

Alive in the Spirit ... Spirited People!

In this unit students explore what it means to be Spirit-filled. In Part 1 students learn about saints as ordinary people who reflect God's love and goodness. In Part 2 they learn about the Pentecost experience to explore the Holy Spirit, and consider how the fruits of the Spirit are expressed in them and those around them.

DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

#2684 The Spirit is truly the dwelling of the saints and the saints are for the Spirit a place where he dwells as in his own home since they offer themselves as a dwelling place for God and are called his temple.

(See *Compendium* #194 & #195 *What is the meaning of the 'communion of saints'?*)

#2683 The witnesses who have preceded us into the kingdom, especially those whom the Church recognises as saints, share in the living tradition of prayer by the example of their lives, the transmission of their writings, and their prayer today. They contemplate God, praise him and constantly care for those whom they have left on earth. We can and should ask them to intercede for us and for the whole world.

(See *Compendium* #564 *How are the saints guides for prayer?*)

#1195 By keeping the memorials of the saints – first of all the holy Mother of God, then the apostles, the martyrs, and other saints – on fixed days of the liturgical year, the Church on earth shows that she is united with the liturgy of heaven. She gives glory to Christ for having accomplished his salvation in his glorified members; their example encourages her on her way to the Father.

(See *Compendium* #242 *What is the function of the Liturgical Year?*)

SPIRITUAL REFLECTION FOR TEACHERS

There are many ordinary people in our society who live Spirit-filled lives – they are saints! They are people for whom God is the source of life; they care passionately about what God cares about; they love the world as God loves it, and speak out against ways in which society is arranged when dignity and justice are eroded (Johnson, 2003). Who are the people in your own life and community who embody God's Holy Spirit?

Who are the saints that are a source of inspiration or wonder for you? What is it about their lives that resonates with your understanding of the word of God?

LINKS WITH STUDENTS' EXPERIENCES

Some students will be aware of the lives of saints. Some will know homes with mantelpieces and walls displaying pictures of significant saints, and prayer books filled

with holy cards. Others may have attended celebrations for particular feast days. Others may have significant family Christian names in memory of a particular saint. Most schools are named after saints. *What do your students already know about saints? Do they have pictures and stories of saints significant to their family or parish?*

Students are developing an awareness that positive and loving actions, words, thoughts and gestures affect themselves and others. *How can students make links between these actions and the presence of the Holy Spirit in their lives? How do they understand and imagine the Holy Spirit?*

Positive role models are integral to students' development. *Who are the role models that are significant in students' lives? Who are the people that inspire your students or to whom your students look?*

Students are beginning to understand that good and bad choices can lead to positive and negative actions and consequences.

EXPLANATION OF SCRIPTURE

Lk 6: 27–35 Love Your Enemies

The heart of this sermon is the need for love. Jesus Christ stresses that his followers must love the seemingly unlovable as well as those who appeal to them. There were several words for 'love' in Greek, and one of them is *agapé* which means love even of those who may be 'unlovable' in our eyes. Love of one's enemies is uncompromising. Matthew tells the reader in 5: 43 that people were ready to love their neighbours and hate their enemies. Jesus goes beyond that by saying his followers cannot be selective in their love. It is not enough to refrain from hostile acts, one must also do good to those who hate them. Many of the saints, especially those who were persecuted, may have had great difficulty in loving their enemies. They lived their lives as God wanted them to.

POSSIBILITIES FOR PRAYER AND WORSHIP

- Decorate the prayer place with bright drapes and images of the saints.
- Pray the Litany of the Saints suggested in *KWL*, 2nd edn, Book 2, Chapter 4, p. 45.
- Sing 'St Teresa's Prayer' (Michael Mangan, *Setting Hearts on Fire*, Litmus Productions). Encourage the children to create simple gestures and movements to accompany the song.
- Prayer Celebration:

Gathering Rite:	Gather the children around the prayer place. Begin with a suitable hymn.
Opening Prayer	
Proclaiming the Word:	Teacher or child proclaims the word: Jn 13: 34–35.
Commissioning Rite:	Invite the children to come forward individually around the Christ candle. Give each child a

prayer card containing a line from the scripture reading and say to each:

(N)_____ follow in Jesus' steps. Love others as he loves you.

After the commissioning sing 'Share the Light' (Bernadette Farrell, *Share the Light*, OCP Publications) or another suitable hymn related to the theme of loving others and following Jesus Christ.

Prayers of Intercession: Invite the children to pray their own prayers.

Concluding Rite: Offer each other a sign of peace.

