourselves, who have the first fruits of the Spirit, groan inwardly as we wait eagerly for our adoption as sons, the redemption of our bodies. For in this hope we were saved. But hope that is seen is no hope at all. Who hopes for what he already has?”</i></p>	Materials:
	<p><b>Fact Finding:</b> ( 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>	
	<ul style="list-style-type: none"> <li>Write the following information on the board or prepare it on a PowerPoint for students to write in their notes:</li> </ul> <p>Euthanasia is the act of intentionally killing a person who is suffering, likely from life-long illness or whose life is viewed as burdensome or meaningless.</p> <p>Euthanasia has become accepted by our society for a variety of reasons:</p> <ol style="list-style-type: none"> <li>1. People lack faith in God</li> <li>2. People lack belief in the great spiritual value of suffering</li> <li>3. People have weak penitential spirit</li> <li>4. An increase rate of chronic diseases</li> <li>5. People fear they are a burden to their love ones</li> <li>6. Advance medical practices have made it possible for people to end their lives more easily and with less pain</li> </ol> <p>The Catholic Church teaches that life is a sacred gift from God, and must be used properly. We have a duty to live according to God’s plan and bear fruit for His kingdom.</p> <p>No authority has any right to approve euthanasia for any reason since it goes against God’s law.</p>	

	<p>There are two ways to care for the ill and dying: ordinary means of treatment include well established medical procedures known to be beneficial and extraordinary means of treatment that include medical procedures that are only experimental, expensive, or have serious physical and/or psychological effects.</p>	
	<p><b>Group Activity:</b> ( 13 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><b>Overview:</b>  Students will work in groups to further study the euthanasia case studies.</p> <p><b>What You Will Do:</b>  Divide students up into groups of 4 or more.  Provide each group with a copy of the 3 real life cases of euthanasia.  Allow the groups a little extra time if needed.</p> <p><b>What You Will Say:</b>  Each group has 7 minutes to read and evaluate the 3 case studies of euthanasia provided. Answer the following questions when you are done: Who are the parties involved? What was the cause of illness? What was the ultimate outcome (life or death)? What is your reaction after reading the article (good or bad)?</p> <p>Be sure to work together and write down all observations and answers, we will discuss it after everyone is finished.</p>	
	<p><b>Independent Work:</b> ( 7 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 (from the Where Do You Stand section). They can use the scripture or any notes to help them answer</p>	
	<p><b>Closing:</b> ( 5 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><b>What You Will Do:</b>  Answer any questions that students may have.  Facilitate a class discussion by calling out students and having them provide answers to the questions they just answered.</p> <p><b>What You Will Say:</b>  To check for understanding, can I have X-student answer question #1, if anyone has a different answer, please raise your hand and share it with the entire class. (and so on to question #2, #3, etc.)</p>	

	Recite the Prayer together.	
<b>REINFORCEMENT</b>	<b>Homework:</b> ( minutes) How will students practice what they learned?	
	<ol style="list-style-type: none"> <li>1. Read and study Catechism of the Catholic Church, sections 2276-2283. <a href="http://www.usccb.org/beliefs-and-teachings/what-we-believe/catechism/">http://www.usccb.org/beliefs-and-teachings/what-we-believe/catechism/</a></li> <li>2. Plan with your entire NS and HT team a visit to a hospice or a retirement home.</li> </ol>	



