

EMPOWERED by the SPIRIT

Confirmation - Year 6

DRAFT



T H E T R U T H W I L L S E T Y O U F R E E

Religious Education
Archdiocese of Perth

Empowered by the Spirit

Confirmation

Year 6

(A prerequisite unit to the two Confirmation
preparation units in Year Seven)

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Section One

Overview

Steps of the Process

Teacher Reflection

Parent Letter

Glossary

OVERVIEW

People often know the good or the right thing to do, but sometimes lack the inner strength to do it. On the other hand, they see and admire others who seem strong within. Their inner strength empowers some people to do heroic things.

Jesus knew that many aspects of his Gospel are difficult to live. At times they seem to go against not only common human weaknesses, but also against social and peer pressures.

This is one reason Jesus shares the Holy Spirit with members of the special community or Church he instituted. Inner strength is a gift of this Spirit. Church members receive this through the Sacrament of Confirmation. From personal experiences as well as experiences of others, people discover inner spiritual strength within themselves and others. They see also how it can help people to be heroic, to do good in heroic ways (A1, A2). In this, they come to realise that it is God who empowers people to do good (A3).

Jesus demonstrated great inner spiritual strength (B1). He promised to share the Holy Spirit with all who belong to his Church to help them develop inner strength like his. This inner strength is received today through the Sacrament of Confirmation (B2).

Catholics celebrate the special strength the Holy Spirit gives by:

- recalling stories of others who demonstrated how this strength helped them in their lives (C1)
- celebrating the Sacrament of Confirmation (C2).

They draw on this strength by trying to live as Jesus taught, but especially by trying to develop the attitudes Jesus taught in the Beatitudes (C3).

Catholics continue to wonder about their inner spiritual strength. They remind themselves that, when they are confirmed, the Holy Spirit will deepen the strength God has given them already when creating their souls (C4).



STEPS OF THE PROCESS



A WONDERING AT THE CREATOR

- A1 Wondering at experiences of being human
- A2 Wondering at the religious meaning of these experiences
- A3 Understanding what these experiences reveal about God [Attribute]



C CHRISTIAN RESPONSE

- C1, C2 Christ's power is experienced through his Church
- C3 The person Christ empowers the believer to become
- C4 Continuing to wonder at Christian possibilities

