


**ADDITIONAL
RESOURCES**

Download and print:

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

We Are Sent

Begin

Read aloud the unit title. Display both secular and religious items, such as baseball cards, cereal bars, rosaries, and prayer cards. Invite your child to separate these items into logical categories and explain what categories he or she used. Write the words *secular* and *sacred*. Together define these words. (secular—not overtly or specifically religious; sacred—dedicated or set apart for the worship of God) **Say:** *The sessions in this unit will teach us that there is no distinction between sacred and secular.*

Introduce the Saint

Ask your child to read aloud the paragraph on page 157. **Ask:** *What tradition did John XXIII change after he became pope? (He hired a cook and began inviting people over for dinner.) What did the meals he shared with others help him do? (remain close to the people he served as pope) Why is it important for the pope to remain close to the people he serves? (Possible answer: so that he can better respond to their needs)*

Invite your child to read aloud How the Saint Relates. **Ask:** *What did John XXIII's spirituality enable him to do? (serve God's people) Encourage your child to develop his or her own spirituality by praying often.*

Turn to page 158. Invite your child to read aloud the title Elected Pope and the first two paragraphs. Point out that during the time John XXIII was pope, people often worked long hours for little pay. **Say:** *By standing up for social justice and the rights of workers, Pope John XXIII reminded people that we all have inherent dignity as human beings because we are made in the image and likeness of God.* Remind your child that an encyclical is a letter written by the pope that is meant for the whole Church.

Read aloud Prayer and Reflection. **Say:** *Pope John XXIII's strong prayer life helped him hear God's voice in his life.* Point out that keeping a journal is one form of prayer.

Have your child read aloud Calling a Council. **Say:** *At the Second Vatican Council, Church leaders worked together to discern how God's Spirit was calling the Church to respond to changes in society.* Explain that the council demonstrated the Church's ability to find a balance between remaining faithful to Tradition while also remaining open to God's ongoing Revelation.

With your child, add Pope John XXIII's feast day, October 11, to your calendar. To honor his memory, take time to nurture your prayer life to receive the strength and passion you need to live out your vocation.

Truth Revealed by God

Engage: Page 159

- ▶ Together think of times someone offered you constructive criticism and share your stories. **Ask:** *How did you feel afterward?* (Possible answer: slightly embarrassed, grateful) Point out that if we remain open to the comments, we can use the feedback to improve ourselves.
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *In this session we're going to read how the Church responded to criticism it faced during the modernist movement.*
- ▶ Pray aloud the prayer together.

Explore: Pages 160–161

- ▶ Ask your child to recall a time he or she made an important decision. **Ask:** *Did you rely more on your emotions or on your ability to reason? Why?* Point out that it's important to consider both our thoughts and emotions.
- ▶ Invite your child to read aloud the title Responding to Rationalism and the first five paragraphs. **Ask:** *What did people begin to believe during the Rationalist Movement?* (that we can use logical, scientific means to understand the world thoroughly and that we can understand and control the world through rational thought) Ask your child to define *pantheism* in his or her own words. **Say:** *As Catholics we believe that God created the universe, not that God is the same being as the universe.*
- ▶ Take turns reading aloud The First Vatican Council. Explain that the Eastern Catholic Churches are branches of the Catholic Church that have their own liturgical rites. Remind your child that the Liturgy of the Hours is the universal prayer of the Church. **Say:** *The Liturgy of the Hours is comprised of Scripture readings, hymns, and writings by the Fathers of the Church.* Explain that canon law is the Church's collection of laws. **Say:** *We can use both faith and reason to help us discover God's truth. The danger comes when we rely on one more than the other.*
- ▶ Read aloud Our Catholic Character. Point out that for a pope to decree something as infallible, the teaching must already be accepted as true by the majority of the faithful and confirmed true by the entire Magisterium.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 162–163

- ▶ With your child, come up with slang phrases for these sentences: *How are you today? What are you doing? You make me laugh. I had a great time at your party.* **Say:** *There are many ways to express a message. To communicate effectively, we have to consider our audience and speak their language.*
- ▶ Read aloud the title Witnesses to Truth, the first paragraph, and Reach Out to Others. **Ask:** *What are the main ideas of modernist thought?* (We can use logical, scientific means to understand the world thoroughly, and we can understand and control the world through rational thought.) *What is the goal of reaching out to people through forms of communication that are familiar to them?* (to get to the heart of people's daily lives) *What does the word evangelization mean?* (the process of sharing the Good News) *How can you engage in this process?* (Possible answer: treat others with kindness)