# Phong Trào

Lesson Title: **Lịch Sử và Bước Tiến Phong Trào**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities?
	<b>Students will be able to:</b>  1. Recall the origins of TNTT's mottos 2. Recall and classify major events in TNTT's history into 3 stages	1. Tập Hợp (2) 2. <b>New Material</b> (10) 3. <b>Group Activity</b> (10) 4. <b>Independent Work</b> (5) 5. <b>Closing</b> (3)
	<b>Assessment:</b> How will students show you they have mastered the objective?	<b>Total (30 min)</b>
	1. What organizations are considered to be origins for TNTT? <i>Eucharistic Crusade, Prayer Apostolate, Crusaders of the Cross.</i>  2. 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. Describe the activities of VEYS in the US between 1975 and 1984. <i>HTs from Vietnam started TNTT groups in local parishes. Some of the groups were strong and vibrant. There was no structure and official organization until 1984.</i>	
	<b>Key Points:</b> What three-five key points will you emphasize in this lesson?	
<ul style="list-style-type: none"> <li>• TNTT has a rich history that is rooted in the teachings of the Catholic Church and significant events in the early 20<sup>th</sup> century.</li> <li>• TNTT has endured some difficult challenges, especially during the Vietnam war.</li> <li>• TNTT took root in the U.S. after HTs started local groups after 1975.</li> <li>• TNTT in the U.S was officially organized in 1984 and continues to grow today.</li> </ul>		
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( ___ minutes)	<b>Materials:</b>
	Not needed for this lesson	
	<b>Fact Finding:</b> ( _ 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 some of the challenges it has endured.</p> <p>Explain to students that TNTT also has a rich history and has endured many tough challenges.</p> <p>Students take notes on the key points.</p> <p>Emphasize the challenges of TNTT during the Vietnam War and its growth in the U.S. after 1975.</p>	
	<p><b>Group Activity:</b> ( <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><b>TNTT Ads</b>  <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><b>What you will say:</b>  You will work in groups of 2-3 people to create posters. I will assign you one of the following topics: Origins of TNTT, TNTT in Vietnam, TNTT in the U.S.</p> <p>You will work in your groups to illustrate your assigned topic.</p> <p><b>What you will do:</b>  Monitor the groups and make sure that they are on task.</p>	<p>Butcher paper,  poster boards  Markers, Color  Pencils, Paint,  Scissors</p>
	<p><b>Independent Work:</b> ( <u> 5 </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 work quietly to answer Assessment Questions.</p>	
	<p><b>Closing:</b> ( <u> 3 </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 name 3 major phases in TNTT’s history</p>	
<p>o R c</p>	<p><b>Homework:</b> ( <u> </u> minutes)</p>	

	How will students practice what they learned?	
	Search online and see how many TNTT organizations you can find in other countries.	

**Lesson Title: Lửa Thiêng Thánh Thể (Eucharistic Fire Ring)**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b> 1. Recognize the symbolism of fire in Holy Scripture 2. Understand the purpose of the Eucharistic Fire Ring in TNTT activities	1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Scripture (3) 5. New Material (10) 6. Group Activity (15) 7. Closing (10) 8. Prayer (2) Total = 45
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	Students will express what they have learned into their own words by creating a detailed poster explaining/summarizing the information given in the lesson.	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	
	1) God uses fire to establish His presence and power among us. 2) The Holy Spirit is depicted in the form of fire. 3) We use fire in our liturgical ceremonies such as Easter. 4) Eucharistic Fire Ring is a central part of camping trips in TNTT.	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<p><b>Opening Prayer:</b> Lạy Chúa Giêsu Thánh Thể, xin Chúa mở lòng trí chúng con cho chúng con được học hiểu biết về Chúa để có thể yêu mến và phục vụ Chúa tốt hơn. (Dear Lord Jesus Christ, please open up our mind so that we may learn more about you in order to love and serve you better.)</p> <p><b>Scripture:</b> Genesis 15:17-21 When the sun had set and it was dark, there appeared a smoking firepot and a flaming torch passing between the animals' pieces. That day Yahweh made a covenant with Abram in these terms:     'To your descendants I give this country, from the River of Egypt to the Great River, the River Euphrates, the Kenites, the Kenizzites, the Kadmonites, the Hittites, the Perizzites, the Rephaim, the Amorites, the Canaanites, the Girgashites, and the Jebusites.'</p> <p><b>Reflection Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the flaming torch represent in this passage?</li> <li>2. How is the Eucharistic Fire Ring connected to God's covenant with Abram?</li> </ol>	<ol style="list-style-type: none"> <li>1) Bibles (3-4)</li> <li>2) 4 posters</li> <li>3) Markers</li> </ol>

<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p>Ask the students what they think of when they see a fire.  Ask the students what makes a campfire at a TNTT event different than other campfires.</p> <p>Instruct students to take notes and highlight key points in the Fact Finding section. Emphasize the key points.</p>	
<p><b>Group Activity:</b> (20 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><b>Overview:</b> In groups, students will have 15 minutes to work together to create a detailed poster explaining their assigned information. They may use pictures, bible quotes, or writing. Groups will present and explain their poster to the whole group as a closure to the lesson.</p> <p><b>What will you do:</b> Explain the assignment clearly to the students. Check for understanding to make sure they know what they are expected to do. Circulate the area to keep students on task and offer assistance when necessary.</p> <p><b>What will you say:</b> Get into 4 evenly distributed groups. In your group, you will work together to create a poster explaining/summarizing the information you have just learned from the fact finding section. Each group will focus on one assigned section. You may draw pictures, use bible quotes, written statements, etc. to complete this assignment. Be creative! Be prepared to present your poster to the whole group.</p>	
<p><b>Closing:</b> (10 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><b>What will you do:</b> Ask the groups to present and explain their poster to whole groups. Allow each group 2-3</p> <p><b>What will you say:</b> Please come up and share your poster with the whole group. Explain the important factors that you think is significant in particular to this lesson about Lua Thieng Thanh The.</p>	