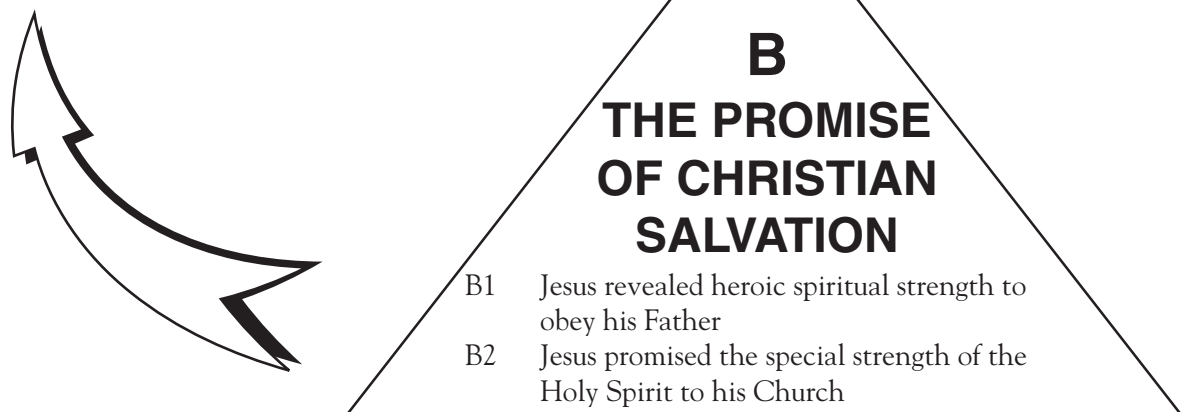
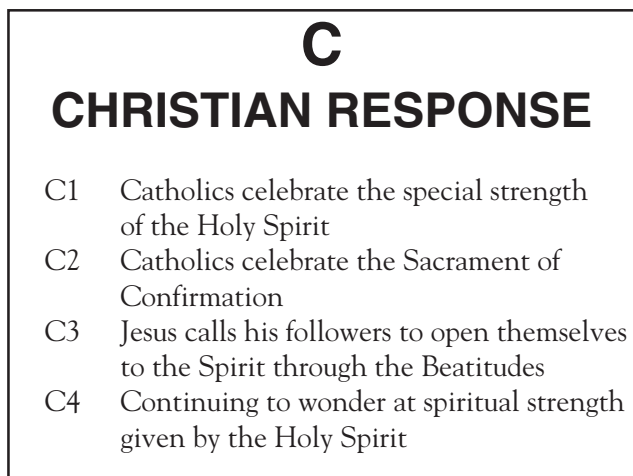
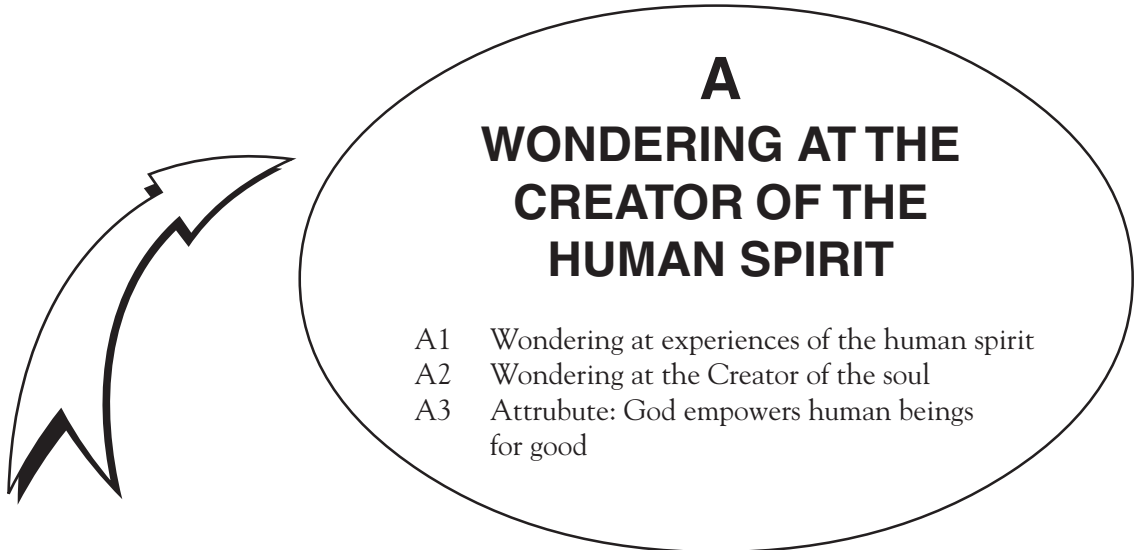
B THE PROMISE OF CHRISTIAN SALVATION

- B1 Christ models the Christian Promise
- B2 Christ empowers to live like him



STEPS OF THE PROCESS

EMPOWERED BY THE SPIRIT YEAR 6



TEACHER REFLECTION

The sense of personal powerlessness is one experience that all human beings have at times. We can feel powerless against forces outside ourselves, such as:

- those who influence our career prospects
- political leaders taking society in a direction we do not like
- loved ones who cause hurt.

At other times there can be events beyond our control, such as:

- economic down-turns that affect our income
- disasters
- violence and terrorism.

We can feel powerless also against forces within us. These might be:

- strong emotions that seem to take over, later leaving us with regrets
- fear of peer and social rejection if we stand up for what we believe
- human failings that hamper our efforts to behave as the persons we would like to be, such as selfishness, resentments and jealousy
- attitudes that damage our perspective, such as negative feelings about ourselves, racist inclinations or a 'chip on the shoulder'.

The Holy Spirit seeks to empower us

It is not God's wish that human beings be powerless.

God seeks to empower people to:

- influence for good
- discover God's guidance through life's challenges, problems and difficulties
- be courageous in the face of personal hurt
- overcome adversity in all its forms
- rise above personal weaknesses and failings.

