


**ADDITIONAL
RESOURCES**

Download and print:

- ▶ Study Corners
- ▶ Where Do I Fit In?

Jesus Lives On

Begin

Discuss with your child some ways that you discovered, or continue to discover, your own purpose. Read aloud the unit title on page 157. Ask your child to tell how he or she might discover a purpose and mission as Jesus' disciple. Discuss opportunities and challenges involved with living our missions. **Ask:** *Who or what inspires your mission? Why can it be difficult to live as a disciple in our world?* Explain that in this unit your child will explore finding Jesus and learning his or her purpose and mission as a disciple.

Introduce the Saint

Ask your child to read aloud the paragraph about Saint Maximilian Mary Kolbe on page 157. **Ask:** *What did young Raymond Kolbe ponder when he prayed to the Virgin Mary? ("What is going to become of me?") What vision did he have? (Mary was carrying two crowns: one white [purity] and one red [martyrdom].)* **Say:** *Because he accepted both crowns, how do you think Maximilian Mary Kolbe lived out the example of Jesus Christ?*

Invite your child to read aloud How the Saint Relates. Begin a discussion of missions that make a difference in the world. **Ask:** *What are some real-life examples of people whose mission made a difference in the world?* (Answers will vary.)

Turn to page 158. Have your child read aloud the title Devoted to Mary and the introductory paragraphs. **Ask:** *What does it mean to be devoted to someone? (setting aside personal interests on behalf of someone else) How did Maximilian win over enemies of the Church? (through a religious movement that he organized called Militia Immaculata)*

Read aloud the section Missionary Travels. **Ask:** *Why did Maximilian want to do missionary work? (He wanted others to know the happiness that comes from experiencing the presence of God.) How did Maximilian spread Jesus' teachings as a missionary? (He founded a monastery in Japan.)*

Read aloud the section A Soldier for Christ. Point out Maximilian Mary Kolbe's act of courage in hiding 2,000 Jews, explaining that fear probably prevented more people from taking risks as he did to help the Jews, risks that could have resulted in their own arrest or death. **Ask:** *In what ways did he live Christ's example at Auschwitz? (He offered himself to save another.)*

Pray aloud "No one has greater love than this, to lay down one's life for one's friends." [John 15:13] **Say:** *Maximilian stood up for what he believed as part of his mission to follow Jesus Christ.*

Together add Saint Maximilian Mary Kolbe's feast day, August 14, to your calendar. Discuss his life with your child. **Ask:** *What surprised you? What impressed you? What inspired you?*



Jesus Opens Our Eyes

Engage: Page 159

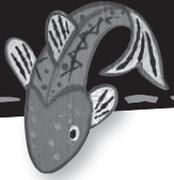
- ▶ Ask your child to draw his or her life's path on a sheet of paper. **Say:** *At the beginning of your life path, write your birth date and where you were born. Add additional boxes in the same way along the path to explain other important events.*
- ▶ Read aloud the title and discuss the text in the box on page 159. **Ask:** *How does drawing your life's path relate to the session title? (Possible answer: Jesus is with us throughout all the events of our lives.)*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 160–161

- ▶ Draw a two-column chart with the headings *When?* and *Where?* Together describe when and where you recognized Jesus in the past 24 hours and then write ideas on the chart in the appropriate column.
- ▶ Invite your child to read aloud the article title Recognizing Jesus in Our Lives and the opening paragraphs on page 160. **Say:** *Jesus is everywhere in our lives. We just need to be open to seeing him. We want to recognize him.*
- ▶ Read aloud the section Do I Know You? **Ask:** *Why didn't the disciples recognize Jesus? (Possible answers: They were afraid. Their faith had been shaken because they had just witnessed Jesus' Death on the Cross.) When did the disciples recognize Jesus? (when he broke bread and prayed with them)*
- ▶ Read aloud the section At God's Right Hand. Draw a time line. Label sections as Jesus' life, Death, Resurrection, and Ascension. Together add details to the time line.
- ▶ Ask your child to read aloud the Sacred Art feature. Discuss elements that are representative of the artist's culture as well as elements that express universal, or catholic, beliefs. For example, your child may point out that the faces and dress in the painting reflect Chinese culture and that the Eucharistic table and the bread and wine are universal, or worldwide, elements of the Church.
- ▶ Have your child read aloud the section Remember Me on page 161. Discuss the meaning of the term *the Way* and read aloud its definition in the Glossary. **Ask:** *What is significant about the name for the early Christian community? (Jesus is the true path and the example to follow on our faith journey. He leads us. He shows us the way to go.)*
- ▶ Read aloud the section Your Road to Emmaus. **Say:** *Fear can paralyze us. Faith helps us keep moving and recognizing what Jesus is actually calling us to do.*
- ▶ Have your child complete the On the Road activity independently and then share his or her response with you.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 162–163

