

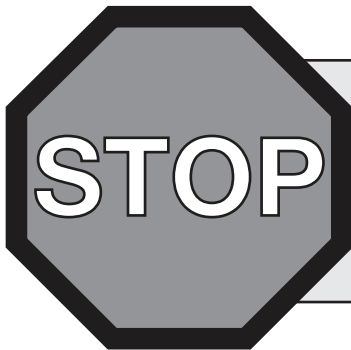
Vocations

Answering God's Call

TEACHER GUIDE

Living in Christ

Michael T. Greene



To access the ancillary teaching resources for this course, go to www.smp.org/LivingInChrist/Vocations



saint mary's press

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Introducing the Living in Christ Series

Vocations: Answering God's Call is an elective course in the Living in Christ series, and is taught most appropriately at the junior or senior level in high school.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechesis the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying Scripture, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. In this current course on vocations, the students will be given the opportunity to learn more about God's call to the various members of his Church, and, most personally, will be helped to discern God's call to each one of them as unique individuals. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** Teaching with the student book is more like teaching with *The Catholic Faith Handbook for Youth* (Saint Mary's Press, 2008) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sensible order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- **The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other resources found on the Internet.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

- **The Living in Christ series invites you as teacher to develop your abilities to facilitate learning.** This series asks you to become an expert about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The Living in Christ series invites the students to be more engaged in their own learning.** This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

These changes will enable the students to consider the most important concepts in the course at a deeper level.

The Series Web Site: smp.org/Living in Christ

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at smp.org/LivinginChrist:

- **Handouts** All handouts for a unit are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, which are continually checked for appropriateness and to ensure that they are active.
- **Student vocabulary quiz** For each unit there is an interactive vocabulary quiz for students. The quiz provides questions to assess students' knowledge of the vocabulary for a unit. Additionally, as the students respond to each vocabulary question, they are provided with the full definition along with a reference to the student book page where the word is defined and explored so they can read the word in context to deepen their understanding.

At smp.org/LivinginChrist you will also have access to an **online test generator**, which provides hundreds of additional questions for each course, beyond what is provided in the unit tests. You can use test questions as they are presented or modify them for your students' learning needs. You can also upload your own questions, which will be formatted by the test generator. Further, the test generator allows you to select the questions you want for inclusion on a test and provides you with an answer key for the custom test you develop for your classroom.

Introducing *Vocations: Answering God's Call*

This course leads the students toward a deeper understanding of God's call in the life of his people, the Church, and in each of our own personal lives. The course first explores foundational concepts integral to an understanding of vocation as God's call and our response. The broad spectrum of vocations is introduced first through an exploration of the call of the laity and an overview of the four states of life: married, single, ordained, and consecrated. In the first unit, both the committed single life and marriage are explained as responses to God's call to love and service. The Sacrament of Marriage is given particular emphasis in the next two units. This is followed by two units focusing on the Sacrament of Holy Orders. A unit on God's call to consecrated life, and the variety of responses available within that call, is presented. Finally, an entire unit on discernment (How do we know God is calling? How do we choose to respond?) brings a personal focus to vocation as God's personal call to each of us, and our response. Ultimately, all vocations are a personal response to God's call within a relationship to Jesus Christ, in the strength and love of the Holy Spirit. The unit on discernment brings this relationship into sharp focus as a starting point for hearing and responding to God's call.

The course has eight units centered on eight important questions or concepts about the meaning of vocation. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: Living Our Christian Vocation: God's Call and Our Response
- Unit 2: The Essential Vocation of the Laity
- Unit 3: The Theology of Christian Marriage
- Unit 4: The Sacrament of Marriage
- Unit 5: The Theology of Holy Orders and the Three Degrees of Holy Orders
- Unit 6: The Formation of a Priest, and the Sacrament of Holy Orders
- Unit 7: Understanding Consecrated Life
- Unit 8: Discerning God's Will

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other Internet resources.

The path for each unit has the goal of leading all the students to comprehend four “understandings” with the related knowledge and skills. This curriculum model assumes that you will adjust your teaching according to the needs and capabilities of the students in your class. You do not have to complete every learning experience provided, and we hope you substitute your own ideas for those in the guide when needed.

