

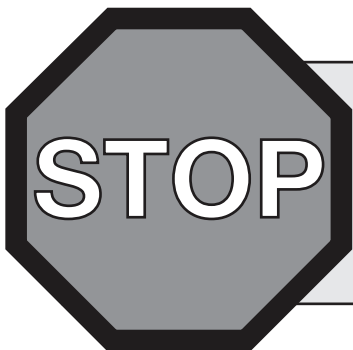
The Church

Christ in the World Today

TEACHER GUIDE

Living in Christ

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and Ann Marie Lustig, OP



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



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Introducing the Living in Christ Series

The Church: Christ in the World Today is the second-semester tenth-grade course in the Living in Christ series.

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 catechizing 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 the Scriptures, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. 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/LivinginChrist

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, and 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 bank, which provides hundreds of questions for each course, beyond what is provided in the units. You can use test questions as they are presented or modify them for your students' learning needs.

Introducing *The Church: Christ in the World Today*

This course leads the students toward a deeper understanding of the Church as the means to encountering the living Jesus. The course explores the origin, the human and divine elements, and the ongoing mission of the Church. Additionally, the students explore the Church's ongoing efforts to gather all into the People of God through the ecumenical movement and interreligious dialogue. Over the course of the eight units, the students reflect on their role in the Church and Christ's invitation to actively participate in and contribute to the life of the Church.

The eight units in this course center on eight important questions or concepts about the Church. 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: What Do We Mean When We Talk about “Church”?
- Unit 2: What Is the Origin of the Church?
- Unit 3: The Church Is a Mystery
- Unit 4: The Church Is One, Holy, Catholic, and Apostolic
- Unit 5: The Church Carries Out Its Mission
- Unit 6: The Church Is a Light to All People
- Unit 7: The Church Interprets the Signs of the Time in Light of the Gospel
- Unit 8: God Calls Us to Live as Disciples in the Church

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.

The 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 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 articles from the student book covered in the unit
- 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:

- God created all the world as essentially good.
- The Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1–11.
- Original Sin entered the world when Adam and Eve chose to reject a God-centered life in favor of a self-centered life.
- We need the grace of redemption in order to be healed of the effects of Original Sin.

The handout “Final Performance Task Options for Unit 1” (Document #: TX001436) 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 has the students conversing with Saint Paul about the Church in his time and now. The second option asks them to write a blog, authored by Saint Paul, to the members of the Church in his time. A traditional unit test is also provided.

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.

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.

Appendix

The teacher guide has one appendix, which consists of a handout that is used in each unit. The handout is also available at smp.org/LivinginChrist for downloading, customizing, and printing.

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. E-mail us at LivinginChrist@smp.org to offer your feedback.

Unit 1

What Do We Mean When We Talk about “Church”?

Overview

In this unit the students come to understand that the Church is unlike any other reality on earth, as the Church is both within history and beyond history. She is both human and divine. In the Church we meet God.

Key Understandings and Questions


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

- The media and society communicate mixed messages about the meaning of the Catholic Church.
- The word *church* comes from the Greek and Latin for “convocation or assembly” but can also refer to a liturgical assembly, a local parish community, or the gathering of the faithful worldwide.
- The Acts of the Apostles and the Pauline letters give us insight into the way the early Church understood itself.
- The models of the Church illustrate its many dimensions and functions.

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

- What is my understanding of Church, and how has society and the media affected my understanding?
- What does the word *church* actually mean?
- How did the first members and leaders of the Church understand it?
- Why can the Church seem different depending on the situation in which we encounter it?