- ▶ Have your child read aloud the Past Meets Present feature. **Ask:** *What is the goal of the Paulists?* (to spread the truth about the Church and its teachings)
- ▶ Read aloud Modern Evangelization on page 163. If possible, explore together the Vatican and your diocesan and parish Web sites, and explain some of the resources that are available there. Share any other faith-based Web sites and television or radio stations of which you are aware.
- ▶ Read aloud Use Technology Wisely. Point out that thoughtlessly drifting toward a screen or a gadget during downtime can eventually become an unhealthy habit that is difficult to break. Explain that the Church wants us to remember that technology is best used in moderation.
- ▶ Have your child read aloud Ready for Confirmation. **Ask:** *What does the gift of fortitude do?* (It strengthens us to do the will of God in all things.) **Say:** *The Holy Spirit will always give you the strength to remain faithful to God.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 164

- ▶ Read aloud the page title and the paragraphs in the left column. Point out that the Peace Prayer is a good one to carry with us because it provides comfort and direction in trying times.
- ▶ **Say:** *Ask Jesus to show you how you can be a peacemaker in the world today. When you're ready, pray the prayer.* Allow your child time to pray the Peace Prayer silently. Conclude 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 paragraph. Together share stories about times when God reaches out to us in surprising or unusual ways. Point out that God, in his love, sometimes reaches out to us in creative ways that make us more fully aware of his presence.
- ▶ Take turns reading aloud What Does God Want Me to Do? **Ask:** *What exactly did Sister Dorothy ask for?* (She asked God to tell her where to go and what to do.) *Where did God send her?* (to the very places she wanted to go) Point out that we do not know where God will send us. In God's presence, even in places of drudgery or misery, we will discover the joy of using our gifts in his name. **Say:** *God will lead us to a place that fills us with joy and makes good use of the gifts he has given us.*
- ▶ Allow time for your child to write answers to the questions in the section God Guides.

Respond: Page 165

- ▶ Have your child read aloud the directions and write a short answer to each question. Point out that he or she can use the page references for help.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Invite your child to complete the activity. **Say:** *Using technology wisely is one way to build up the Kingdom of God.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Acting on Behalf of Justice

Engage: Page 166

- ▶ **Ask:** *What is justice?* (the virtue that guides us to give to God and to others what is due them) Discuss current events that demonstrate an issue of injustice. **Ask:** *How do you think these situations can be resolved justly?*
- ▶ Read aloud the session title and discuss the text in the blue box. **Say:** *One way to build up the Kingdom of God is to work to end injustices. In this session we are going to learn how we are called to work for justice in the world today.*
- ▶ Pray aloud the prayer together.

Explore: Pages 167–168

- ▶ **Ask:** *What is fairness?* (Possible answer: respecting the rights of others) Together discuss an experience where you believed you were treated unfairly. Talk about how the experience made you feel.
- ▶ Read aloud the title *The Industrial Revolution* and the first five paragraphs. **Ask:** *What injustices did workers face after the Industrial Revolution?* (Children were required to work. People worked long hours for little pay. Working conditions were dangerous.) *What could factory owners have done to make more just working conditions?* (Possible answers: not hire children, pay fair wages)
- ▶ Have your child read aloud the Sacred Art feature. Explain that a living wage is the amount of income that is necessary to live a life of dignity. **Say:** *God wants our basic physical needs to be met, and he wants us to experience peace and joy.*
- ▶ Read aloud Church Reflection and Action on page 168. **Say:** *Working for systematic change involves efforts to change unjust social structures and attitudes such as racism and sexism.* **Ask:** *What can we do to engage in systematic change?* (Possible answer: contact our legislators)
- ▶ Have your child read aloud *Rerum Novarum*. **Ask:** *If the current pope were to write a letter addressing contemporary social injustices, what might he write about?* Discuss your child's response.
- ▶ Read aloud the Past Meets Present feature. To explain the concept of subsidiarity, **say:** *If someone were to misbehave at school, teachers would try to deal with the issue first before calling the police.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 169–170

- ▶ Display a bowl of cereal, a serving spoon, and two bowls. **Say:** *Imagine this cereal is the only food you get to eat tomorrow.* Give your child one spoonful, but fill your entire bowl. **Ask:** *How do you feel when you see that I get a full bowl and you don't?* **Say:** *Now imagine that the cereal represents the world's wealth. Many people today have more than they need, while others do not have enough to survive.*