- ▶ Discuss the talents of family and friends. Explain that a talent might be a clue about the kind of work a person may find meaningful. **Ask:** *How do your dreams for your future match up with your talents? (Answers will vary.)*



- ▶ Take turns reading aloud the opening paragraphs of *Coworkers with God* on page 162. Then invite your child to read aloud the section *Jesus Understands Work*. Read aloud the definition of *dignity of work* in the Glossary. **Ask:** *How are Jesus' views about work and workers different from society's views?* (Jesus taught that simple, purposeful, and honest work is preferable to a society that applauds making money for its own sake or achieving at someone else's cost.)
- ▶ Have your child read aloud *Our Catholic Character*. **Ask:** *What current news events are related to dignity-of-work issues in this country and worldwide?* (Answers will vary.)
- ▶ Continue by reading aloud the sections *Lure of Consumerism* and *The Moral Use of Wealth* on page 163. Ask your child to read aloud the definition of *consumerism* in the Glossary. **Ask:** *When can material possessions be bad?* (when they become the center of life instead of God or when they lead to greed or hoarding of wealth and power) **Say:** *The moral use of money means giving even when we don't have anything extra to give. By sharing what we have, we nourish all.*
- ▶ Read aloud the section *Our Gifts, Our Calling*. Discuss Saint Paul's Epistle to the Corinthians and read aloud the definition of *Epistle* in the Glossary. **Ask:** *Who are everyday or well-known people who use their gifts in their work? To what mission do they dedicate themselves?* (Possible answers: teachers—education of youth; religious leaders—spiritual leadership of the Church; Blessed Mother Teresa—compassion in her mission to help those who are poor; Martin Luther King Jr.—orator and visionary for civil rights)
- ▶ Read aloud *Past Meets Present*. Have your child read aloud Ben Sira 14:3–19. Compare ideas about the use of wealth in Ben Sira to some common ideas about wealth today.
- ▶ Reiterate the importance of our work in the plan that God has for us. Write down the words of 1 Corinthians 3:9 on paper: "For we are God's co-workers; you are God's field, God's building." Discuss what the verse means.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 164

- ▶ Read aloud the title *Refreshing Our Memory* and the paragraphs on page 164. **Ask:** *Why is memory a gift?* (Possible answers: Memory helps us learn from our experiences. Memory helps us appreciate.)
- ▶ Take turns praying aloud the parts of *Litany of Gratitude for the Gift of Memory*. Point out the symbol for the response that follows some parts. Be sure your child understands that the symbol means to repeat the response. After you have paused to pray your own petitions, together pray the All part.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Invite your child to think of people who maintain faith, a positive attitude, and a giving spirit despite difficult or hopeless situations. **Ask:** *How do these people give an example that deepens love of Jesus?* Then take turns reading aloud *Meeting Jesus in a Surprising Way*. **Ask:** *How did the author's perspective change and convince her to remain a candy-striper?* (Her own concerns seemed very small in comparison.) Together ask God for the ability to be an example to others at times when you struggle physically, socially, or emotionally. Agree to demonstrate Christlike actions, especially when either of you is tempted to give up.
- ▶ Invite your child to complete the *Build a Faith Community* activity independently.