<b>REINFORCEMENT</b>	<b>Homework:</b>	
	<p>How will students practice what they learned?</p> <p>Students will answer these questions and bring their response to the next lesson meeting.</p> <ol style="list-style-type: none"> <li>1) Besides the examples in this lesson, find three more examples of the symbolism of fire in Holy Scripture.</li> <li>2) In those examples, what does fire represent? How is the fire being used?</li> <li>3) When you participated in the Eucharistic Fire Ring before, did you ever feel a strong connection to God and to other participants? Why or why not?</li> <li>4) How does the Eucharistic Fire Ring help us spiritually?</li> <li>5) How does the Eucharistic Fire Ring help us naturally?</li> </ol> <p>Optional: Read more about fire in the bible.  <a href="http://www.tentmaker.org/BreakingBread/1.html">http://www.tentmaker.org/BreakingBread/1.html</a></p>	



# Chuyên Môn

HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Camp Gate Project**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b> 1. Explain the importance of the Camp Gate 2. Understand the standard design of a camp gate 3. Build a camp gate	1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Project introduction (5) 5. Project keypoints and takeaways (10) 6. Team Activity (30) 7. Project Assessment (5) 8. Closing (5) <b>Total = 60 minutes</b>
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	1. Drawing of a design of a camp gate 2. Justify their design is in compliance with the requirements of a camp gate 3. Team work skills are demonstrated in building the camp gate	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?  - This project is about teamwork skills, not knot-tying skills. - Communication is key. - Creativity in design is encouraged. - Simple to build, easy to remove	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<b>Opening Prayer:</b> Lạy Chúa Giêsu Thánh Thể, xin Chúa mở long trí chúng con để chúng con cùng nhau học và thực hành dự án làm cổng trại trong đội của con. <i>(Dear Jesus, please open our hearts and minds so that we as a team will learn and practice the camp gate project together.)</i>  <b>State the objective:</b>  Apply knowledge of knot-tying and lashing to help design and construct a camp gate.  <ul style="list-style-type: none"> <li>It may be helpful to apply this lesson in 2 different weeks: one week to design and prepare, one week to construct.</li> <li>This project is about teamwork skills more than knot-tying skills. Help the students with their designs and plans but also observe how they work in their teams to create a design and build the gate.</li> <li>Emphasize to the students that teamwork and communication are necessary to complete the assignment.</li> <li>If possible, give the students a budget and allow them to buy materials using only that budget. Their assignment is to gather the materials (poles, ropes, anchors, etc) between the first and second weeks.</li> <li>Once completed ask other HTs, parents, the Chaplain to judge.</li> </ul>	

<p><b>Opening Prayer:</b> <i>Lạy Chúa Giêsu Thánh Thể, xin Chúa mở long trí chúng con để chúng con cùng nhau học và thực hành dự án làm cổng trại trong đội của con. (Dear Jesus, please open our hearts and minds so that we as a team will learn and practice the camp gate project together.)</i></p> <p><b>State the objective:</b></p> <p>Apply knowledge of knot-tying and lashing to help design and construct a camp gate.</p> <ul style="list-style-type: none"> <li>• It may be helpful to apply this lesson in 2 different weeks: one week to design and prepare, one week to construct.</li> <li>• This project is about teamwork skills more than knot-tying skills. Help the students with their designs and plans but also observe how they work in their teams to create a design and build the gate.</li> <li>• Emphasize to the students that teamwork and communication are necessary to complete the assignment.</li> <li>• If possible, give the students a budget and allow them to buy materials using only that budget. Their assignment is to gather the materials (poles, ropes, anchors, etc) between the first and second weeks.</li> <li>• Once completed ask other HTs, parents, the Chaplain to judge.</li> <li>• Try using the winning design at an actual camp.</li> </ul>	
<p><b>Fact Finding:</b> (15 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p>Students will read the Fact Find section with their teams and summarize the key points. Create a quiz or Jeopardy competition for the teams. Review answers that are commonly wrong.</p> <p><b>What you will say:</b>  You have 15 minutes to study the Fact Finding section with your team members. Then we will have a friendly competition.</p>	
<p><b>Group Activity:</b> (45 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><b>Activity 1: Review Fact Finding</b> (15 min)  Ask questions that review the key points of the lesson. Give teams a point for each correct answer.</p> <p><b>Activity 2: Gate Design</b> (30 min)  <b>Overview:</b> Students will work in team to pick a design, plan and (if practical) build a camp gate.</p> <p><b>What will you do:</b> Divide students into team (if not yet done). Reminding them of the key points and standards of a camp gate. Then observe and give your</p>	