This is one reason why Jesus Christ, the Son of God, became human as well. Jesus revealed the Holy Spirit, and called upon all who made the choice to follow him, to accept this Spirit into their lives.

How the Spirit is received and the Spirit's gifts nourished

So that they could do so, Jesus instituted seven sacraments. The Spirit comes to live within a believer, along with God the Father and Christ himself, through Baptism. Through Confirmation, the special strength of the Spirit is received. Other gifts are received through Reconciliation, Anointing of the Sick, Holy Orders and Matrimony.

All of these gifts are nourished by the Eucharist. Without this, they do not develop as they need to if the gifts are to function effectively in a Christian's life.

Without the Eucharist, they remain malnourished.

As I prepare to teach about Confirmation, I am helping my students to learn about one of the most basic ways God is hoping to empower them in their future lives.

Personal Reflection

When do I experience a sense of personal powerlessness?

How do I respond to my own life challenges, problems and difficulties?

Am I nourishing the gifts the Spirit has given me through effective participation in the Eucharist?



PARENT LETTER
(insert school letterhead)

Dear

RE: NEXT RELIGIOUS EDUCATION UNIT TO BE STUDIED IN YEAR SIX

Inner strength is something we admire in others and wish for ourselves. It empowers people to rise above adversities in life, human weaknesses and social and peer pressures. It has empowered many to do heroic acts.

The strength of God is greater than human inner strength. This strength is a gift of the Holy Spirit, whom Jesus shares with members of the special community or Church he instituted.

One reason Jesus did this was to empower his followers to live his teachings. The special strength of the Holy Spirit is one of the gifts received through the Sacrament of Confirmation.

Many of the children in Year Six will be confirmed in Year Seven. This unit is one way the school assists parents to prepare their children for the celebration of the Sacrament of Confirmation.

The Religious Education unit begins by recalling that the soul gives both life to the body and inner strength for goodness. The children then describe and wonder at experiences in which the soul strengthens people to be heroic in their efforts to do good. This leads people to wonder at God who empowers human beings to do what is good.

The unit then explores ways in which Jesus revealed heroic, spiritual strength to obey his Father. Jesus promised the special strength of the Holy Spirit to his Church to empower his followers to do good.

The unit explores ways in which Christian heroes have been strengthened by the Holy Spirit, and how Catholics are promised this strengthening through the Sacrament of Confirmation. The extent to which this strengthening will grow depends upon their daily prayer, their worship and genuine efforts to live the teachings of Jesus.

Finally the unit explains ways in which Christians are called to live the Beatitudes as key teachings of Jesus which increase the Spirit's strength in their lives.

You could help nurture the faith of your child during this unit by, for example:

- encouraging them to reflect on times they have experienced inner strength to do what is good
- wondering with them about God, who created within each person a soul which can strengthen them to do what is good
- inviting your child to share with you examples of Christian heroes they have learned about in class who were strengthened by the Spirit to show heroic love, for example, the person whose name has been chosen as your child's Confirmation name
- sharing with them memories, photos, certificates from your own Confirmation or the Confirmation of other family members, friends, etc.
- sharing Gospel stories about Jesus revealing heroic, inner spiritual strength, for example, Mathew 12:28
-
-