Respond: Page 165

- ▶ Have your child read aloud the directions in What's What? and complete the activity. Remind him or her to read all the choices before choosing a letter.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Discuss your child's interests, gifts, and talents before asking him or her to respond in writing.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Sends Us Forth with His Spirit

Engage: Page 166

- ▶ Discuss experiences of being sent on a mission, such as caring for a sick family member or helping a sibling with homework. **Ask:** *How do you feel when someone sends you to do something?* (Possible answers: privileged, responsible, nervous, excited)
- ▶ Read aloud the session title and discuss the text in the box on page 166. **Say:** *You might feel apprehensive about the unknown but also excited about the chance to prove yourself.* **Ask:** *How do you think the idea of being asked to complete a task relates to the session title?*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 167–168

- ▶ Together discuss experiences when you were so enthusiastic about something that it was hard to control the excitement. **Say:** *When we receive good news, look forward to something, or feel happy for another person, we often want to talk about it. It feels good to share our joy with others.* Read aloud the article title The Gift of Pentecost and the first paragraph on page 167. **Say:** *Pentecost is the day the Church was born.*
- ▶ Take turns reading aloud the rest of the first column. **Ask:** *What books in the Bible reference the Holy Spirit?* (the Gospel of Luke, the Gospel of John, and Acts of the Apostles) **Say:** *When the Holy Spirit descended on the disciples, they were so filled with God's love that they felt compelled to proclaim the works of God.*
- ▶ Read aloud the section The Holy Spirit Descends. Refer your child to the Glossary and read aloud the meaning of the term *Good News*. **Ask:** *For whom is the Good News intended?* (everyone) *How do you know?* (The Apostles were given the ability to speak in tongues.)
- ▶ Have your child read aloud the sections The Good News Proclaimed and Gifts of the Holy Spirit on pages 167 and 168. Emphasize that both Baptism and Confirmation are celebrations of the Holy Spirit. **Say:** *The Easter season is a time to recommit ourselves to the promises our parents and godparents made at our Baptism.* Have your child find and underline the seven Gifts of the Holy Spirit in the last section on the page. (wisdom, understanding, counsel, strength, knowledge, fear of the Lord, and piety)
- ▶ Read aloud the Our Catholic Character feature. Point out the words *reflection*, *gratitude*, and *service*. Discuss the meaning of the virtuous circle. Work together to suggest an example of a virtuous circle. **Say:** *The Holy Spirit is in all of us and gives us help and guidance to live as Christ's disciples in the world.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 169–170

- ▶ Ask your child to identify words or phrases that come to mind in response to these two situations: a movie director ready to film a scene ("Lights! Camera! Action!") and an announcer at the beginning of a race ("On your mark! Get set! Go!"). Point out that these phrases signal someone to begin an action.
- ▶ Read aloud the article title The Seal of Confirmation and take turns reading aloud the text on page 169. **Say:** *Jesus' directions to us are very clear; namely, to be his followers requires us to perform an action—proclaiming the Kingdom of God.* Point out that we



receive the Sacrament of Confirmation only once because the spiritual mark placed upon us cannot be taken away. **Ask:** *What is required before receiving Confirmation?* (state of grace, desire to receive, profession of belief in the Catholic faith, readiness to proclaim the Kingdom of God) Discuss the Rite of Confirmation and the bishop's use of *Chrism*, using the definition in the Glossary as needed.

- ▶ Have your child read aloud the Sacred Art feature. **Ask:** *Why might the artist have painted figures in different colors?* (to show universality, all races and nations) **Say:** *Although Picasso probably didn't paint this work with Pentecost or Confirmation in mind, the figures and dove prompt us to think about the Sacrament of Confirmation.*
- ▶ Read aloud the sections on page 170. **Say:** *Confirmation gives us the ability to share the dream of a better world and to serve God's kingdom.* **Ask:** *What can happen when people refuse to use their spiritual gifts to help others right now in the present?* (Possible answers: God's vision for us will not be evident. People may refuse to use talents for resolution of social ills, use intellectual talents destructively, or withhold compassion and relief for suffering.)
- ▶ Have your child read aloud the Past Meets Present feature. Point out that as we grow older, our ability to take care of others grows too. Together share experiences of volunteer work. Discuss volunteer work your child would like to do in the future.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 171

- ▶ Read aloud the title *Stretching Our Wings* on page 171 and the paragraphs below it. Remind your child that every time we pray, it is the Holy Spirit who teaches us the way.
- ▶ Ask your child to read aloud the Leader and Side 1 parts while you read aloud the Side 2 part of the Prayer to the Holy Spirit. Close by praying together the Glory Be to the Father.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. **Ask:** *How is Confirmation different from Baptism?* (Possible answer: Confirmation is a choice to commit to be an active and responsible witness for Christ in the world.)
- ▶ Take turns reading aloud *My Way to Confirmation*. **Ask:** *What do you think the title means?* (Possible answer: The author took her own path to Confirmation.) **Say:** *The author took time making the decision to be confirmed. She waited until it made sense to her. She waited until the Spirit moved her toward her own personal Easter.* Read aloud the activity. Invite your child to complete it and share responses with you.