	<p><b>Independent Work:</b> (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><b>What will you say:</b> Individually, reflect on the effectiveness of your teamwork.</p> <ol style="list-style-type: none"> <li>1. What factors affects your team’s decisions for choosing a certain camp gate design?</li> <li>2. How involved are you in your team discussions and planning? (Scale 1-10 with 10 being fully involved)</li> <li>3. What do you think about the dynamic of your teamwork?</li> <li>4. In what areas do you think you team could improve?</li> </ol> <p><i>Hãy nhận xét về sự hiệu quả của công tác đội của đội mình.</i></p> <ol style="list-style-type: none"> <li>1) Những yếu tố nào đội em dùng để chọn ra mẫu cổng trại?</li> <li>2) Mức độ tham gia vào cuộc thảo luận của đội của em như thế nào?</li> <li>3) Em nghĩ gì về sự năng động của đội mình?</li> <li>4) Những mặt nào em nghĩ đội mình cần thẳng tiến để làm việc hiệu quả hơn?</li> </ol>	
	<p><b>Closing:</b> (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><b>What will you do:</b> Summary what you have observed on teamwork and communication for each team. Praise the positives and encourage the improvements from the negatives that you observed.</p> <p><i>Tóm tắt lại những quan sát về tinh thần đồng đội, cách làm việc đội và thông tin đội. Khen những điều hay và khuyến khích sự cải thiện những điểm yếu của đội.</i></p>	
<b>REINFORCEMENT</b>	<p><b>Homework:</b></p> <p>How will students practice what they learned?</p>	
	<p>Have the team leader from the winning team send out the plan for everyone for review during the week to prepare for building the camp gate the following week.</p>	

HT:		Ngành:	Nghĩa Sĩ	Time:		Date:	
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**Lesson Title: Flag Pole Project**

<b>PRE-PLANNING</b>	<b>Objective(s):</b>	<b>Agenda:</b> How do you plan to sequence your activities
	<b>Students will be able to:</b> 6. Explain the importance of the Flag 7. Understand the standard design of a flag pole 8. Build a flag pole	1. Tập Họp & Prayer (2) 2. Attendance (1) 3. Scripture and Objective (2) 4. Project keypoints and takeaways (10) 5. Team Activity (40) 6. Closing (5) Total = 60 minutes
	<b>Assessment:</b> How will students show you they have mastered the objective?	
	Drawing of a design of a flag pole. Justify their design is in compliance with the standard flag pole (not deviate too far from the standard design) Team work skills are demonstrated in building the flag pole	
	<b>Key Points:</b> What three-five points will you emphasize in this lesson?	
	<ul style="list-style-type: none"> <li>- This project is about team work skills, not knot-tying skills.</li> <li>- Communication is key.</li> <li>- Creativity in design is muted in favor of seriousness (not deviate too far away from the standard design.</li> </ul>	
<b>LESSON CYCLE</b>	<b>Opening / Scripture:</b> ( 5 minutes)	<b>Materials:</b>
	<p><b>Opening Prayer:</b> Lạy Chúa Giêsu Thánh Thể, xin Chúa mở long trí chúng con để chúng con cùng nhau học và thực hành dự án làm cột cờ trong đội của con. <i>(Dear Jesus, please open our hearts and souls so that we as a team will learn and practice the flag pole project together.)</i></p> <p><b>State the project objective:</b></p> <p>Apply knowledge of knot-tying and lashing to help design and construct a flagpole.</p> <ul style="list-style-type: none"> <li>• This project is about teamwork skills more than knot-tying skills. Help the students with their designs and plans but also observe how they work in their teams to create a design and build the gate.</li> <li>• Emphasize to the students that teamwork and communication are necessary to complete the assignment.</li> <li>• Allow the students some room for creativity, but do not let them deviate too far from the standard designs.</li> <li>• It may be useful to have the teams use all three designs because each one will be useful in a camp depending on the number of flags and materials available.</li> </ul>	<ul style="list-style-type: none"> <li>- Bible</li> <li>- Dry erase pen / chalk</li> </ul>