Student Book Articles

This unit draws on articles from *The Church: Christ in the World Today* 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: The Church: Christ’s Continued Presence and Work in the World,” “Section 4: The Lived Mission of the Church,” and “Section 5: The Church and Young People,” and are as follows:

- “The Meaning of Church” (article 1, pp. 10–12)
- “The Holy Spirit Gifts the Church” (article 9, pp. 32–36)
- “The Mission of the Apostles” (article 10, pp. 39–42)
- “Spreading the Gospel” (article 11, pp. 42–44)
- “Persecution and Martyrdom” (article 12, pp. 45–47)
- “The Church Is the People of God” (article 13, pp. 50–52)
- “The Church Is the Body of Christ” (article 14, pp. 53–57)
- “The Church Is the Temple of the Holy Spirit” (article 15, pp. 57–59)
- “The Church and Hierarchy” (article 39, pp. 150–153)
- “Called by God to Belong to the Church” (article 52, pp. 199–202)
- “Christ Enriches Us through Participation in the Life of the Church” (article 53, pp. 202–206)
- “Called to Community” (article 54, pp. 206–210)

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 1” (Document #: TX001436)
- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001437)
- handout “Unit 1 Test” (Document #: TX001444)

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 begin their study of the Church. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain

Step 1: Preassess what the students already know about the Church and its founding.

Understand

Step 2: Follow the assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001436) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001437).

- Perceive** **Step 3:** Launch student discussion about the terms *catholic, church, Christian, religion, spirituality, and role of the Church*, building off step 1.
- Apply** **Step 4:** Explore and critique messages about the Catholic Church that are presented in print media.
- Empathize** **Step 5:** Assign the students to develop an ad campaign based on the questions Catholics and non-Catholics have about the Church, targeting areas of misinformation, concern, and ignorance.
- Reflect** **Step 6:** Guide the students in examining their self-understanding of the early Church through exploring New Testament images of Church.
- Explain** **Step 7:** Explore the models of the Church as explained by Avery Dulles.
- Interpret** **Step 8:** Provide a small-group hands-on experience with each of the five models of Church.
- Perceive** **Step 9:** Explore the models of Church in light of current Church events, using copies of local (diocesan) or national newspapers to find news articles featuring each model.
- Explain** **Step 10:** Provide the students with a general historical perspective on the growth and development of the Church and some of the people and events that continue to influence the Church today.
- Understand** **Step 11:** Now that the students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.
- Reflect** **Step 12:** Provide the students with a tool to use 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 theological concepts taught in this unit:

- “The Church” (Document #: TX001514)
- “The Two Basic Sacraments of Christ and Church” (Document #: TX001515)

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

- “Media Literacy” (Document #: TX001516)
- “Using Small-Group Hands-On Experiences” (Document #: TX001517)

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:

- Acts of the Apostles 4:3–37 (the early Church)
- Acts of the Apostles 6:1–7 (the need for assistants)
- Colossians 1:18 (Christ is the head of the Church)
- 1 Corinthians 3:7–9 (we are God’s coworkers)
- 1 Corinthians 3:16–17 (we are the temple of God)
- 1 Corinthians 12:12–20,27 (one body, many parts)
- Ephesians 2:19–22 (no longer strangers)
- Ephesians 4:11–16 (diversity of gifts)
- Galatians 3:27–28 (what faith has brought us)
- Romans 11:17–18,24 (the Gentiles’ salvation)
- Romans 12:4–5 (many parts in one body)
- John 10:1–11 (the Good Shepherd)
- John 15:1–5 (the vine and the branches)
- Matthew 5:13–16 (the similes of salt and light)
- Matthew 28:16–20 (the commissioning of the Disciples)
- Matthew 16:13–20 (Peter’s confession about Jesus)
- 1 Peter 2:5–7,9–10 (God’s House and People)
- 1 Peter 5:2–4 (advice to presbyters)

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 #: TX001438).

age of reason	diocese	martyr
aspiration	evangelization	mystical
blasphemy	Gentile	Sacred Chrism
Body of Christ	Hellenistic	Theology of the Body
catholic	infallibility	Transubstantiation
chalice	<i>katholikos</i>	Trinitarian
charism	<i>Kyriake</i>	virtue
charismatic	liturgy	
community	Magisterium	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the Church and its founding.