Respond: Page 172

- ▶ Have your child read aloud the directions in *What's What?* and complete the crossword puzzle independently. Together discuss and review the responses.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* Remind your child to reflect on the Kingdom of God and assess if his or her words align with the Kingdom of God before writing a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.

We Are Called and Sent

Engage: Page 173

- ▶ **Say:** Sometimes when trying to find an unfamiliar address, drivers head in the wrong direction. They might look for road signs to help them find their way. **Ask:** What if road signs could be applied to life? Together draw road signs that people could use on their life's journey. Explain the meaning of each sign.
- ▶ Read aloud the session title and discuss the text in the box on page 173. **Say:** With God's grace we can turn our lives back onto the right track. **Ask:** How do you think turning around on our spiritual path relates to the session title?
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 174–175

- ▶ Brainstorm inventions that have significantly changed the way people live. **Ask:** What are some ways that people react to new inventions? (Possible answers: excited, relieved, scared, apprehensive, grateful, doubtful)
- ▶ Invite your child to read aloud the article title Saint Paul Sees the Light and the first three paragraphs on page 174. **Say:** Saint Paul learned to let go of his way of living to learn a new way of living in Jesus Christ.
- ▶ Take turns reading aloud the sections Saul Encounters the Risen Jesus and Helpless to Help Ourselves. **Ask:** How did Paul's conversion begin? (He began to see religious rules he had learned in a new light. He began to see how people need God's help.) **Say:** The Jewish people, like the rest of the human family, longed for a way out of the pit of Original Sin. They wanted to be more than just conscious of sin—they wanted to be freed.
- ▶ Ask your child to read aloud Our Catholic Character. Explain that living virtuous lives applies to all Christians, not only those in religious orders. Invite your child to read aloud the definitions of *poverty*, *chastity*, and *obedience* in the Glossary. Refer your child to pages 244 and 262 in Prayers and Practices for more information about virtues.
- ▶ Read aloud the sections Salvation Through Jesus Christ and God Makes Things Right on page 175. Clarify the meanings of *justification* and *righteousness*. Read aloud the definitions in the Glossary. **Say:** Justification is the act of God, and righteousness is the result.
- ▶ Read aloud the section Called to Conversion. **Ask:** From what is Jesus calling us to convert? (from sin to new life as his followers) **Say:** Jesus asks us to change ourselves for the better. **Ask:** How long does conversion take? (a lifetime)
- ▶ Ask your child to read aloud the Sacred Art feature. Explain that we can put together a picture of Saint Paul by reading the information about him in the New Testament. Refer to pages 237–238 in Prayers and Practices for more information about Saint Paul.
- ▶ Close the article discussion by reminding your child to look for opportunities to try something new and to be open to true conversion, integrity, or authenticity.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



Explore: Pages 176–177

- ▶ **Say:** *Name four reasons for sending letters, e-mails, text messages, or tweets. (Possible answers: to give information, to encourage a friend, to offer advice, to maintain a friendship) Saint Paul sent letters that provide us with insight and direction for following Jesus.*
- ▶ Read aloud the article title Letters of Saint Paul. Take turns reading the first four paragraphs on page 176. Compare Paul's reasons for writing to the early Christian churches with the reasons you discussed for writing letters, e-mails, text messages, and tweets.
- ▶ Read aloud the section Sincerely Yours. Point out that travel in Paul's time was slow, dangerous, and difficult. Saint Paul's missionary work was an act of love.
- ▶ Read aloud the section A Lasting Message. **Ask:** *Why were Paul's Epistles effective? (He spoke with authority, passion, and poetic language.) Why are they still valuable today? (The fundamental doctrine, faith, and Christian behavior are the same.)*
- ▶ Read aloud the sections Called to Matrimony and Called to Holy Orders on page 177. **Ask:** *How are love and commitment signs in the Sacrament of Matrimony? (Lifelong love is a sign of God's enduring love for us.) Why is fidelity important? (Fidelity, or faithfulness, between a husband and wife reflects the faithfulness of God's covenant to be with and to care for his people.) What are the three levels of Holy Orders? (deacon, priest, bishop) Ask your child to read aloud the definition of *deacon* in the Glossary. Together read more about the Sacraments at the Service of Communion on page 262 of Prayers and Practices.*
- ▶ **Say:** *We've learned that we face many of the same struggles and challenges as the people of the early Church. By reading the Epistles, we are better able to understand our faith and ways to conduct our daily lives.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 178