<p><b>Fact Finding:</b> (10 minutes )</p> <p>How will you ensure that students take in information?  How will you vary your approach to make information accessible to all students?  Which potential misunderstanding will you anticipate?</p>	
<p>Students will read the Fact Find section with their teams and summarize the key points. Create a quiz or Jeopardy competition for the teams. Review answers that are commonly wrong.</p> <p><b>What you will say:</b>  You have 10 minutes to study the Fact Finding section with your team members. Then we will have a friendly competition.</p>	
<p><b>Group Activity:</b> (45 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><b>Activity 1: Review Fact Finding</b> (15 min)  Ask questions that review the key points of the lesson. Give teams a point for each correct answer.</p> <p><b>Activity 2: Flag pole design</b> (30 min)</p> <p><b>Overview:</b> Students will work in team to pick a design, plan and (if practical) build a flagpole.</p> <p><b>What will you do:</b> Divide into team. Reminding them of the key points and standards of a flagpole. Then observe and give your opinions on how the team works out their design, how they plan, and how they build the flagpoles as you go along.</p> <p><b>What will you say:</b> Each team will pick a flag pole design. Then come up with a plan on how to carry out building the flagpole (materials, divide responsibilities, type of knots required, etc...).</p> <p><i>Mỗi nhóm sẽ chọn một mẫu thiết kế cột cờ. Sau đó lên một bản thảo phương cách để dựng cột cờ (vật liệu, phân chia trách nhiệm, các loại nút dây cần dùng, vv...)</i></p>	
<p><b>Independent Work:</b> (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><b>What will you say:</b> Individually, reflect on the effectiveness of your teamwork.</p> <ul style="list-style-type: none"> <li>What factors affects your team’s decisions for choosing a certain flag pole design?</li> <li>How involved are you in your team discussions and planning? (Scale 1-10 with 10 being fully involved)</li> <li>What do you think about the dynamic of your teamwork?</li> <li>In what areas do you think you team could improve?</li> </ul>	

	<p><b>What will you say:</b> Individually, reflect on the effectiveness of your teamwork. What factors affects your team’s decisions for choosing a certain flag pole design?  How involved are you in your team discussions and planning? (Scale 1-10 with 10 being fully involved)  What do you think about the dynamic of your teamwork?  In what areas do you think you team could improve?</p> <p><i>Hãy nhận xét về sự hiệu quả của công tác đội của đội mình.</i></p> <p>5) <i>Những yếu tố nào đội em dùng để chọn ra mẫu cột cờ?</i>  6) <i>Mức độ tham gia vào cuộc thảo luận của đội của em như thế nào?</i>  7) <i>Em nghĩ gì về sự năng động của đội mình?</i>  8) <i>Những mặt nào em nghĩ đội mình cần thăng tiến để làm việc hiệu quả hơn?</i></p>	
	<p><b>Closing:</b> (5 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><b>What will you do:</b> Summary what you have observed on teamwork and communication for each team. Praise the positives and encourage the improvements from the negatives that you observed.  <i>Tóm tắt lại những quan sát về tinh thần đồng đội, cách làm việc đội và thông tin đội. Khen những điều hay và khuyến khích sự cải thiện những điểm yếu của đội.</i></p>	
	<p><b>Homework:</b></p>	