Teacher Note

If this is the beginning of a new class, this learning experience could be used as an icebreaker. Lead a milling exercise during which the students move around among one another, sharing with one person at a time. With their first partner, they should share what they wrote down for *catholic*. With a new partner, they should share what they wrote down for *church*. With a third partner, they should share what they wrote down for *Christian*. Then have all the students return to their seats, and ask some volunteers to share some ideas.

1. Prepare for this learning experience by gathering pens or pencils and sheets of blank paper, one of each for each student.
2. Begin by writing the words *catholic*, *church*, and *Christian* on the board, and explaining that these three words can carry different meanings to different people or groups of people.
3. Have the students form pairs. Distribute a pen or pencil and a sheet of blank paper to each student. Then direct the students to quickly write down what first comes to mind when they see or hear each of these words.
4. Ask for volunteers to share some associations with the class. Record them on the board.
5. Give the students a few moments of quiet to review what the class currently understands about each of the three terms. You may want to point out some obvious differences and let them know that as the course unfolds, they will be learning much more about them.
6. Explain that the meaning of these words will be made clearer throughout the course. You may, however, wish to share the following definitions (from *Saint Mary's Press® Glossary of Theological Terms*, by John T. Ford, 2006) with the class before moving on to the next step:

- **catholic.** This term (from the Greek *katholikos*, meaning “universal” or “according to the whole”) was first used by Ignatius of Antioch (early second century AD) to describe the *unity of local churches* under their local *bishops*. “Catholic” is also one of the four *marks of the Church* in the *Nicene Creed* (“*one, holy, catholic, and apostolic*”). “Catholic” has come to be associated with a particular way of being *Christian* that emphasizes the *doctrines* and practices of the early Church and the celebration of the *Sacraments*. (See *Catechism of the Catholic Church [CCC]*, 750.)

- **Catholic Church.** In the broadest sense, all *Churches* that profess the *Nicene Creed* consider themselves “Catholic.” In addition, a number of Churches that accept the *doctrines* and practices of the early Church and celebrate the *Sacraments* consider themselves “Catholic”—for example, *Anglicans* and *Old Catholics*. The *Roman Catholic Church* considers itself “Catholic” because it possesses the fullness of Christ’s presence, the fullness of Christ’s doctrine, the fullness of *sacramental* life, and the full means of *salvation*, and because its *mission* is to the entire world. (See *CCC*, 830–831.)
- **Christian.** This term (from the Greek word *christos*, meaning “anointed”) indicates that a *person* is a follower of *Christ* and has been *anointed* at *Baptism* and *Confirmation*. According to the Acts of the Apostles (11:26), the *disciples* of *Jesus* were first called Christians in Antioch. In contemporary usage, all those who profess to follow Christ are called Christians. (See *CCC*, 1289.)
- **church.** This word (derived from the Greek *Kyriake*, meaning “the Lord’s house”) has multiple meanings: (1) the building where *Christians* gather for *worship*; (2) a specific Christian *denomination*, such as *Anglicans*, *Lutherans*, *Methodists*, *Presbyterians*, and so on; (3) the whole body of Christians; and (4) *ecclesiastical authority* in contrast to civil authority, as in the contrast between Church and State. (See *CCC*, 781–810, for a fuller understanding of what Catholics mean by “Church.”)

Understand**Step 2**

Follow the assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001436) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001437).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: having a conversation with Saint Paul about the Church in his time and now, or writing a blog authored by Saint Paul to the members of the Church in his time. 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 for this learning experience by downloading and printing the handouts “Final Performance Task Options for Unit 1,” (Document #: TX001436) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001437).

2. Begin by distributing the handouts. Give the students a choice as to which performance task they choose and add additional options if you so choose.
3. Review the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:

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 that there is not only one way to succeed.

- If you wish to work alone, you may choose option 1 or option 2. If you wish to work with one or two other people, you may choose option 1.
- Near the end of the unit, you will have one full class period as a workday for your 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. Please do not wait for this class workday to begin your final performance task.