- ▶ Have your child read aloud the title Accepting the Challenge on page 178 and the paragraphs in the left column. Discuss the meaning of *contrite* and its role in true conversion. **Say:** *Now that you are older, each step on your faith journey is a chance for you to choose conversion.*
- ▶ Slowly read aloud the Leader part of Called to Conversion. Pray together the Lord's Prayer. Prompt your child to pray aloud Side 1 while you pray aloud Side 2, pausing for reflection between each part. At the conclusion, pray *Amen*.
- ▶ Refer to the Where Do I Fit In? reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Recall times when you or your child sent a text or an e-mail that you later regretted. **Say:** *We can minimize regrettable communication by waiting 30 minutes to send a message when emotions are too high. Technology makes communication speedy. We need to be responsible with the words and ideas we send to others.*
- ▶ Take turns reading aloud Of Faith and Phones. Recall receiving hurtful texts or e-mails. **Ask:** *What did your instincts tell you? (Possible answer: Respond to it instantly and in an equally hurtful manner.) How and when might God want us to respond? (Possible answer: only after reflection and with forgiveness) **Say:** Words are powerful. Use them carefully.*
- ▶ Have your child complete The Best Text activity. Discuss a variety of possible responses.



Respond: Page 179

- ▶ Read aloud the directions in What's What? Encourage your child to complete the 10 sentences with details from the referenced pages.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together discuss good and bad habits and their consequences. Invite your child to complete the section independently.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Calls Us to Eternal Life

Engage: Page 180

- ▶ Write the word *trust* vertically on a sheet of paper. Use each letter in the word to start a sentence or phrase that defines what trust means to you and your child. **Say:** *When we trust people, we rely on their good judgment and wisdom.*
- ▶ Read aloud the title and discuss the text in the box on page 180. **Say:** *We place our trust in God to guide and save us. He sent us his Son, Jesus, to open the way to eternal life.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 181–182

- ▶ Display various types of writing such as a cookbook, an instruction manual, a newspaper, and a page from a social-networking site. Discuss how they are alike and different. **Say:** *Writing comes in many different forms and styles and has different purposes.*
- ▶ Invite your child to read aloud the article title The Struggle Between Good and Evil and the first two paragraphs on page 181. Discuss the meaning of *persecute* (to punish or harass). **Say:** *The Book of Revelation was written to address a crisis of persecution.*
- ▶ Take turns reading aloud the section Good Versus Evil. Discuss what Revelation is and what Revelation is not. Invite your child to read aloud the definition of *apocalyptic literature* in the Glossary. **Ask:** *What form of writing is the Book of Revelation?* (apocalyptic literature, a symbolic interpretation of good versus evil) **Say:** *Because the Book of Revelation is often misunderstood, it's important to learn about its writer, the time in which it was written, and the book's purpose if we are to appreciate the message it has for Christians.*
- ▶ Have your child read aloud the section Understanding Symbolic Language on page 182. Read aloud the definition of *literary forms* in the Glossary and have your child name literary forms in the Bible. **Ask:** *Why does the Bible contain different literary forms?* (Some styles of writing connect with listeners better to relay God's Word or to deliver a spiritual truth more effectively than others.)
- ▶ Read aloud the section Finding Truth. **Ask:** *What do Catholics believe about the Bible?* (The Bible is divinely inspired. This means that we find in the Bible the truth that we need to know for our Salvation.) *Where do we find guidance for our religious beliefs?* (Possible answers: pastors, teachers, catechists, Scripture scholars, the Magisterium)
- ▶ Read aloud pages 229–230 in Prayers and Practices.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 183–184