Each unit has three basic parts: the Overview, the Learning Experiences, and handouts.

Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a list of articles from the student book covered in the unit
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (smp.org/LivinginChrist)
- a list of Scripture passages used
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

The instruction and learning occur in this section. Each unit contains a similar process for instruction.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you to determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach above their heads. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

Unit 1 offers a more comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and belief. This preassessment will help you to make choices throughout the unit. Based on what you learn in your preassessment in unit 1, you may decide to spend more or less time on given topics.

Present the Final Performance Tasks to the Students

A final performance task is a type of summary assessment, which means that it is a means of determining what the students understand, know, and can do after a period of instruction such as a unit. (The unit test is also a summary assessment.)

In addition to providing a unit test, we encourage you to assess (determine) student understanding of the four most important concepts in each unit by assigning one of the short projects called final performance tasks. Through these projects the students can demonstrate their understanding of the main concepts. This assignment allows you to have another snapshot of what the students understand.

For example, the four understandings for unit 1 are:

- A vocation is a personal call from God to use all of our gifts in service to him and to one another.
- Old and New Testament stories of God's call and the free response of the human person provide powerful models of vocation for us.
- Every Christian vocation must be rooted in Baptism and must lead us to communion with God—the Father, the Son, and the Holy Spirit.
- We are all called, as disciples of Christ, to work for our own salvation and the salvation of others.

The handout "Final Performance Task Options for Unit 1" (Document #: TX002764) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option directs the students to write an autobiographical essay exploring the ways God may be calling them to discipleship. Pointed questions about their own experiences, gifts, and talents help the

students to structure their essay in order to help them understand vocation not as an abstract idea but as a particular and personal response to God's gifts to them. The second option asks them to create a vocations pamphlet outlining the roots of the Christian call in the Sacraments of Christian Initiation, explaining the four vocational states of life, and providing a brief guide for thought and prayer about living the Christian life more fully.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of the "Are we learning anything today?" or "Why do we have to learn this?" questions by giving the students the big picture of where they are headed and how they will get there.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that much of what goes on in the classroom should contribute to student learning, such as explaining assignments; presenting new material; asking the students to work individually, in pairs, or in groups; testing the students; and asking them to present material to their peers.

Each step in the teacher guide leads the students toward deeper understanding of the four key understandings of a unit. At times learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. If you have a better way of achieving a step goal, by all means use it. However, if new vocabulary or content is introduced in a step you have chosen to skip, you may want to go over that material in some way, or remove that material from the unit test.

Throughout the steps, references are made to student book articles, resources at smp.org/LivinginChrist, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to smp.org/LivinginChrist for resources at your fingertips.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Understanding encompasses several of the "facets of understanding," used by Jay McTighe and Grant Wiggins in their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we

Explain

Can explain—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret

Can interpret—tell meaningful stories; offer apt translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.

Apply

Can apply—effectively use and adapt what we know in diverse and real contexts—we can “do” the subject.

Perceive

Have perspective—see and hear points of view through critical eyes and ears; see the big picture.

Empathize

Can empathize—find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.

Reflect

Have self-knowledge—show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

(P. 84)

Understand

Note that Saint Mary’s Press has created icons for each facet of understanding. When three or more facets are present, there will be an “understand” icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom’s Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit. Not only does this day give the students time to work in groups if needed or to do some research, but it also gives you the opportunity to identify any students who may be having trouble with the assignment and allows you to work with them during class time.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout “Learning about Learning” (Document #: TX001159; see Appendix) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

- The students do not get much time to reflect while they are moving through each unit. Looking over the unit helps them to make connections, revisit any “aha!” moments, and identify which concepts remain difficult for them to understand.
- We give students a gift when we help them learn how they learn best. Insights such as “I didn’t get it until we saw the video” or “Putting together the presentation required that I really knew my stuff” can be applied to all the disciplines they are studying.

Feel free to have the students discuss the handout questions in pairs at times for variety.