4. Explain the types of tools and knowledge the students will gain throughout the unit so that 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 to show you that they understand the Church as the means to encountering the living Jesus as well as their role in the Church and Christ's invitation to actively participate and contribute to the life of the Church.



Article

1

Perceive

Step 3

Launch student discussion about the terms *catholic, church, Christian, religion, spirituality, and role of the Church, building off step 1.*

The purpose of this learner-to-learner learning experience is for the students to discover, through discussion and observation, their knowledge of the definitions of some common terms in the Catholic faith.

1. As background for this learning experience, have the students read student book article 1, "The Meaning of Church."
2. Begin by writing the following terms on the board:
 - church (*ekklesia*)
 - religion

- catholic
 - Christian
 - Protestant
 - spirituality
 - role of the Church in the world
 - convocation or assembly
 - Body of Christ
3. Divide the large group into small groups of two or three, and then assign each small group one of the terms listed on the board.
 4. Have the small groups work to define the term, discuss its significance, and present the term to the class using a demonstration or skit.



Articles
13, 14,
15

Apply

Step 4

Explore and critique messages about the Catholic Church that are presented in print media.

1. Prepare for this learning experience by downloading and printing the handout “What Are They Saying?” (Document #: TX001439), one for each student, and gathering five different articles from newspapers, magazines, and journals that report on or discuss the Catholic Church from a variety of perspectives.
2. As background have the students read student book articles 13–15, “The Church Is the People of God,” “The Church Is the Body of Christ,” and “The Church Is the Temple of the Holy Spirit.”
3. Begin with a question-and-answer session or discussion. Refer to “Media Literacy” (Document #: TX001516) at smp.org/LivinginChrist for background information. Discuss the following topics:
 - role and influence of the media
 - importance of reading the media critically
 - how media relates to personal values
 - responding to media
4. Distribute the handout and a copy of one of the articles to each student.
5. Give the students time to read the articles individually and to complete the handout.

Teacher Note

Each student in each small group will need a different article. Therefore, if you have four small groups, you will need four copies of each of the five articles.

6. Now have the students form small groups of five, each group member having read a different article. This way each small group can discuss all five articles.
7. Direct the small groups to summarize the articles, compare perceptions of the Church, discuss the accuracy of information presented in the articles, and develop at least two questions they would like to see answered during this course.
8. After the small-group discussion, gather the students back into the large group for a summary discussion of what they have learned from the reading and the small-group work. Take note of the students' questions to make sure they are addressed at an appropriate time during the semester.

A grey, rounded rectangular icon with the word "Empathize" written in white, bold, sans-serif font.

Step 5

Assign the students to develop an ad campaign based on the questions Catholics and non-Catholics have about the Church, targeting areas of misinformation, concern, and ignorance.

The students use either a digital media or a traditional print media to help people understand Catholic beliefs and practices more clearly. After producing an ad campaign, the students reflect on aspects of Catholic identity that can best help our culture today.

1. Prepare for this learning experience by ensuring the students will have access to the media center or computer lab. Also gather any art supplies you would like the students to use if they choose to create a traditional print media ad.
2. Write the following questions on the board and instruct the students to take out their notebooks to begin answering them:
 - What are three positive ways Catholic beliefs or practices are seen in the media or popular culture?
 - Why are these seen as positive?
 - What are three negative ways Catholic beliefs or practices are seen in the media or popular culture?
 - Why are these seen as negative?

Give the students 5 to 7 minutes to write out their responses.

3. When time is up, divide the class into small groups of four. Invite the group members to listen to one another's reflections, noting the similar positive and negative ways the Catholic Church is perceived in our culture. Give the small groups 5 to 7 minutes to discuss their observations within the groups.