- ▶ Discuss ways that television shows or movies have addressed the topic of life after death. Compare and contrast these depictions with your understanding of Catholic beliefs about life after death.
- ▶ Ask your child to read aloud the article title Assumption of the Blessed Mother on page 183. Then take turns reading aloud the page. Read aloud the meanings of



Assumption and *infallible* in the Glossary. Point out that we cannot comprehend fully some mysteries of our faith, but we know the teaching of Mary's Assumption is true because it was proclaimed infallibly. Point out that Mary did not ascend into Heaven but instead was assumed into Heaven. Read aloud Luke 24:50–53. **Ask:** *What do we know from Mary's Assumption?* (Mary had a special relationship with God. We have a share in eternal life if we are reconciled with God at the time of our death.)

- ▶ Have your child read aloud *Our Catholic Character*. **Ask:** *What do Catholics believe takes place immediately after death?* (Each person comes before God for an individual [particular] judgment and experiences heaven, Purgatory, or hell.) Read aloud the definition of *Last Judgment* in the Glossary. Invite your child to read aloud Matthew 25:31–32 in the Bible and discuss how Jesus describes the Last Judgment.
- ▶ Read aloud the definition of *Communion of Saints* in the Glossary. Have your child read aloud the section *Communion of Saints* on page 184. Explain that saints are ordinary people who lived extraordinary lives. **Say:** *The holy men and women who have died continue to support us in our life of faith and through their intercession.*
- ▶ Have your child read aloud the *Past Meets Present* feature. **Ask:** *What sign validated Juan Diego's story for the bishop?* (Juan gathered in his cloak roses that did not grow naturally. An image of Our Lady of Guadalupe appeared on his cloak.) Point out that devotions to Mary remain popular Catholic practices as we seek her intercession on our behalf. The Feast of Our Lady of Guadalupe is December 12.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 185

- ▶ Have your child read aloud the title *Enter the Kingdom* and the paragraphs in the left column on page 185. Remind your child that some virtues are gifts from God and others can be acquired by good actions. Ask your child to read aloud the definition of *Theological Virtues* in the Glossary. Refer to page 244 of *Prayers and Practices* for more information about virtues.
- ▶ Read aloud the Leader parts in *Prayer for Faith, Hope, and Charity*. Together read the All parts. Encourage your child to reflect on the meaning of the words as he or she prays them aloud.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Have your child read aloud the introductory text. **Ask:** *What does status quo mean?* (the way things are) Take turns reading aloud *Witness for Peace in Haiti*. Explain that a subversive action or message challenges the status quo, meaning the way things are normally done. **Ask:** *If people like the author or Father Rex knew for sure that the status quo would never change, do you think they would stop their efforts? Why?* (Possible answers: No, because individuals might still be helped or saved. They would maintain hope.) **Say:** *As Christians, it is our duty to continue working for justice even when things seem hopeless.*
- ▶ Work together to complete the *Response to Injustice* activity. Use the activity as a springboard for further discussion about social injustice.



Respond: Page 186

- ▶ Have your child read aloud the directions in What's What? Ask him or her to complete the matching activity independently.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Discuss the Theological Virtues and brainstorm some ideas before encouraging your child to write a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Pentecost

Engage: Page 187

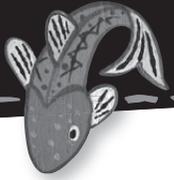
- ▶ Share anything you know about sailing. **Say:** *Without wind, the sailboat would sit still in the water. Today we're going to talk about a special kind of force that directs our lives and moves us in the right direction.*
- ▶ Read aloud the session title Celebrating Pentecost on page 187 and discuss the text in the box. Then take turns reading aloud the page. Explain that the Holy Spirit moves through us and inspires us to do God's work. **Say:** *Just as the Holy Spirit filled the Apostles' hearts with the strength and courage needed to do God's work, so may our hearts be filled to live out our faith and carry out God's mission.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 188–189