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary’s Press Web site at smp.org/LivinginChrist, as PDFs, as Word documents, or in rich text format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendixes

The teacher guide has two appendixes. In the first appendix, you will find a handout that is used in each unit. It is also available at smp.org/LivinginChrist for downloading, customizing, and printing. The second appendix provides a correlation between the teacher guide and the student book, identifying the unit and step where each student book article is addressed.

Thank You

We thank you for putting your confidence in us by adopting the Living in Christ series. Our goal is to graduate students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith in terms of their real lives.

Please contact us and let us know how we are doing. We are eager to improve this curriculum, and we value your knowledge and expertise. You may e-mail us at LivinginChrist@smp.org to offer your feedback.

Unit 1 Living Our Christian Vocation: God's Call and Our Response

Overview

This unit will introduce the students to the meaning of Christian vocation as a pure gift that is celebrated and strengthened in the Sacraments of Christian Initiation. It will examine the Christian vocation in light of Old and New Testament stories of God's call and the free response of the human person, and it will explore the dual meaning of vocation as a fundamental call to Christian discipleship as well as a call to a particular state in life.

Key Understandings and Questions

Upon completing the unit, the students will have a deeper understanding of the following key concepts:

- A vocation is a personal call from God to use all of our gifts in service to him and to one another.
- Old and New Testament stories of God's call and the free response of the human person provide powerful models of vocation for us.
- Every Christian vocation must be rooted in Baptism and must lead us to communion with God—the Father, the Son, and the Holy Spirit.
- We are all called, as disciples of Christ, to work for our own salvation and the salvation of others.

Upon completing the unit, the students will have answered the following questions:


- Why can the perfection of love be called the universal vocation?
- At what two levels of meaning can we understand the idea of "vocation" as it relates to us and to the Church?
- Why does living an authentic Christian vocation inevitably involve sacrifice, and what is the ultimate end of such sacrifice?
- How is our relationship with God and with one another an essential dimension of our individual vocation?

How Will You Know the Students Understand?

The following resources will help you to assess the students' understanding of the key concepts covered in this unit:

- handout “Final Performance Task Options for Unit 1” (Document #: TX002764)
- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002765)
- handout “Unit 1 Test” (Document #: TX002772)

Student Book Articles

This unit draws on articles from the *Vocations: Answering God's Call* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from section 1, “Living Our Christian Vocation,” and are as follows:

- “What Is a Vocation?” (article 1)
- “God's Call in the Old Testament” (article 2)
- “God's Call in the New Testament” (article 3)
- “The Foundation of the Christian Life” (article 4)
- “We Listen to Our Teacher” (article 5)
- “We Respond in Discipleship” (article 6)
- “We Respond as the People of God” (article 7)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to discover what it means to be called by Christ and to generously respond to that vocation by living out their baptismal calling as disciples in the Church. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed any knowledge or skills required in later units.

Explain

Step 1: Preassess what the students know and would like to know about the meaning of a Christian vocation.

Understand

Step 2: Follow this assessment by presenting the students with the handouts “Final Performance Task Options for Unit 1” (Document #: TX002764) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002765).

Empathize

Step 3: Engage the students in an icebreaker exercise and then have them work together to set the ground rules for this course.

Reflect

Step 4: Invite the students to participate in a personal inventory exercise that will help them begin to identify the direction in which God may be leading them.

Interpret

Step 5: Guide the students in preparing and performing dramatic skits based on vocation stories from the Old Testament.

Apply

Step 6: Lead the class through the PowerPoint “God’s Call in the New Testament” (Document #: TX002776).

Explain

Step 7: Have the students work in groups to discuss the Sacraments of Christian Initiation as the foundation of the Christian vocation.

Apply

Step 8: Guide the students in an exercise of discovery about the meaning of Christian discipleship.

Empathize

Step 9: Lead the students through a self-discovery exercise on the meaning of discipleship.