# **Nghiêm Tập**

## VII. NGHI LỄ CHÀO CỜ

### 1. Nghi Thức Chào Cờ Đơn Giản (không có cột cờ):

1. Đơn vị tập hợp hình chữ U. Người được chỉ định cầm cờ Phong Trào (cờ đã mở sẵn) đứng ngay góc trái của Đoàn Sinh nhìn lên (bên cạnh đội phó của đội cuối cùng trong đội hình chữ U).
2. Trưởng Trục cho Đoàn Sinh chỉnh tề đồng phục, rồi ra thủ lệnh cho Đoàn Sinh đứng thế nghi. Sau đó, ra chào và mời các Trưởng và Quan Khách vào trong đội hình.
3. Ổn định xong vị trí của các Trưởng và Quan Khách, Trưởng Trục về vị trí của mình ở góc phải của Đoàn Sinh nhìn lên, phối hợp cùng một lúc thủ lệnh nghi và hô khẩu hiệu: “**Thiếu Nhi**” – Tất cả đáp lại: “**Hy Sinh!**” và đứng vào thế nghiêm. Trưởng Trục ra lệnh cho Đoàn Sinh chào hàng Trưởng và Quan Khách: “**Chuẩn bị chào ... Chào!**”. Chờ hàng Trưởng và Quan Khách chào lại xong, rồi tất cả bỏ tay xuống.
4. Sau đó, Trưởng Trục mời các Trưởng và Quan Khách hướng về cờ bằng câu mời ngắn gọn: “**Nghi lễ chào cờ bắt đầu**”. Đồng thời, người cầm cờ Phong Trào bước tới một bước (chân trái bước trước), tay phải đưa thẳng cờ lên cao rồi hạ xuống một góc 45 độ, mũi cờ hướng về góc đối diện bên trái, tay trái cầm cán cờ sát nách, lòng bàn tay úp xuống đất.
5. Trưởng Trục hô: “**Chào cờ ... Chào!**”. Tất cả cùng giơ tay chào (giữ im lặng từ năm đến mười giây).
6. Trưởng Trục hô: “**Thôi!**”, tất cả cùng hạ tay xuống. Trưởng Trục cất hát câu cuối bài Tân Hành Ca: “**Tuổi trẻ Việt Nam đem Chúa cho giới trẻ Việt Nam**”, và tất cả cùng hát: “*Thiếu Nhi Việt Nam đứng lên trong giai đoạn mới...*”.
7. Hát xong, Trưởng Trục nói: “**Lễ chào cờ chấm dứt**”. Đồng thời, người cầm cờ nâng thẳng cờ lên cao rồi hạ xuống, đụn gốc cán cờ sát đất và tự động bước lùi về sau một bước, cầm cờ đứng ở thế nghiêm.
8. Trưởng Trục mời cha Tuyên Úy, Trợ Úy...ban huấn từ hay Sa Mạc Trưởng, Đoàn Trưởng...nói câu chuyện dưới cờ (không chào). Đồng thời, Trưởng Trục ra thủ lệnh cho Đoàn Sinh đứng thế nghi.
9. Sau câu chuyện dưới cờ, Đoàn Sinh vỗ tay cảm tạ. Ngay sau đó, Trưởng Trục bước ra cho một băng reo hay một bài hát thích hợp. (Nếu có khen thưởng thì nên bắt đầu vào lúc này).
10. Để kết thúc, Trưởng Trục nói lời cảm ơn ngắn gọn, rồi trở về vị trí của mình phối hợp cùng một lúc thủ lệnh nghi và hô khẩu hiệu: “**Thiếu Nhi**” – Tất cả đáp lại: “**Hy Sinh!**”. Và ra lệnh cho Đoàn Sinh chào hàng Trưởng và Quan Khách: “**Chuẩn bị chào ... Chào!**”. Chờ hàng Trưởng và Quan Khách chào lại xong, rồi tất cả bỏ tay xuống. Sau đó, Trưởng Trục dặn dò những điều cần rồi cho giải tán.

### 2. Nghi Thức Chào Cờ Trọng Thể (có cột cờ):

1. Trước khi nghi thức chào cờ bắt đầu, Trưởng Trục ra lệnh cho Đội Trục rước cờ ra sân cờ và buộc sẵn vào cột cờ (xem cách Treo Cờ và Rước Cờ).
2. Trưởng Trục tập hợp Đoàn Sinh vào đội hình chữ U, và nhắc chỉnh tề đồng phục. Chỉ định người kéo cờ và mời những người kéo cờ tiến đến trước cột cờ cách ba bước chào cờ, rồi

bước tới tháo dây cờ và đứng nghiêm đợi lệnh. Trưởng Trục ra thủ lệnh cho Đoàn Sinh đứng thể nghi, rồi ra chào và mời các Trưởng và Quan Khách vào trong đội hình.

3. Ổn định xong vị trí của các Trưởng và Quan Khách, Trưởng Trục về vị trí của mình ở góc phải của Đoàn Sinh nhìn lên (*bên cạnh Đội Trưởng Đội Trục*), phối hợp cùng một lúc thủ lệnh nghi và hô khẩu hiệu: **“Thiếu Nhi”** – Tất cả đáp lại: **“Hy Sinh!”** và đứng vào thể nghiêm. Trưởng Trục ra lệnh cho Đoàn Sinh chào hàng Trưởng và Quan Khách: **“Chuẩn bị chào ... Chào!”**. Chờ hàng Trưởng và Quan Khách chào lại xong, rồi tất cả bỏ tay xuống.
4. Sau đó, Trưởng Trục mời các Trưởng và Quan Khách hướng về phía cột cờ. Khi thấy mọi người đã hướng về cột cờ, Trưởng Trục hô: **“Chào cờ ... Chào!”**. Tất cả cùng giơ tay chào (*không hát*), cờ bắt đầu được kéo lên. Khi cờ đã được kéo lên tới đỉnh, Trưởng Trục hô: **“Thôi!”**, tất cả cùng hạ tay xuống. Những người kéo cờ vẫn cầm dây cờ và đứng thể nghiêm.
5. Trưởng Trục cất hát câu cuối bài Quốc Ca và Tân Hành Ca. Hát xong, Trưởng Trục nói: *“Lễ chào cờ chấm dứt, xin mời các Trưởng và Quan Khách hướng về Đoàn Sinh”*. Cùng lúc đó, các người kéo cờ buộc dây cờ vào cột cờ, xong rồi ra sắp hàng ngang trước cột cờ, đồng chào cờ rồi chạy vòng sau cột cờ ngược chiều kim đồng hồ để về vị trí hàng đội của mình.
6. Trưởng Trục mời cha Tuyên Úy, Trợ Úy... ban huấn từ hay Trưởng nói câu chuyện dưới cờ (*không chào*). Đồng thời, Trưởng Trục ra thủ lệnh cho Đoàn Sinh đứng thể nghi.
7. Sau câu chuyện dưới cờ, Đoàn Sinh vỗ tay cảm tạ. Ngay sau đó Trưởng Trục bước ra cho một băng reo hay một bài hát thích hợp. (*Nếu có khen thưởng thì nên bắt đầu vào lúc này*).
8. Để kết thúc, Trưởng Trục nói lời cảm ơn ngắn gọn, rồi trở về vị trí của mình phối hợp cùng một lúc thủ lệnh nghi và hô khẩu hiệu: **“Thiếu Nhi”** – Tất cả đáp lại: **“Hy Sinh!”**. Và ra lệnh cho Đoàn Sinh chào hàng Trưởng và Quan Khách: **“Chuẩn bị chào ... Chào!”**. Chờ hàng Trưởng và Quan Khách chào lại xong, rồi tất cả bỏ tay xuống. Sau đó, Trưởng Trục dặn dò những điều cần rồi cho giải tán.