- ▶ Display a compass. **Say:** *A compass needle always points north because of the magnetic pull of the poles of the earth.* Tell your child that to guide us in our spiritual lives, Jesus and the Father sent the Holy Spirit so that we wouldn't get lost.
- ▶ Invite your child to read aloud the article title The Holy Spirit Guides the Church and the opening paragraphs on page 188. **Say:** *The Apostles had turned their lives over to Jesus. Suddenly they found themselves faced with the thought of losing him.* **Ask:** *What emotions do you think they were feeling?*
- ▶ Read aloud the section The Spirit. Point out that *Paraclete* is another name for the Holy Spirit. **Say:** *God understood how the Apostles felt. The Holy Spirit wiped away all their fears. He filled them with the courage and faith they needed to continue Jesus' work.* **Ask:** *Who continues the work of the Apostles today? (the bishops)*
- ▶ Read aloud the sections on page 189. **Ask:** *How does the Holy Spirit help us when we allow him to lead us? (The Holy Spirit helps us distinguish between good and evil, shows us what is true and what is false, and enlivens our lives.) How can we be open to the Holy Spirit? (praying the Lord's Prayer, letting go of what we want and trusting in God's will for us, celebrating the sacraments)* **Say:** *Let us keep our hearts open to the Holy Spirit in our lives so that he may help us know the truth and be true to our calling.*
- ▶ Have your child read aloud the Sacred Art feature. Discuss how helpful symbols can be. Ask your child to close his or her eyes and picture the Holy Spirit. Then ask your child to picture Jesus. Remark that it was probably easier to picture Jesus. **Say:** *The Holy Spirit did not take human form. Some people find it difficult to picture the Holy Spirit.*
- ▶ Invite your child to keep his or her heart open to the Holy Spirit. Encourage your child to write a short prayer to the Holy Spirit.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 190–191

- ▶ **Ask:** *What does it mean when someone says a favorite team "rules"? (The expression means that, in this person's view, a particular team is the best. It's dominant.)* Discuss items that both of you believe "rule" in particular categories, such as the best ice-cream flavor, TV drama, and athlete. **Say:** *When we pray, the Holy Spirit rules. He teaches us to pray in many different ways.*



- ▶ On page 190 read aloud the article title *The Holy Spirit Makes Us Holy* and take turns reading aloud the first two paragraphs. **Say:** *Pentecost is the birthday of the Church. We can continue the work begun by the Apostles when we develop our own relationship with God through prayer.*
- ▶ Read aloud the remaining two sections on page 190. **Say:** *There is no wrong way to pray. The Holy Spirit enables us to have a direct conversation with God.*
- ▶ Take turns reading aloud the section *Gifts to Grow in Holiness* on page 191. Review the seven Gifts of the Holy Spirit and discuss them. **Say:** *The next time you are in need of the help of the Holy Spirit, you can pray for the grace of one of these gifts.*
- ▶ Have your child read aloud *Our Catholic Character*. Remind him or her that many people receive the grace of Baptism as an infant. Explain that as they grow older, they become more responsible for doing the work of the Body of Christ. In the Sacrament of Confirmation, they receive gifts from the Holy Spirit to go into the world and work toward the vision of the Kingdom of God on earth.
- ▶ Encourage your child to continue to participate in his or her own faith life by taking actions to grow closer to God. Invite your child to make prayer a daily habit and to ask the Holy Spirit to guide and support him or her.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 192

- ▶ Read aloud the title *Gifts of the Spirit* and the paragraphs on page 192. **Say:** *No one goes through life without needing help. Let's pray to the Holy Spirit with humble hearts for guidance and help on our faith journeys.*
- ▶ Read aloud the prayer title *Petitions to the Holy Spirit*. Explain that petitions are prayerful requests. Ask your child to pray aloud the Leader parts as you both pray aloud the All parts. Pause for a brief meditation between each petition. When all the petitions have been read, conclude by praying together *Saint Augustine's Prayer to the Holy Spirit*.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Take turns reading aloud *Counting on the Holy Spirit*. Point out that fruit contains seeds. When we experience the fruits of the Spirit in our daily lives, we are given seeds of God's love to plant in the lives of others.
- ▶ Work together to complete the *With Us and For Us* activity.

Respond: Page 193

- ▶ Have your child read aloud the directions in *What's What?* Then ask him or her to complete the sentences using details from the text.
- ▶ Review the word you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* Encourage your child to remember the Holy Spirit's presence. **Say:** *God invites you to accept the challenges of living a Christian life. Suggest that your child reflect and consider the power of the Holy Spirit before writing the prayer.*
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.