Understand

Step 10: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 11: Provide the students with a tool for reflecting about what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “You Have Heard . . . But I Say” (Document #: TX002775)
- “Living God’s Call” (Document #: TX002774)

The Web site also includes information on these and other teaching methods used in the unit:

- “Using the Think-Pair-Share Method” (Document #: TX001019)
- “Using Skits in Teaching” (Document #: TX002100)
- “The Whip-Around” (Document #: TX002066)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Genesis 12:1–4, 15:1–6, 17:1–8 (the call of Abraham)
- 1 Samuel 13:1–11 (the call of Samuel)
- 1 Samuel 16:1–13 (the call of David)
- Jeremiah 1:4–19 (the call of Jeremiah)
- Matthew 5:21–24 (whoever is angry with a brother [or sister] is liable to judgment)
- Matthew 5:27–30 (whoever looks lustfully at a woman commits adultery)
- Matthew 5:38–39 (turn the other cheek)
- Matthew 5:41 (go the extra mile)
- Matthew 5:43–48 (love your enemies)
- Mark 12:28–31 (love God and neighbor)
- Luke 10:29–37 (the Parable of the Good Samaritan)
- John 8:1–11 (forgiveness of the adulterous woman)
- John 13:34–35 (the New Commandment: love one another)

Unit 1

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 1” (Document #: TX002766), one for each student.

actual graces	People of God
agape	Sacraments of Christian Initiation
age of reason	sacramental graces
Beatitudes	Sacred Chrism
charism	sanctifying grace
Church	Tradition
disciple	vocation
Paschal Mystery	

Learning Experiences

Explain

Step 1

Preassess what the students know and would like to know about the meaning of a Christian vocation.

- 1. Prepare** by downloading and printing copies of the handout “A Preassessment of My Knowledge of the Meaning of a Christian Vocation” (Document #: TX002763), one for each student. Also gather pens or pencils, one for each student.
- 2. Distribute** the handout and pens or pencils. Instruct the students to complete the handout individually and in silence. Consider playing soft, instrumental music as the students work. Walk around the room as the students work in case any of the questions on the handout require further clarification. When the students have completed the handout, have them form pairs and use the think-pair-share method to review each other's work (see the method article “Using the Think-Pair-Share Method” [Document #: TX001019] for background information). After the student pairs have reviewed all of their responses, invite the students to share their answers (or questions) with the class. As you conclude this learning experience, collect all of the handouts in order to review what the students wrote. Return the handouts to the students in the next class session.
- 3. Conclude** by inviting the students to ask questions or make comments.

Teacher Note

You may wish to require that students vary their final performance tasks throughout the course. For example you may require that students complete at least two individual and two partner or group final performance tasks. Or you may require that students choose different types of final performance tasks, such as written, multimedia, or artistic. If you have these requirements, share them with the students now so that they can choose their final performance tasks appropriately.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX002764) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002765).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: writing an autobiographical essay focusing on God's calling, creating a pamphlet on vocations, or developing a multimedia presentation on the vocation of a saint. Refer to “Using Final Performance Tasks to Assess

Understanding (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX002764) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002765), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose options 1, 2, or 3. If you wish to work with a partner, you may choose options 2 or option 3 only.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain** the type of knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
- 5. Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the theological foundations for the Catholic idea of vocations.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

Empathize

Step 3

Engage the students in an icebreaker exercise and then have them work together to set the ground rules for this course.

- 1. Prepare** by collecting magazines, scissors, glue, and 5-x-7-inch unlined index cards for each group of four. Have enough index cards for each student to have one. Also obtain a sheet of newsprint to post ground rules that the class will develop.
- 2. Invite** the students to participate in an icebreaker exercise. (It is not necessary to bill it as such.) Divide the class into groups of four. Give each group

a stack of magazines, two pairs of scissors, glue, and a 5-x-7-inch index card for each student. Invite the students to page through the magazine and find an image that can serve as a symbol or metaphor for what they feel or see as their calling in life at this point. Give the students instructions, using these or similar words:

- ▶ You will be looking through magazines to find an image that you believe serves as a symbol or metaphor for your calling in life as you see it at this moment. Cut out the image and glue it onto the index card. You need not choose a specific career but rather a general calling. Then label your index card with your calling. For example, if you feel a calling to be a good listener, you may choose something like an image of a large ear or stethoscope. If you feel a calling to bring people with contrasting points of view together, you may choose the image of a bridge. When I give you a signal, you will share your symbol or metaphor with the other members of your group and explain how this image relates to your calling.