- Gather in a circle to pray the 'St Patrick's Breastplate' prayer with actions, from *KWL*, 2nd edn, Book 2, Chapter 5, p. 53. Alternatively, sing a song related to St Patrick or St Patrick's Breastplate, e.g. 'Song of Saint Patrick' (Marty Haugen, *Song Of God Among Us*, GIA Publications); 'The Light Of My Life' (Michael Mangan, *Saints and Celebrations*, Litmus Productions); 'Prayer for Peace' (David Haas, *Blest Are They*, GIA Publications).

Related Chapters – *KWL*, 2nd edn, Book 2: Chapter 4, Saints; Chapter 5, St Patrick; Chapter 12, Pentecost People.

Faith concepts: spirit, discipleship, choice, story.

Understandings:

The Holy Spirit helps people to make good decisions and to use their gifts.

The saints are people who use their gifts to live as God wants them to.

Christians can learn how to live through the stories of saints' lives.

The saints are part of God's family and the story of the Church.

Unit specific learning:

Students will learn about	Students will learn to	Students will undertake to
<i>Knowledge and Understanding</i>	<i>Reasoning & Responding</i>	<i>Personal & Communal Engagement</i>
<ul style="list-style-type: none"> • Saints as ordinary people who reflect God's love and goodness in the world. • The life and qualities of St Patrick and other saints. • The gospel teaching to love others as God loves us. • The characters and events of the Pentecost story. • The fruits of the Holy Spirit. • Ways in which the Holy Spirit is expressed in people's lives. 	<ul style="list-style-type: none"> • Relate the teaching to love one's enemy to their own lives. • Express their feelings, ideas and beliefs about saints and their lives. • Pray a Litany of the Saints. • Relate the fruits of the Spirit to their own lives. 	<ul style="list-style-type: none"> • Prepare and engage in prayer sessions.

Part 1: Saints

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>In this unit students are given the opportunity to explore what it means to follow Jesus Christ.</p> <p>Through the activities in this unit students identify saints as people who have followed Jesus Christ's central commandment of love, and who display the qualities of a disciple of Jesus Christ. Stories about people demonstrating self-giving love in their lives will lay the foundations for the students' appreciation of Jesus' commandment to love</p> <p>Communion of Saints One of the lines in the Creed says: 'I believe in the Communion of saints'. This article of faith draws our attention to the fact that the Church is a community that transcends time and space.</p>	<p>Telling the Story Students answer the following questions in Talking Circles: Who is a special person in your family? What is special to you about this person and why? What does he/she say or do that makes him/her special to you?</p> <p>Response Write: '_____ is special/important to me because _____',</p> <p>Paint a picture of this special person. Place the message written earlier about the person underneath the painting. Mount and display.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>In the New Testament <i>baptised</i> believers were often called saints. This did not mean that they were perfect, but it did mean that they and all who belong to the Church, including ourselves, form one body which is holy because it is the Body of Christ.</p> <p>All who have been baptised share a common life in Christ whether they are physically alive or not. They support each other even beyond death. So we pray to the saints for their help in our lives.</p> <p>There have been men and women in the Church from earliest times whose lives were a source of inspiration to many others. These have been made saints of the Church.</p> <p>On 1 November each year the Church celebrates the Feast of All Saints during which we celebrate all those saints, known or unknown, who share the life of Christ beyond death. Our own family members are likely to be among these.</p>	<p>Telling the Story</p> <ul style="list-style-type: none"> • Brainstorm with students the names of any known saints and what they know about saints. • Present students with a variety of pictures of different saints (include images from the internet, books, holy cards, framed pictures). <p>In pairs, students focus on one image.</p> <p>Wondering</p> <p>Students have a picture chat by answering the following questions:</p> <ul style="list-style-type: none"> – I wonder what is happening in the picture? – I wonder what work he/she did? – I wonder who this person might be? – I wonder why a picture has been made of this person? <ul style="list-style-type: none"> • Read <i>KWL</i>, 2nd edn, Book 2, Chapter 4, pp. 40–43 and Chapter 5, pp. 46–51. • Immerse students in a variety of stories about different saints. Read a story each day, or view video depictions of the lives of saints. • Tell the story of the life of the school's patron saint. 	<p>Assessment for Learning</p> <p>This activity will indicate students' prior knowledge of saints sainthood.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>This unit introduces the students to the saints as people whom the Church formally recognises and venerates as role models. Through the activities the students explore the saints as people of goodness whom we can look up to and follow. This unit provides the opportunity for students to become familiar with some of the stories of the saints.</p> <p>Through the stories of the saints the Church shows how people throughout the ages have followed Jesus Christ and lived lives of holiness. The saints inspire us and lead us to God. Through the story of St Patrick students are invited to see Patrick as a person who trusted God in faith, even when he experienced great hardship and adversity. St Patrick revealed God's love and compassion to the people of Ireland, and lived Jesus' commandment to love others.</p>	<p>Responding Display the sentence <i>'The saints show us the way God wants us to live our lives'</i>.</p> <p>Students explore the meaning of the story of a saint further for themselves by using any of the following strategies:</p> <p>Cartoon Strip: Create a cartoon strip of a saint depicting key events in their life.</p> <p>Cube strategy: Using a template students make a cube, and on each face display a quality, an event or question in the life of the chosen saint.</p> <p>Curiosity Box: Students use a box (e.g. shoe box) and put in it items that would identify and tell the story of the life of their chosen saint, e.g. St Joseph: wood; nails; donkey; statue of Mary; baby Jesus; words that would describe Joseph, such as father, protector, faithful.</p> <p>Hot seat interviews: A student takes on the persona of a saint, e.g. St Anthony. The student takes a seat in front of the class, and the class asks questions of the student about the life of that saint.</p>	<p>Assessment of Learning These tasks will indicate students' knowledge of events in the lives of saints. It will also demonstrate how students interpret the stories of saints' lives.</p>