4. Ask each small group to share with the large group two positive and two negative ways Catholic life is seen in the media or popular culture. List these on the board and lead a discussion with the class using the following questions:
 - Why are these seen as positive qualities?
 - Why is the Church seen in a negative way?
5. Make a transition in the learning experience with the following remarks:
 - We can see Catholic life is perceived in both positive and negative ways in our culture. Some of these perceptions, especially the negative ones, may have been influenced by misjudgments and misunderstandings, by bad examples on the part of Catholics, or by simple ignorance on the part of others toward Catholics. How can we help others to come to a fuller understanding of the Catholic faith? One way would be to grow in our own understanding of our faith and then to devise ways to explain it creatively and clearly to others. Here’s a way to do this.
6. Next, instruct the students to individually respond to the following question:
 - What are three Catholic beliefs or practices that seem to be easily misunderstood or misinterpreted?
7. After the students have prepared their three Catholic beliefs or practices that seem easily misunderstood or misinterpreted, invite them to begin naming them as you list them on the board. Then ask:
 - What is the Church’s teaching on these beliefs or practices?
8. Go through a number of the Catholic beliefs or practices that the students have identified, and on the board, next to those items, write down what the Church holds true about them. If the students are unsure about the Church’s teaching, refer them to a Catholic sourcebook or Web site, such as Saint Mary’s Press (www.smp.org/OnlineResources/CatholicQuickView).
9. To introduce the ad campaign project, give the following instructions:
 - Now that we have begun to clarify for ourselves what the Church teaches and why, you are to create a creative and clear means to communicate these values to others. Imagine that you have been hired to create three different billboards or posters to promote the Catholic Church. The ads should explain some of the beliefs of the Church (refer to the list of misunderstandings and “re-understandings” listed on the board). You may prepare your ads on paper or in a digital media. Each ad in the campaign must do the following:
 - address one key element of the Church’s teaching or mission or identity and cite one section of Church teaching to briefly highlight it (for example, a line from the Scriptures or a quotation from the *Catechism of the Catholic Church*)

- include at least one strong visual element and one design component
- include a slogan or motto about the Church or what she stands for in the modern world

You may choose to use some magazine ads to show the students how ads are constructed and how we associate strong reactions to images and slogans. Distribute any needed art supplies, and tell the students they have 30 minutes to complete their ad campaigns, or you may decide to assign the creation of the ad campaigns as homework.

10. Once the students have produced their ads, spend time in class letting each student present. As a follow-up to this learning experience, you may direct the students to prepare a one-page written reflection on this question: What are three key aspects of the Catholic faith that, even if misunderstood by some, can contribute to the vitality of our culture today, and how?



Articles
10, 11,
12

Reflect

Step 6

Guide the students in examining their self-understanding of the early Church through exploring New Testament images of Church.

This learning experience introduces the students to the images of Church that emerged from the New Testament and then highlights the Church's qualities toward which these images point. As a final exercise, the students consider contemporary metaphors that reveal other aspects of the Church's identity. There is a PowerPoint available at smp.org/LivinginChrist that you can use to explore this topic with your students.

1. Prepare for this learning experience by downloading and printing copies of the handout "New Testament Images of Church" (Document #: TX001440), one for each student.
2. As background have the students read student book articles 10–12, "The Mission of the Apostles," "Spreading the Gospel," and "Persecution and Martyrdom." Remind them to bring their Bibles to class.
3. Review the ads the students created in step 5, and then ask:
 - Your ad campaigns tried to help explain specific Church beliefs or practices in a compact way. But, what image or symbolic picture do you think best describes the Church's overall identity today? Why?
4. As the students name particular images or symbols, write them on the board under the heading "Images of Church Today." Identify, with the students' help, the qualities of the symbols and images that seem positive, negative, or neutral.