Choose a signal that the students will recognize.

3. **Instruct** the students, when you see that they have chosen images and glued them onto their index cards, to share their images and special callings with other members of their group. After all have shared, invite the students who wish to do so to share their images and callings with the entire class. Consider collecting the index cards and posting them in the room, on a bulletin board or on a sheet of newsprint.

Teacher Note

In the initial session, it is important to use a learning experience that helps to build group trust, as open and frank sharing of feelings, ideas, questions, fears, and challenges is important to the success of this course. Icebreakers or trust-building exercises are helpful even for students who know or think they know one another. Creating an atmosphere of trust may eventually help the students to discover a life-transforming calling.

4. **Move** the students from the initial icebreaker exercise to a group effort to establish several basic ground rules for this class. Begin by reminding the students of some of the expectations they've grown accustomed to following in other classes. For example, classes often work best when there is general respect for other students' ideas, when the class keeps sensitive conversations confidential, when students who work in groups stick to their deadlines for the good of the group, and so on. Keeping the students in the same groups as before, ask each group to write down three ground rules that they would like to establish for this class. After each group has completed its list, ask one member to write the group's ground rules on the sheet of newsprint. After all the groups have posted their ground rules, eliminate any duplicate rules and invite the class to vote on five to seven most important ground rules for the class. These should be posted in the classroom later, on a clean sheet of newsprint. Consider inviting one or more students to make this poster.



Article
1

Reflect**Step 4**

Invite the students to participate in a personal inventory exercise that will help them begin to identify the direction in which God may be leading them.

- 1. Prepare** by downloading and printing the handout “Who Is God Calling Me to Become?” (Document #: TX002767), one for each student.
- 2. Assign** the students to read article 1, “What Is a Vocation?” in the student book as preparation.
- 3. Introduce** this learning experience by explaining that the students will first be engaging in a time of serious reflection about their own vocations. They should write carefully considered and personal reflections as though they were keeping a personal journal. After the students have finished reflecting, they will meet in groups of three to discuss any parts of their reflections they would like to share with other students. Distribute the handout, and invite the students to begin. Consider playing soft, instrumental music as the students work.
- 4. Call** the students to attention after they have completed their writing. Explain to them that they have engaged in a type of exercise that they should repeat many times in their lives. Reflection on where God is calling each of us at this moment in time should become a lifelong process. Divide the class into groups of three, and direct them to discuss any part of their reflections they are willing to share. Remind the students that these reflections are personal and confidential, and they should be treated with utmost respect.
- 5. Conclude** by inviting the students to ask questions or make comments.

Teacher Note

This course lends itself to the incorporation of a learning journal. If requirements for a journal are specified at the beginning of the course as a daily activity, the journal itself could suffice for an ultimate final performance task. This exercise provides one good model for organizing a learning journal, using questions for reflection. The instructor can provide the questions for reflection, or the student may generate her or his own questions.



Article
2

Interpret

Step 5

Guide the students in preparing and performing dramatic skits based on vocation stories from the Old Testament.

Teacher Note

Skits can be excellent teaching tools, but extra preparation is required on your part. In most classes it is best to preassign the groups so that you know that the different personalities will be able to work together. Having the students prepare in different spaces works well but can create logistics problems: Who will supervise the students? How can you check on each group to be sure they are staying on task? Having the students work in one larger location, such as a school cafeteria, where groups can move to different parts of the room, works better. If that is not an option, you will need to find other teachers to help you supervise the groups. The background article “Using Skits in Teaching” (Document #: TX002100) contains other helpful hints for using skits in the classroom.