#### IV. KHUNG MẪU CHƯƠNG TRÌNH HỌP CHI ĐOÀN

Họp Chi Đoàn là hình thức họp thường xuyên quan trọng nhất để huấn luyện Đoàn Sinh theo Chương Trình Thăng Tiến.

##### 3. Họp Chi Đoàn:

11. Trưởng Trục tập họp Đoàn Sinh theo đội hình chữ U, nhắc chỉnh tề đồng phục, rồi ra thủ lệnh cho Đoàn Sinh đứng thể nghỉ. Sau đó, ra chào và mời các Trưởng vào trong đội hình.
12. Ổn định xong vị trí các Trưởng, Trưởng Trục về vị trí của mình ở góc phải của Đoàn Sinh nhìn lên (*bên cạnh Đội Trưởng Đội Trục*), phối hợp cùng một lúc thủ lệnh nghỉ và hô khẩu hiệu Chi Đoàn hoặc Ngành: “**Áu Nhi**” – Tất cả đáp lại: “**Ngoàn!**” và đứng vào thể nghiêm. Trưởng Trục ra lệnh cho Đoàn Sinh chào các Trưởng: “**Chuẩn bị chào ... Chào!**”. Chờ các Trưởng chào lại xong, rồi tất cả bỏ tay xuống.
13. Khai mạc: Trưởng Trục làm dấu, đọc Kinh Dâng Ngày và câu than: “*Lạy Chúa Giêsu Thánh Thể - Xin hiệp nhất chúng con*”. Hát bài ca Chi Đoàn hoặc bài ca Ngành.
14. Câu chuyện khai mạc của Chi Đoàn Trưởng, hoặc lời giáo huấn của cha Tuyên Úy hay Trợ Úy (*không chào*).
15. Sau câu chuyện khai mạc hoặc huấn từ, Chi Đoàn Trưởng giới thiệu Đoàn Sinh mới (*nếu có*).
16. Báo cáo sĩ số Chi Đoàn. Khen thưởng và hát vui.
17. Huấn luyện: học tập dựa trên Chương Trình Thăng Tiến và hoàn cảnh địa phương.
18. Trò chơi sinh hoạt, múa vũ, tập hát...
19. Hết giờ sinh hoạt. Trưởng Trục tập họp Đoàn Sinh vào đội hình chữ U. Trưởng phụ trách nhắc nhớ Bó Hoa Thiêng, thông báo những điều cần trước khi bế mạc.
20. Bế mạc: Trưởng Trục làm dấu, đọc Kinh Sáng Danh và câu than: “*Lạy Đức Trinh Nữ Maria – Xin cầu cho chúng con*”. Hát ca tạm biệt. Trưởng Trục ra thủ lệnh cho Đoàn Sinh đứng thể nghỉ rồi hô khẩu hiệu Chi Đoàn hoặc Ngành, Đoàn Sinh đáp lại khẩu hiệu và đứng vào thể nghiêm. Trưởng Trục hô: “**Giải tán**” – Tất cả đáp lại: “**Vui!**”, rồi tan hàng.





# Ca Hát

# Chào Lửa Thiêng

(a) (b) (c) (d)  
(1) Ô Ô Ô Ô. (2) Ô Ô Ô Ô.