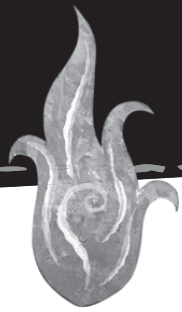
- ▶ Take turns reading aloud the title Catholic Social Teaching. **Ask:** *When does justice exist?* (when we follow the guidance of the Holy Spirit and treat one another in the same way that God treats us) Turn to page 237 in the back of the book to review the Beatitudes. **Ask:** *How do the Beatitudes help us live just lives?* (Possible answer: They give us directions for how we can act in ways that build up God's kingdom.) Emphasize that as members of the Church, we cannot passively ignore the injustices that surround us. **Say:** *We are all called to use our gifts to respond to the needs of others.*
- ▶ Read aloud Solidarity on page 170. Point out that because God is our Father, we are all brothers and sisters in faith. **Ask:** *What can we do to show care for God's creation?* (Possible answers: use garbage bins rather than littering, recycle, reduce what we use)
- ▶ Have your child read aloud Our Catholic Character. Point out that the Church's teachings on life and death remind us that life is a gift from God and that we are called to respect this gift. **Say:** *As human beings we know that death is a part of life. As Catholics we have faith in the Resurrection. We trust that God will raise us from the dead at the end of time.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 171

- ▶ Read aloud the title Looking Beyond Myself and the paragraphs in the left column. **Ask:** *Why are we called to recognize the injustices that surround us?* (Possible answer: so that we can do something about them, thereby sharing God's love with people who need it)
- ▶ Pray together the Litany to Heal Injustice. After praying aloud the closing prayer, **say:** *Remember that working to end injustice requires both prayer and action. As we continue the session, let's think of ways that we can act on behalf of justice.*
- ▶ 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. **Say:** *People who are poor and vulnerable are all around us. As Catholics we are called to see them and to respond to their needs.*
- ▶ Take turns reading aloud How Do I Respond to the Needs Around Me? **Say:** *The power of love is strong, and its effects are ongoing.* **Ask:** *Whom did the author's mother help? How?* (Possible answers: the author, by setting an example of generosity; the woman with lymphoma, by raising a daughter who would in turn help people in need; the author's cousin, by taking him in) *Why does the author say that it is "a gift and a privilege" to help someone in need?* (Possible answer: because it takes you outside yourself into the heart of another person)
- ▶ Have your child complete Needs Chart independently. Suggest that he or she take a few moments to "see" those who are poor and vulnerable in the community before beginning to write.

Respond: Page 172

- ▶ Read aloud the directions and have your child complete the crossword puzzle independently.



Finding God

AT-HOME EDITION

GRADE

8

SESSION 22

- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Have your child complete the activity and be mindful of his or her response during the week. **Say:** *When we put the Catholic Social Teachings into practice, we follow Jesus' example by sharing God's love with others.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Called by God

Engage: Page 173

- ▶ Brainstorm areas in the world that are in need of Christ's love. Discuss with your child how he or she can share surplus time and talent with the people in those situations to help share Christ's love. **Say:** *Whenever we use our gifts to help others, we share God's love.*
- ▶ Read aloud the session title and discuss the text in the blue box. **Say:** *In this session we will learn more about how we can respond to the call of holiness.*
- ▶ Pray aloud the prayer together.

Explore: Pages 174–175

- ▶ Together share stories about a time you had to adjust to change, such as moving to a new city or beginning a new job. **Ask:** *How can you support people who are experiencing change in their own lives?* (Possible answers: treat them with kindness, offer words of welcome and support) **Say:** *In this article we are going to read about how the Church responded to cultural changes.*
- ▶ Invite your child to read aloud the title The Second Vatican Council and the text below it. **Say:** *Pope John XXIII realized that the Church needed to try new approaches to connect with the modern world. To many, the old ways were more comfortable. But the pope knew that for the Church to continue serving people, change was necessary.*
- ▶ Have your child read aloud the Sacred Art feature. **Ask:** *Why do you think the painter chose to place the cross in a prominent position?* (Possible answer: to remind Church leaders that they are responsible for leading the Church founded by Christ)
- ▶ Take turns reading aloud Providing Direction for the Future. **Say:** *Bishops are responsible for the spiritual needs of the people in their dioceses. Point out that people living in different parts of the world can have drastically different needs. One of the challenges the bishops faced during the council was addressing the needs of the people they served.* If possible, show a Web clip of the council opening.
- ▶ Read aloud Renewal on page 175. If possible, together research online documents promulgated during the Second Vatican Council. Read aloud the titles of the documents to help your child understand the breadth of issues discussed by Church leaders.
- ▶ Have your child read aloud Our Catholic Character. **Ask:** *Why did the changes that were approved during the Second Vatican Council help people enter into the celebration of the Mass?* (Possible answers: People were able to pray more actively. People were able to participate in the Mass in their own language.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 176–177