5. Make a transition to the early Church’s use of images with the following comment:
 - Just as we did with our ads, the early Church used images or symbols or illustrations from their experience to convey an understanding of their identity as followers of Christ, both to themselves and to the world. Let us examine the images the earliest Christians used and what these images express about their understanding of being the Church.
6. Distribute the copies of the handout, which includes particular images of the Church along with the Scriptures that refer to them. The students will need to access the New Testament to complete this exercise. Read the instructions on the handout, and then direct students to complete it.
7. When the students have completed the handout, have them form small groups of three or four and compare responses regarding the qualities of the Church that are being expressed in each image. (For example, how is the Church like a bride? Both are unconditionally loved and both are beautiful in the eyes of the husband.)
8. While the small groups are working, write on the board all eight images of the Church listed on the handout:
 - the Church as the People of God
 - the Church as light and salt
 - the Church as the Body of Christ
 - the Church as the Bride of Christ
 - the Church as the Temple of God
 - the Church as the flock
 - the Church as the field or olive grove
 - the Church as the building or household of God
9. When all the small groups have compared responses to the eight images, each member should come to the board and write out the qualities of Church expressed in those images.
10. When all the small groups have had a chance to write on the board, review each model and the qualities of the Church contained in each model. Then pose the following questions for the students to reflect on and write about on the handout:
 - What types of images or qualities of the Church were most attractive to the early followers of Christ? Why?
 - What type of images or qualities of the Church are most attractive to you as a follower of Christ today? Why?
11. Conclude by having the students choose one of the following creative writing prompts to respond to in class or as homework:

- Name two more images, symbols, or illustrations from our modern world and explain how they express at least two of the New Testament qualities of the Church.
- Distribute two everyday objects (a button, a key, a safety pin, a nail clipper, a water bottle, etc.) to each student, and then ask the students to describe what two New Testament qualities of Church the objects could represent.



Articles
10, 11,
12

Explain

Step 7

Explore the models of the Church as explained by Avery Dulles.

1. Prepare for this learning experience by downloading and printing the hand-outs “Models of the Church Chart” (Document #: TX001441) and “Matching Quiz: Models of the Church” (Document #: TX001442), one of each for each student. There is a PowerPoint available at smp.org/LivinginChrist that you can use to explore this topic with your students.
2. As background have the students read student book articles 10–12, “The Mission of the Apostles,” “Spreading the Gospel,” and “Persecution and Martyrdom.” Also make sure they are familiar with the Acts of the Apostles in the New Testament.
3. Briefly review step 6 with the students regarding the biblical images of Church. Remind them that these images emerged out of the biblical faith tradition as a way of describing their new lives in the Risen Jesus. Continue your remarks along these lines:
 - In addition to these biblical images, other images or “models” of the Church have been proposed to help us understand the Church’s identity as well as her mission in the world throughout history. These models were first presented in a book called *The Models of Church*, by Father (later Cardinal) Avery Dulles, a Jesuit priest. Father Dulles illustrates five models of the Church that he says emerged from the ministry of Jesus and early Church life and then continued to weave themselves throughout the Church’s history, affecting how Catholics thought about and lived out their lives as members of the Church. Before we begin talking about Dulles’ models of the Church, let’s begin by defining the word *model* itself and discussing how models can be used as a means of understanding a complex experience.
4. Write the word *model* on the board and invite the class to offer definitions for the word. If not offered by the students, make sure the following points

are addressed: a representation, an example, a symbol, a pattern used to explain a larger concept.