(3) Cầm tay nhau quay vòng bên lửa mới. (4) Lửa bốc  
cháy tâm hồn ta hăng hái. (5) Đón ánh lửa  
thiêng (6) Đây đoàn ta chung lời ca (7) bên lửa bập  
bùng. (8) Bập bập bùng lửa thiêng reo  
vui, nhạc trầm trầm hòa ca chơi vui, lửa rực  
sáng chiếu (9) đêm âm u. Anh em ơi, ta cùng  
nhau lên tiếng ca rằng. (10) Lửa linh  
thiêng soi màn đêm u tối. (11) Lửa cháy sáng ấm lòng

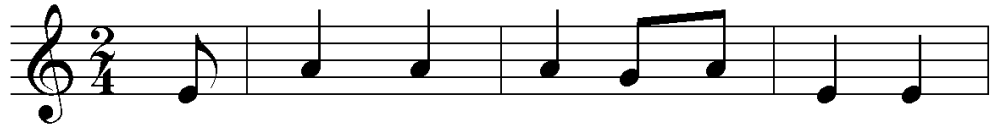
ai lạnh lẽo. (12) Lửa thiêng muôn đời. (13) Ta cùng  
vui đem lửa thiêng (14) soi lòng mọi người.  
(15) ô ô ô ô. (16) ô ô ô ô...

### Vũ Điệu

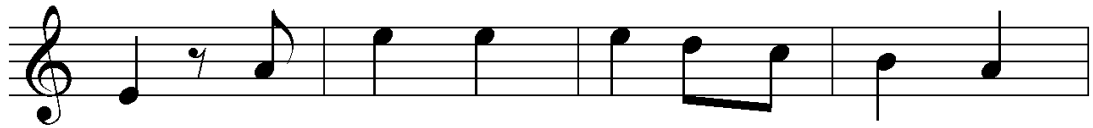
#### Đứng vòng quanh đồng lửa

- 1) a. Giơ tay lên, ngón tay rung  
b. Cúi mình, tay xuống thấp  
c. Ngẩng thẳng người, tay rung  
d. Đứng thẳng, bỏ tay xuống
  - 2) Như lần 1
  - 3) Cầm tay nhau, nhảy từng bước theo nhịp về phía phải, tay rung và nhún theo nhịp (nhớ phải nhảy)
  - 4) Như 3, nhưng ngược chiều
  - 5) Đứng lại, quay vào giữa, nắm tay nhau giơ lên trời như 1
  - 6) Cầm tay nhau, vung tay đi vào 2 bước
  - 7) Cầm tay nhau lui ra 2 bước
  - 8) Tay lên hông, nhảy vô 5 bước
  - 9) Nhảy ra 5 bước, vỗ tay 3 cái
  - 10, 11, 12, 13, 14: Như 3, 4, 5, 6, 7
  - 15) & 16: Như 1) & 2
- Sau đó cú giơ tay lên trời, rung và theo thú tự chạy về, miệng vẫn ô, ô... nhỏ dần cho đến khi tất cả về chỗ

# Mang Lửa Về Tim



Màn đêm buông lơi theo ánh lửa dần



tàn, tình anh em ta theo ánh lửa tràn



lan. Tim ta đây còn khắc ghi bao nhiêu mối



tình mặn nồng. Lửa đêm nay tan nhưng lửa



tim còn cháy âm thầm ngàn đời. Biệt ly muôn



phương ta nguyện đem lửa thiêng rải rác khắp



chốn. Mong mai sau ngọn lửa thiêng cháy lên đốt



lòng mọi người.

# Câu Chuyện Tình Thương



1. Có anh chàng, anh đi (đi) về làng. Anh  
gặp đàn em bé. Ra đây anh kể cho câu  
chuyện tình thương.

2. Có một lần, khi xưa (xưa) thật xưa. Do lời Thiên Chúa hứa:  
Giê-su con một Cha xuống trần làm Người.
3. Suốt cuộc đời, ba mươi năm làm người. Vâng lời treo gương sáng  
Hai ba năm về sau, ra đời dạy lời
4. Giữa muôn lời, Lời này thật lạ đời. Nhưng là lời hay nhất:  
Yêu thương anh chị em như là mình vậy.
5. Dẫu cho là người mình đầy cảm tình, hay người không ưa thích  
Luôn yêu thương bằng nhau, ấy là lời Thầy
6. Kết câu chuyện, anh em tay cầm tay, ta nguyện xin Thiên  
Chúa, luôn ban cho tình thương, cho đời đẹp nhiều
7. Hãy kết thành vòng tròn, tròn thật tròn. Ta cùng vui ca hát  
Vang lên muôn lời ca, Ca tụng tình thương.