- ▶ Design a T-chart with the headings *Sacraments of Initiation* and *Gifts Received*. Together list the sacraments and the gifts that we receive through each sacrament. Turn to pages 258–259 in the back of the book for information about the sacraments.
- ▶ Invite your child to read aloud the title Called to Holiness and the first section. **Ask:** *Why are we called to lead holy lives?* (We are made in God's image.) Point out that

the Sacrament of Baptism welcomes us into the Christian community and that the Sacrament of Confirmation strengthens the grace that we receive through our Baptism.

Say: *Through the Eucharist, Christ has given us a model of how to live. We are called to share ourselves with others.*

- ▶ Take turns reading aloud Many Gifts. Identify the gifts named in the Scripture passage.
Ask: *In which vocations can people practice each gift?* (Possible answers: Expression of Wisdom—counselors; Expression of Knowledge—teachers; Mighty Deeds—advocates for peace)
- ▶ Brainstorm ways that you and your child work to build up the Kingdom of God. **Say:** *Through the work that we do, we help build up the Church, and we model the Church in action.*
- ▶ Have your child read aloud Ready for Confirmation on page 177. Then turn to pages 84–85 to review the Marks of the Church. Invite your child to summarize each Mark of the Church.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 178

- ▶ Read aloud the title Abundant Harvest and the paragraphs in the left column. Point out that Catholics believe that God alone is worthy of our worship. **Say:** *We do not worship Mary and the saints, but we do pray to them, asking them to intercede on our behalf.*
- ▶ Pray aloud, taking turns reading each part of Interceding for Others. After praying, **say:** *Take a moment to pray your own prayers of intercession silently.*
- ▶ 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 paragraph. **Ask:** *Why is it important to share, take turns, and help others?* (Possible answers: because God wants us to, because that is how we make God’s love present to the world, because loving works better than hating)
- ▶ Take turns reading aloud Why Am I Being Sent? **Say:** *The author reminds us that the Kingdom of God is inside us and in our relationships with others when we choose to do his will. Ask:* *In the story about the two sons, what was the second brother’s first response to his father’s request?* (He complained and refused to do it.) *What happened next?* (He decided to do the work.) **Say:** *We may complain sometimes and turn away from God. But this doesn’t make us unfit to serve him. God will always rejoice when we turn back to him.*
- ▶ Have your child complete the Witness to Love activity independently and invite him or her to share the response with you.

Respond: Page 179

- ▶ Read aloud the directions. Remind your child to use the page references to help find responses to the questions. Have him or her complete the activity independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? **Say:** *God has given each of us different gifts that, when used together, can respond to all of the world’s needs.* Have your child complete the activity and then together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.



People for Others

Engage: Page 180

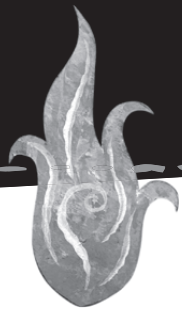
- ▶ **Ask:** *Why do we like to be notified when someone calls or texts us?* (Possible answer: so that we don't miss anything) **Say:** *God doesn't have a cell phone.* **Ask:** *How does God call us?* (Possible answers: through our conscience, our experiences, prayer, the Church)
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *Answering these calls from God can give us a much bigger boost than we receive through a text message or an e-mail. In this session we're going to read about ways we can respond to God's call.*
- ▶ Pray aloud the prayer together.