5. Present the following guidelines for using models in any field:
 - ▶ All models offer some useful information for understanding the subject at hand.
 - ▶ No one model is complete in itself; all models offer unique perspectives and must be used together to deepen our understanding of the subject.
 - ▶ The subject is always bigger than the models describe.
6. Distribute the handout “Models of the Church Chart” (Document #: TX001441) and share the following:
 - ▶ We will be discussing the individual models as listed on the handout, with a few additional elements that we will add in the space provided. You might be wondering where these images came from and why these images were chosen and not others. Father Dulles looked at the ministry of Jesus and the early life of the Church and noticed five specific ways that seemed to mark the life of the Church: he called them Church as Institution, Church as Mystical Body or Communion, Church as Herald, Church as Servant, and Church as Sacrament. Let us review each model, provide a scriptural understanding of each image, and, finally, identify one example of this experience in the early Church.
7. Present the models on the handout, including the following additional points. Allow time with each model for discussion and questions.
 - Church as Institution
 - Focus: Church as visible society with formal structures and organization (official teachings, Sacrament system, etc.)
 - Strengths: provides strong sense of identity for members, clarity of beliefs, and sense of stability and continuity in the midst of a changing world
 - Weaknesses: can put too much emphasis on rules and traditions, can seem too concerned about status quo, can be slow to change
 - Church as Mystical Body / Communion
 - Focus: relationships of persons who are gathered in God through Jesus: horizontal (with others) and vertical (with God) dimensions maintained
 - Strengths: faith life in the Holy Spirit developed through strong, intimate relationships, gives evidence of the enduring Body of Christ image of Church
 - Weaknesses: can become too inwardly focused on relationships and without a sense of outreach to others, can minimize need for appropriate Church leadership

- Church as Herald
 - Focus: power of the Word of God to challenge, comfort, heal, and encourage the world that God's Word (Jesus) is active in the world, Church as messenger of Jesus that brings his Gospel to all
 - Strength: clear mission for the Church to proclaim and live out the Word of God in the world, especially in creative use of media and the arts
 - Weakness: can be perceived as too "preachy" and too focused on getting to know just the text of the Word of God (the Bible) and not the Word of God as Jesus in our lives
 - Church as Servant
 - Focus: Church's identification with Jesus as the one who was "[among us] as one who serves" (Luke 22:27); direct service to all people is how the Church most embodies Christ
 - Strength: clear sense of mission to transform human society into an image of the Kingdom of God through direct service (corporal and spiritual works of mercy)
 - Weakness: could obscure the ultimate meaning of the service as preparation for the spiritual work for the coming Kingdom of God
 - Church as Sacrament
 - Focus: summarizes other models; brings together the Church's institutional sense of itself as being a special sign to the world of Christ's faithful, transforming presence; Church celebrates those unique signs of Christ's presence called Sacraments so she can herself become a better Sacrament of Jesus in the world through her heralding, servant, and Spirit-led community building. We are called to become more and more what Christ is forming her to be.
 - Strengths: a strong sense of Christ's gift of himself in the Sacraments for the life of the Church and for the world, Church meant to be visible manifestation of Christ in the world
 - Weaknesses: can become too ritualistic or formulaic in its Sacraments, can focus too much on the sign or gesture and miss the point of the Sacraments as meant to nourish the Church
8. When you have finished reviewing the models of the Church with the students, distribute the handout "Matching Quiz: Models of the Church" (Document #: TX001442) and have the students complete it individually.
 9. Invite the students to share their answers from the quiz. Answer any questions they might have about the models.
 10. Direct the students to compose a response of at least one paragraph for each of the following questions:

- Which model of Church are you most drawn to and why?
- Which model of Church are you least drawn to and why?

11. After the students have had time to prepare an initial response to the two questions, invite them to group together with other students who selected the same model as the one to which they were most drawn. Ask different students to explain why they feel drawn to that model.



Articles
9, 39,
52, 53,
54

Interpret

Step 8

Provide a small-group hands-on experience with each of the five models of Church.

In this learning experience, the students partake in different exercises at stations that represent each of the five models of the Church. This allows them to gain clarity and a deeper understanding of each of the models.

1. Prepare for this learning experience by gathering the following supplies:

- a roll of masking tape
- five sheets of poster board
- a box of markers
- five small gift boxes
- small slips of paper, one for each student
- pens or pencils, one for each student
- pads of ten sticky notes, one pad for each student
- index cards, one for each student
- sheets of white drawing paper, one for each student
- black markers, one for each student in the largest of the small groups

Create five areas in the classroom to be used for various stations. You might move desks together in circles to create five separate areas, or you might completely remove the desks and mark five distinct areas on the floor with masking tape. Distribute the supplies to each station, according to the instructions for each station in part 4. Also create a printed version of the instructions for each station as outlined in part 4.