1. **Prepare** by downloading and printing the handout “A Dramatic Call: Lessons from the Old Testament” (Document #: TX002768), one for each student. Make Bibles available, one for each student, or ask the students to bring their Bibles to class. Also, either provide some props for the students to use, or ask the students to bring props for their skits. This learning experience works better over two class sessions: the first for student preparation, and the second for student performances.
2. **Organize** the class into four groups in advance to create skits for four Scripture passages found at the bottom of the handout. Have the students move into these groups now, and either assign each group a passage, or have the groups draw slips out of a hat or bowl to determine which group gets which passage. If your class is large, have more than one group work on the same passage.
3. **Assign** the students to read article 2, “God’s Call in the Old Testament,” in the student book as preparation.
4. **Introduce** the learning experience by distributing the handout and by sharing the following information with the students:
 - ▶ In the next few class sessions, we will begin looking at both the Old and New Testaments for a deeper understanding of what it means to be called by God. Scripture contains many “call” stories that can serve as wonderful models of vocation.

- ▶ In the next two class sessions, you will be working in assigned groups to create and perform skits based on Scripture stories of God’s call and a human being’s response.
- ▶ As you read your assigned Scripture passage and begin to write your skit, keep in mind the following general characteristics of a vocation, which you will find on your handout.

The person called . . .

- is attracted, or at least open, to serving God or others
- feels that she or he is singled out by name for some special purpose

- experiences the call as scary but thrilling at the same time
 - “tests” the call to make sure it is real; may show some resistance to God’s call
 - is ultimately confirmed by others whom she or he can trust; the call is validated
- The handout provides the guidelines you will need to follow. In addition to these, keep in mind that the purpose of this exercise is to explore the meaning of an authentic vocation. You may begin working. Use your creativity!
5. **Provide** ample time for the students to complete their skits. A full class session is recommended for preparing and a full class (or more) for presenting.
 6. **Conclude** with a brief discussion about what lessons about vocations the skits (and Scripture sources) provided.



Article
3

Apply

Step 6

Lead the class through the PowerPoint “God’s Call in the New Testament” (Document #: TX002776).

1. **Prepare** by downloading and printing copies of the handout “God’s Call in the New Testament” (Document #: TX002769), one for each student. Prepare also by securing a laptop, PowerPoint projector, and screen and downloading the PowerPoint presentation of the same name (Document #: TX002776). Have at least one Bible available.
2. **Assign** the students to read article 3, “God’s Call in the New Testament,” in the student book as preparation.
3. **Lead** the students, by using the PowerPoint presentation, through a question-and-answer process. (See the “Teacher notes” sections on the PowerPoint slides for guidance.) The handout repeats the questions that are in the PowerPoint. Encourage the students to answer before you volunteer information yourself. As an alternative to using the handout, you may wish to direct the students to take notes in their learning journals or on a sheet of paper.

Teacher Note

This PowerPoint presentation is an interactive presentation. The question-and-answer format, along with interesting images can keep the students engaged if they are allowed to do most of the dialogue. Offer answers to the questions yourself only if the students seem to be missing the point.



Article
4

Explain

Step 7

Have the students work in groups to discuss the *Sacraments of Christian Initiation as the foundation of the Christian vocation.*

1. **Prepare** by downloading and printing the handout “Sacraments of Christian Initiation: The Foundation of Our Vocation” (Document #: TX002770), one for each student.
2. **Assign** the students to read article 4, “The Foundation of the Christian Life,” in the student book as preparation.
3. **Introduce** the learning experience using the following question as a prompt:
 - Why are the Sacraments of Christian Initiation the foundation of any Christian vocation?

Invite several students to respond.

4. **Divide** the class into groups of four. Distribute the handout, and instruct the group members to work together to “build” the foundation to the Church by describing how each Sacrament of Christian Initiation helps those who are initiated to authentically live their Christian vocation. Allow 15 minutes for the groups to work on their responses (5 minutes per Sacrament). When the groups are finished, have each read its responses to the class.
5. **Share** the following information with the students, and then invite them to respond to the questions:
 - We’ve just talked about the Sacraments of Christian Initiation as the foundation of our Christian vocation. These Sacraments—Baptism, Confirmation, and the Eucharist—give us grace to live the Christian life. The Church identifies several types of graces.
 - What is sanctifying grace?