Explore: Pages 181–182

- ▶ **Ask:** *What does it mean to be poor?* (to have very little money) *What are some of our basic needs?* (food, rest, shelter) **Say:** *Poverty comes in many forms. As Christians we are called to see it and respond to it.*
- ▶ Invite your child to read aloud the article title Hearing the Cry of the Poor and the section Blessed Teresa of Calcutta. Point out that Church leaders call on us to care for people in need. **Ask:** *What do you find most remarkable about Blessed Teresa of Calcutta's life story?* Discuss your child's response.
- ▶ Read aloud Our Catholic Character. Brainstorm examples of contemporary people or organizations that care for people in need. Encourage your child to name ways that he or she can support this work. **Say:** *When we serve the needs of others, we follow the example of all those in the Communion of Saints.*
- ▶ Take turns reading aloud A Call Within a Call on page 182. **Ask:** *How would you describe Blessed Teresa?* (Possible answer: intuitive, decisive, energetic, action-oriented) **Say:** *The Church recognizes that Blessed Teresa lived a life worthy of emulation.*
- ▶ Have your child read aloud Faith and Doubt. Point out that many people of faith have experienced times of doubt and uncertainty. **Say:** *Doubt is a sign that a person takes his or her faith seriously. It is a sign of active engagement.*
- ▶ Read aloud the Sacred Art feature. Explain that before the founding of the Daughters of Charity, women in religious communities led private, or "cloistered," lives. **Say:** *The Daughters of Charity lived and worked among the people of the community.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 183–184

- ▶ Place your child's favorite treat in front of him or her. **Say:** *Let's pray together the Act of Faith.* (Pause.) *You don't seem focused.* **Ask:** *Is something distracting you?* **Say:** *The Church understands that the needs of the body are very strong and must be fulfilled before the needs of the spirit can be addressed. Let's eat our treat and then begin.*
- ▶ Take turns reading aloud the article title works of mercy, the introductory paragraph, and the Scripture passage. **Say:** *In the Sermon on the Mount, Jesus says, "Blessed are the poor in spirit." He wants his listeners to realize that hunger, thirst, and poverty can apply to the spirit as well as to the body.*



- ▶ Have your child read aloud Our Catholic Character. Turn to page 248 in the back of the book. Pray together the Prayer of Generosity. **Say:** *This is a great prayer to take to heart.*
- ▶ Read aloud corporal works of mercy on page 184. Remind your child that while the corporal works of mercy refer to people's physical needs, they can also refer to other needs that people have. **Say:** *We can visit people imprisoned by loneliness, for example, by spending time with people who live in nursing homes.*
- ▶ Take turns reading aloud spiritual works of mercy. Together find examples from newspapers and magazines of different ways that people live out the works of mercy.
- ▶ Have your child read aloud Ready for Confirmation. Suggest that whenever your child receives a thank-you for an act of kindness, he or she can mentally "pass it on" to the Holy Spirit for giving your child the strength to act.
- ▶ 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 and the paragraphs in the left column. **Say:** *For Jesus' followers, the Beatitudes are a way of life. One of the Beatitudes describes the reward for those who work for peace. Today we're going to reflect on this beatitude.*
- ▶ Take turns reading aloud Beatitude Reflection. After each paragraph, allow time for reflection before reading the beatitude. Conclude the prayer by exchanging the Sign of Peace.
- ▶ 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 paragraph. **Say:** *God has a plan for each of us, and the more we listen to him, the more faithful we will be at following that plan.*
- ▶ Read aloud Discovering Who You're Meant to Be. Discuss with your child the idea that Jesus gradually discovered who he was. **Say:** *God rejoices as we discover who we are too.* **Ask:** *What kinds of actions brought Jesus closer to the truth about himself? (listening to his heart; helping people who were poor, sick, and lonely; sharing God's message with others)* **Say:** *When we do these things, we get closer and closer to finding out who we are too.*
- ▶ Have your child complete Vocation Reflection independently. Invite him or her to share the response with you.

Respond: Page 186

- ▶ Have your child read aloud the directions and complete the matching activity.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Give your child time to complete the activity. **Say:** *The Church has given us many tools to help us respond to the needs of people who are suffering and vulnerable. We can rely on God's grace and the strength of the Holy Spirit to practice the works of mercy. Together pray the Sign of the Cross.*
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Celebrating Pentecost

Engage: Page 187

- ▶ Share experiences of working with a group to complete a task. **Say:** *As members of the Church, we rely on the Holy Spirit to bond us together. As members of the Church, we support one another in fulfilling the Church's mission.*
- ▶ Read aloud the title Celebrating Pentecost and discuss the text in the box. Then read aloud the page. **Say:** *On the Feast of Pentecost, we give thanks to God for sending us the Holy Spirit. In this session we're going to learn about the Feast of Pentecost.*
- ▶ Pray aloud the prayer together.