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	<p>Painting: Students make an artistic representation of the life of a saint. Invite students to share their reflection with the class. The class records what they have discovered about saints:</p> <table border="1" data-bbox="817 478 1370 890"> <thead> <tr> <th data-bbox="817 478 920 683">Saint</th> <th data-bbox="920 478 1032 683">Feast Day</th> <th data-bbox="1032 478 1135 683">What</th> <th data-bbox="1135 478 1249 683">Where</th> <th data-bbox="1249 478 1370 683">How did God's Spirit guide them?</th> </tr> </thead> <tbody> <tr> <td data-bbox="817 683 920 786"></td> <td data-bbox="920 683 1032 786"></td> <td data-bbox="1032 683 1135 786"></td> <td data-bbox="1135 683 1249 786"></td> <td data-bbox="1249 683 1370 786"></td> </tr> <tr> <td data-bbox="817 786 920 890"></td> <td data-bbox="920 786 1032 890"></td> <td data-bbox="1032 786 1135 890"></td> <td data-bbox="1135 786 1249 890"></td> <td data-bbox="1249 786 1370 890"></td> </tr> </tbody> </table>	Saint	Feast Day	What	Where	How did God's Spirit guide them?											
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	<p>Praying Use saints' names that students are familiar with to pray a litany: Saint ... <i>Pray for us.</i> Saint ... <i>Pray for us.</i> Saint ... <i>Pray for us.</i> All holy men and women ... <i>Pray for us.</i></p> <p>Suggested Home Activity Students discuss with their families the life of a saint that they may know or have a special love of.</p>	
	<p>Telling the Story Use 3D materials to tell the story containing the teaching to 'love your enemies', in Lk 6: 27–35.</p> <p>Wondering I wonder if you find it hard to love others sometimes? I wonder if Jesus found it hard to love others sometimes? I wonder if any of the saints found it hard to love others sometimes?</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p>Responding Students explore the notion of loving others further:</p> <ul style="list-style-type: none"> • In small groups read about the challenges facing St Patrick in <i>KWL</i>, 2nd edn, Book 2, Chapter 5, pp. 46–51. • Individually or in pairs students illustrate/write/dramatise or use 3D materials to explore times when it is hard for them or someone they know to love others. 	<p>Assessment of Learning This task will demonstrate how students recognise the Christian message of love in their own life.</p>
	<p>Praying the Word Students participate in a liturgy focusing on St Patrick.</p> <p>Gather in a circle to pray the ‘St Patrick’s Breastplate’ prayer with actions, from <i>KWL</i>, 2nd edn, Book 2, Chapter 5, p. 53.</p>	