Sanctifying grace is a supernatural gift of God, infused into our souls by the Holy Spirit, that continues the work of making us holy.
 - What is actual grace?

Actual grace is God’s interventions and support for us in the everyday moments of our lives.
 - What are sacramental graces and charisms?

Sacramental graces are those graces, or gifts of God’s presence, that are proper to each of the Sacraments. Charisms are God’s graces within us manifested through particular spiritual gifts. Charisms help us to live out our commitment to a state in life and to carry out the

responsibilities of that state. One important charism today is the gift of being able to listen to and understand Jesus the Teacher, who guides us in our daily lives.



Article

5

Apply

Step 8

Guide the students in an exercise of discovery about the meaning of Christian discipleship.

- 1. Prepare** by acquiring a copy of the film *Dead Poets Society* (128 minutes, 1989, rated PG) or by locating the proper segment of the film on the Internet. View segment 21:00 to 27:58, the scene in which John Keating (Robin Williams) begins introducing poetry to his English class. Also download and print the handout “The Key to Happiness: Listening to the Teacher!” (Document #: TX002771), one for each student.
- 2. Assign** the students to read article 5, “We Listen to Our Teacher,” in the student book, as well as the introductory material to part 2, as preparation.
- 3. Inform** the students that they will be watching a film clip from *Dead Poets Society* as inspiration for a group exercise and class discussion. Introduce the film, using these or similar words:
 - ▶ You will be watching a segment from the beginning of the film *Dead Poets Society*, in which an English teacher introduces poetry. As you watch, focus on the type of teacher John Keating is. Why does he take this approach to teaching poetry?
- 4. Divide** the class into groups of three or four. Distribute the handout and direct the groups to work through all of the Scripture passages. As they begin working, remind them that Jesus, although he respected traditions and laws, was often an unconventional teacher who challenged many assumptions and cultural traditions of his day. Many people who heard him would have been as surprised as the students were in John Keating’s classroom. Allow the students 25 minutes to complete the chart on the handout.
- 5. Instruct** the students to discuss the question that follows the chart and to write their answer after they come to a consensus. When you see that most of the groups have finished looking up the Scripture passages and discussing them, invite each group to share its insights with the rest of the class.
- 6. Conclude** by sharing the following ideas. Suggest that the students take notes in their learning journals, on a sheet of paper, or on their handout.
 - ▶ We have seen that although only some of these passages begin with the words “You have heard it said,” in each passage Jesus challenges long-established assumptions—not unlike John Keating challenging his poetry class. Do you think that after more than two millennia since

Jesus walked on the earth, most people understand his new standard of love?

Invite the students to respond.

- Based on your reading of article 5, “We Listen to Our Teacher,” in the student book, what is meant by the word *agape*?

Invite the students to respond. Make sure they understand that this word refers to the highest form of self-giving love.

- Briefly discuss the following question with your group and come to a group consensus: What are some of the cultural assumptions today that Jesus might challenge, based on the Scripture passages you examined?

Invite the students to respond. Their answers will vary. You may contribute other examples, such as the following: A common false assumption today is that many social problems are purely and simply individuals' problems. For example, some people may believe that poverty is caused by laziness and is not something that a society and its government must address. Not every person embraces Jesus' Law of Love; however, the Church calls upon individuals and societies such as ours to embrace a reasonable ethical standard of charity.



Article
6, 7

Empathize

Step 9

Lead the students through a self-discovery exercise on the meaning of discipleship.

1. **Prepare** by locating a recording of Carole King's “You've Got a Friend” (from her album *Tapestry*), either on a CD or on the Internet, and have it ready for the beginning of class. Also gather blank sheets of white paper and colored markers for the students. Have at least one Bible available for reading two Gospel passages aloud. Be prepared to conduct a whip-around exercise for part 4 of this learning experience (see the method article “The Whip-Around” [Document #: TX002066] at smp.org/LivinginChrist for background information).
2. **Assign** the students to read article 6, “We Respond in Discipleship,” and article 7, “We Respond as the People of God,” in the student book as preparation.
3. **Set** the atmosphere before the students arrive by dimming the lights and lighting a candle (if this is permissible in your school). Then, when all are settled, play Carole King's “You've Got a Friend.” Ask the students to listen attentively, thinking of it as a prayer to Jesus. While the students are

listening, distribute the blank sheets of paper and colored markers. When the song ends, instruct the students to write down words or phrases that they associate with friendship as inspired by this song, or to draw images that represent friendship.