Explore: Pages 188–189

- ▶ Together plant seeds in paper cups filled with soil. **Say:** *Through our words and actions, we cooperate with God in planting the seeds of his love in the hearts of the people with whom we interact. The Holy Spirit helps nurture these seeds. As disciples we help others grow in their relationship with God.*
- ▶ Invite your child to read aloud the article title Proclaiming Christ Anew, the text below it, and the section Blessed Pope John Paul II. **Say:** *Pope John Paul II went all over the world to connect with Catholics from various countries and cultures. By doing so, he reminded us that the pope is both the Bishop of Rome and the shepherd of the People of God all over the world.* **Ask:** *For what else was he known? (as a peacemaker and as someone who lived a life of openness and charity)*
- ▶ Have your child read aloud Our Catholic Character. Explain that for a miracle to be “scientifically proven” means that medical and scientific experts must verify that the act is not explainable by science.
- ▶ Read aloud World Youth Day on page 189. Point out that the celebratory nature of Jubilee Year is rooted in Scripture. Read aloud Isaiah 61:1–2. **Say:** *The last Jubilee Year was 2000. Pope John Paul II had a great respect for young people. He believed that their joy and enthusiasm reflect the creative joy of God. To remind us that social justice is an important component of our lives as Catholics, the Church also participated in an initiative asking governments to forgive the debts of developing nations.*
- ▶ Have your child read aloud the Past Meets Present feature. **Say:** *Saint John Vianney was a remarkable priest. People came from all over the world to seek his counsel. It is said that he heard confessions for 16 hours a day but never lost patience.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 190–191

- ▶ Discuss situations where it is appropriate to use a whisper, a speaking voice, and a scream. **Say:** *Sometimes a whisper is more effective than using a loud voice.* **Ask:** *Why? (Possible answer: People have to pay more attention to hear someone whisper.)* Point out that the Church calls us to use various voices in the work of evangelization.
- ▶ Take turns reading aloud the section The New Evangelization. **Ask:** *Why might people be indifferent about their faith? (Possible answer: They are more interested in worldly concerns.)* *What does the term New Evangelization describe? (our call to serve as evangelists, both to those who have not yet heard the Gospel as well as to traditionally*

Christian countries that need to hear the Gospel anew) Invite your child to explain the principles of the New Evangelization, using his or her own words.

- ▶ Read aloud the Sacred Art feature. **Ask:** *Why are doves and tongues of flame appropriate symbols for the Holy Spirit?* (Possible answer: Doves are symbols of peace, and the Holy Spirit fills us with the warmth and light of God's love.)
- ▶ Invite your child to read aloud the sections on page 191. Explain that the Roman Curia is comprised of the Church's central administrative offices. Point out that by establishing an office responsible for the New Evangelization, the pope demonstrated the importance of this ministry. **Say:** *The Fruits of the Holy Spirit are behaviors that we exhibit when we choose to follow God's path for us.* Have your child turn to page 240 in the back of the book for more information about the gifts and fruits of the Holy Spirit.
- ▶ Have your child complete the activity Bearing Fruit independently.
- ▶ Ask your child to read aloud Ready for Confirmation. **Say:** *We can always pray to the Holy Spirit for the strength to follow God, even before we have been confirmed.* Emphasize that we receive the grace of the Holy Spirit through Baptism.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 192

- ▶ Read aloud the title Come, Holy Spirit, Come! and the paragraphs in the left column. **Say:** *While Pentecost was a one-time event, God wants us to remember that the Holy Spirit is always with us.*
- ▶ Have your child take the role of Leader and pray aloud the prayer Sequence for Pentecost Prayer and Reflection together. After your child prays the last part of the prayer, give him or her time to pray silently. Conclude your prayer by praying the Sign of the Cross.
- ▶ 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. Describe memories of good times experienced by your family. **Say:** *All of these are experiences of Church even though we might not immediately think so.* Read aloud the introductory paragraph in Where Do I Fit In?
- ▶ Together read aloud What Does It Mean to Be Church? **Ask:** *In what ways does the author experience God in his family?* (through the ministry and example of his sister's work, through his marriage, through being a parent) **Say:** *The word church can refer to any community in which we experience joy and belonging.*
- ▶ Have your child complete Church independently and share his or her image with you.

Respond: Page 193

- ▶ Have your child read aloud the directions. Remind him or her to use the page references to complete each sentence independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Allow time for your child to complete the activity. **Say:** *Remember that we are called to be evangelists in all that we do. Often we are more effective at sharing God's love with others through our actions rather than our words.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.