Part 2: The Work of the Holy Spirit

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Pentecost The word <i>Pentecost</i> means fiftieth. It is from the Jewish festival of the wheat harvest which occurs fifty days after Passover. The Jews offered to God the <i>first fruits</i> of the wheat harvest at the Temple.</p> <p>For the Jews it also commemorates the day God gave the Law to Moses. For Christians, Pentecost comes fifty days after Easter. It celebrates the day God's Holy Spirit inspired Jesus' disciples to go out and courageously preach the Good News. This was the beginning of the New Law, and the first disciples were the first fruits of God's new 'harvest', the Church.</p>	<p>Telling the Story</p> <ul style="list-style-type: none"> • Read <i>KWL</i>, 2nd edn, Book 2, Chapter 12, pp. 132–133. <p>Brainstorm with students the kinds of gifts that are seen in good people. Compile into a word bank.</p> <p>Home Activity Students create a poster of themselves by placing a photographic image or self portrait at the centre. Around this image they name some of their gifts (friendly, kind, patient). Invite family members or friends to name gifts they see in that person (funny, joyful, artistic, athletic).</p> <p>Display portraits and descriptions of giftedness.</p> <ul style="list-style-type: none"> • Use 3D materials to tell the story of Pentecost, Acts 2: 1–11. 	<p>Assessment for Learning This activity will indicate students' prior knowledge and understanding of the concept of personal gifts.</p>
<p>Pentecost is a great solemnity in the Catholic Church. It celebrates the dynamic presence of God's Holy Spirit.</p>	<p>Wondering Ponder the wonderings in <i>KWL</i>, 2nd edn, Book 2, Chapter 12, p. 136.</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Holy Spirit The word 'spirit' in Hebrew is <i>ruah</i>, or breath. The Holy Spirit is closely associated with the breath of God. Words cannot be spoken without breath. The Holy Spirit of God is, therefore, the breathing of God's life, God's Word, upon us. The account of the Pentecost experience tells of a great <i>wind</i> (spirit) that shook the house. The disciples were given languages so that they could speak the Good News of God's Word to the ends of the earth.</p> <p>The main message that comes from this story is: God is with us, enabling us to follow Jesus Christ. The <i>presence</i> of God's Holy Spirit is an ongoing theme in Scripture.</p> <p>From the time of Pentecost the Church has baptised new members. Baptism celebrates the coming of the Holy Spirit into the life of the new Christian. It is the first sacrament of initiation. The sacraments of Eucharist and Confirmation complete the sacraments of initiation.</p>	<p>Responding Students explore the story further for themselves through a choice of the following:</p> <ul style="list-style-type: none"> • At a listening post or using an MP3 player students learn, sing and create movements to a song about the Holy Spirit, e.g. 'Hearts on Fire' (Mangan, M); 'Holy Spirit, Rock' (Mangan, M); 'Holy, Sacred, Spirit' (Brown, M). • Students roleplay or use 3D materials to explore and retell the story of the coming of the Holy Spirit at Pentecost. • Students write a recount of Pentecost. • Students illustrate their favourite part of the story. 	<p>Assessment of Learning These tasks will indicate how students interpret the Pentecost story.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Fruits of the Spirit The manifestation of God’s Holy Spirit in a human person is seen by the ‘fruits’ of that person’s life. If the person’s life manifests love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control (Gal 5: 22), then we can be sure that the person is bearing the fruit of God’s Holy Spirit.</p>	<p>Responding</p> <ul style="list-style-type: none"> • Present students with a gift box containing cards that name the Fruits of the Spirit (Gal 5: 22 – love, peace, patience, kindness, faithfulness, humility, self-control). <p>Students select a card from the gift box and share a time when they have experienced that particular Fruit of the Spirit in their lives. Ask them to identify which fruit they associate with the saint they explored in Part 1.</p>	<p>Assessment of Learning This task will indicate how students relate the fruits of the Holy Spirit to their own life</p>
	<p>Praying the Word Students participate in a prayer liturgy based on Gal 5: 22.</p> <p>Conclude by marking the students with the Sign of the Cross and blessing them.</p>	

RESOURCES

To Know, Worship and Love, 2nd Edition

Book 2: Chapter 4, Saints; Chapter 5, St Patrick; Chapter 12, Pentecost People.

Teacher Resources

Daughters of St Paul 2001, *Saints for Kids: Thirty-four Short Stories*, Pauline Books and Media, USA.

Halloran, D & Millward M 1998, *As One Voice*, Disc 5, Willow Connection, Brookvale, NSW.

Mangan, M 2000, *Sing Your Joy*, Litmus Productions, Albany Creek, Australia.

Nystrom, C & Hanna, W 1981, *The Holy Spirit In Me*, Moody Press, Chicago.

Wintour, R 2002, *Just Imagine: Creative Ways Of Presenting Scripture*, Mountjoy Enterprises, Brisbane.

RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 2 standards.

Students interpret biblical stories and stories in Church Tradition by making a response and expressing their own ideas, feelings and perceptions. Students recognise the Christian messages of love and stewardship by identifying the strengths and shortcomings of both their own and others' ideas, actions and feelings.