4. Conduct a whip-around exercise, giving every student an opportunity to share one idea about, or image of, friendship. After all have finished sharing, read aloud the following Scripture passage from the Gospel of John:

- “[Jesus said to his disciples,] I no longer call you slaves, because a slave does not know what his master is doing. I have called you friends, because I have told you everything I have heard from my Father” (John 15:13–15).

5. Raise the lights in the classroom. Then ask the students:

- What does it mean to be a friend of Jesus?

Invite several students to respond. Then continue as follows:

- The final articles in this unit, about responding to Christ in discipleship and responding as the People of God, describe to us what our vocation means. To be a disciple means to be a friend of Jesus, and to be a member of the People of God means to be friends with all of Jesus' other friends.
- The part about being friends with all of Jesus' other friends causes many people the biggest problems. Do you find yourself grouping together types of people that you believe just cannot possibly be friends of Jesus? I will list a variety of groups of people. As you hear names of groups, jot down the ones you have difficulty thinking can be friends of Jesus.

Read the list slowly. Some names are intended to be humorous, but most are serious.

Christians	artists
Jewish people	lawyers
dark-skinned people	redheaded people
people who like sushi	short people
blonde-haired people	intellectual people
homeless people	murderers
babies	people who like coconut ice cream
rich people	soccer players
doctors	Native Americans
European people	Jesuits
gay and lesbian people	poor people
English teachers	terrorists
white people	

thin people	illegal immigrants
politicians	mentally ill people
people who volunteer to help others	

6. Ask:

- Is there any group in this list who could not be a friend of Jesus?

Discuss why some of groups are more difficult to accept as friends of Jesus. Note that others seem to be accepted easily. For example, no one has a problem with thinking of a baby as a friend of Jesus—no matter what its race or nationality or family fortune.

7. Explain that the teachings of Jesus emphasize not only love of those we know and care about (those who are easy to love) but also love of those we perceive as “enemies” or “outsiders.” Ask a volunteer to read aloud Matthew 5:43–48. Conclude that the love that Jesus teaches as his standard of love is not an ordinary love, but an extraordinary one.

8. Ask two or three volunteers, if time permits, to read aloud the Parable of the Good Samaritan (Luke 10:29–37). As this Gospel story illustrates, the true disciple will go to great lengths to reach out to someone considered an outsider or an enemy. Thus each of us be a true disciple only if we are merciful to others, including those we may identify as “enemy” or “in the wrong group” or “not like me.” The students may have questions about how the “murderer” or “terrorist” can possibly be considered a friend of Jesus, in any sense. Jesus died on the Cross for everyone. Though we have an obligation to protect society against those who would harm us, we also have an obligation as Christians to show mercy even to those who do the most heinous acts.

9. Share the following:

- The beginning of this section of the student book (see “Part 2: We Respond to God’s Call”) introduced the clever “I-dea” (pun intended) that “there is no *I* in *Church* or *People of God*.” We’re all in this together. With Jesus, *all* means *all*. So, as we end this class session, think about whether the “us and them” attitude that is so prevalent today authentically represents the Christian vocation.
- In the next unit, we will examine four types of vocations officially recognized by the Church: the single life, the married life, ordination to the priesthood, and consecrated life.

10. Conclude by inviting the students to ask questions or make comments.

Understand

Step 10

Make sure the students are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX002764) and “Rubric for Final Performance Task Options for Unit 1” (Document #: TX002765). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect

Step 11

Provide the students with a tool for reflecting about what they learned in the unit and how they learned.

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the Christian vocation has developed throughout the unit.

1. **Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
3. **Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.