2. As background for this learning experience, have the students read student book articles 9, 39, and 52–54, “The Holy Spirit Gifts the Church” “The Church and Hierarchy,” “Called by God to Belong to the Church,” “Christ Enriches Us through Participation in the Life of the Church,” and “Called to Community.” Be sure they bring their Bibles to class as well.

3. Divide the class into five small groups and share the following directions:
 - Each small group will be sent to a station to complete an exercise. When time is called, each small group will rotate to another station. This will continue until each small group has completed all five stations. You will have approximately 10 minutes at each station.
4. Present the following directions for each station. You will also want to have a printed version of the directions at each station.

Station 1: Institution

Read student book article 39, “The Church and Hierarchy.” Use poster board and markers to create an organizational chart of the hierarchy of the Church and how it works, including all ministries in the Church. Work as a group and produce one chart. Do not worry about the accuracy of the information at this point; focus on demonstrating previous learning, making discoveries, and being curious about information you have not yet learned.

Teacher Note

It might be helpful to prompt the students to start with Peter.

Station 2: Mystical Communion (Body of Christ)

Read student book article 9, “The Holy Spirit Gifts the Church.” Each student takes turns sharing with the group one gift he or she possesses that contributes to the Church (e.g., compassion, musical talent, intelligence). Then he or she writes the name of the gift in marker on the outside of the gift box. Each person takes at least three turns to share their gifts and write them on the gift box. Then each person writes on a small piece of paper a brief prayer of petition to Jesus. Each group member then shares his or her prayer with the group and places it inside the gift box. At the end of the turn at this station, the group places its gift box at the front of the room or on the prayer table.

Station 3: Sacrament

Each student takes a stack of sticky notes and writes one response per sticky note as to how she or he sees Jesus present throughout the Church and the world. Each student should write at least ten responses. After writing on the notes, each student posts them individually around the entire classroom (floors, walls, ceilings). During the large-group follow-up sharing, the entire class will read the sticky notes that have been posted around the room.

Station 4: Herald

Each student conducts a Scripture hunt to find a passage that contains a statement calling the People of God to live in peace and unity. Each student in the group must find a different passage and write down the quotation and reference on an index card. The group then posts all the index cards on a wall in the classroom in the shape of a cross.

Station 5: Servant

Each student is to draw and label a collage of pictures of all the places throughout the world where the Church is present in the midst of suffering. Encourage the students to use black markers on white paper, as these colors are associated with the uniforms of servants.

5. When all the groups have completed all five stations, have the students share insights they gained at each station. You can also use this time to highlight some of the projects created at each station.

Perceive**Step 9**

Explore the models of Church in light of current Church events, using copies of local (diocesan) or national newspapers to find news articles featuring each model.

1. Prepare for this learning experience by obtaining copies of a local diocesan newspaper (perhaps your school library subscribes to the diocesan paper and maintains back issues) or access to an online version of the newspaper. Links are available at smp.org/LivinginChrist. Also have available four sheets of blank paper for each pair of students.
2. Begin by sharing the following with the class:
 - In the previous two learning experiences, we explored what the models of Church are, how they are related to Christ, and what their strengths and weaknesses are. Now we are going to examine where and how these models are present in the life of the Church today.
3. Have the students form pairs. Distribute to each student a copy of a local diocesan newspaper (or provide individual Internet access for the online version.)
4. Share the following directions with the class:
 - We have examined five models of Church. Working with your partners, you are to find news stories that demonstrate four of those models. Allow 10 to 15 minutes for the students to look for and read the articles.
5. Once the pairs have found their articles, distribute four sheets of paper to each pair, and instruct the pairs to identify and prepare the following for each of the four stories found:
 - the title of the story and the date of the publication
 - which model of Church is represented in the article and how
 - a fifty-word summary of the article