Yours sincerely



GLOSSARY

- Beatitude** The Greek *makarios* meaning blessed or happy. It is the promise Jesus gave to those who develop the basic attitudes he identified as necessary to experience God [Matthew 5:3–12].
- Confirmation** The second of the three Sacraments of Initiation, the other two being Baptism and the Eucharist. Confirmation strengthens the spiritual gifts received through Baptism, and gives the special strength of the Holy Spirit to spread and defend the Christian faith through action and words. The purpose of this Sacrament is to strengthen people in their faith. During the ceremony, the celebrant, usually a bishop, while placing his hand on the head of the candidate, anoints their forehead with the oil of Chrism, saying ‘Be sealed with the Gift of the Holy Spirit.’
- Chrism** A mixture of olive oil and balsam, which is blessed by the Bishop during the Mass of the Chrism during Holy Week. Chrism was first mixed at God’s command as part of the Sinai Covenant [Exodus 30:22–33]. Chrism is used today in conferring Confirmation. It is used also as a symbol during celebrations of Baptism and Holy Orders.
- Deacon** A minister ordained within the Church to assist a bishop by proclaiming the Word of God, and serving in the worship and governance of the Church. A deacon is empowered to do this through the Sacrament of Holy Orders [Catechism 1596].
- Martyr** One who has been killed because of her or his faith in Christ and the Gospel message.
- Pentecost** The Jewish Festival of Weeks, held annually fifty days after the feast of the Passover. Originally this feast marked the end of the wheat harvest. Later it came to commemorate as well the appearance of God to the People of Israel at Mount Sinai [Exodus 19:16–25]. The significance of Pentecost for Christians is that the Holy Spirit came upon the Apostles when they gathered to celebrate this Jewish feast after the resurrection of Jesus. Pentecost today is the conclusion of the Easter season.
- Soul** The life spirit of a person, created personally by God and which lives forever.



Section Two

Teacher Background Material

TEACHER BACKGROUND MATERIAL

A WONDERING AT THE CREATOR OF THE HUMAN SPIRIT

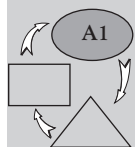
Teacher Note

The purpose of this step is to assist the development of students' religious awareness. It aims to help them understand the religious meaning of significant experiences – an essential step for both Evangelisation and new Evangelisation (see *Australian Religious Education – Facing the Challenges*).

The students should be provided with opportunities to wonder in A1 and A2. They need to celebrate (rather than merely understand) the related attribute of God in A3.

The basic questions of the human heart to which the following experiences relate are taken up in the Year 8 – 12 Religious Education units.

A1 Wondering at experiences of the human spirit



Teacher Note

The first two headings recall content from earlier years. They give a context for the introduction of the new content in this unit: inner strength to *live* as Jesus taught.

It is important that the students have sufficient opportunities to identify practical examples of experiences stemming from the human soul or spirit.

Spiritual experiences are basic to human experience. People can recognise many personal examples, as well as see examples in others. These include their experiences of:

- living
- having the inner strength needed for goodness
- having the strength to be heroic for God
- being moved to reflect God in different ways.

The source of these experiences for every human being is their personal spiritual soul.

Recall: The soul gives life to the body

(“The human body shares in the dignity of “the image of God”: it is a human body precisely because it is animated by a spiritual soul ...” – Catechism 364)

Experiences of being alive are spiritual experiences, for it is the soul that gives life to our bodies. While the soul gives this life, we can ‘... live, and move, and exist ...’ [Acts 17:28]. We can feel emotions, hear sounds and enjoy every other experience of life.

On the other hand, when a person’s soul leaves their body, they die.

Did I ever lie down somewhere and listen to my breath? Feel my lungs working? Or just feel being alive?

Whenever I do so, it is good to remember that, without my soul, I would not be having these experiences.



Recall: Inner strength for goodness

‘(The) “soul” also refers to the innermost aspect of man ... that by which he is most especially in God’s image ...’. – Catechism 363)

People experience the influence of their souls whenever they behave in ways that reflect like God – that is whenever they do what is truly loving or good. One reason God creates our souls, therefore, is so that we can be like God, who always does what is good.

Often, however, people find that doing what is good can be difficult. At such times, it is the soul, with God’s help, that gives us strength we need:

- to do what is right, when it is hard to do so
- to tell the truth when we fear getting into trouble
- to be patient, when we are in a hurry
- to resist others, who want us to do wrong
- to be friendly, even though we feel shy
- to say sorry, when it is hard to admit we were wrong.

The soul, with God’s help, strengthens us to be heroic for God

Teacher Note

‘Through Baptism our names are made holy but there has been a tradition in the Australian Church that Confirmation candidates choose a saint’s name for Confirmation. To show the link with Baptism, candidates are encouraged to use their Baptismal name if this is the name of a saint.’ (*Celebrating the Gift of the Spirit Liturgical Guidelines for Confirmation in the Archdiocese of Perth* p.5).

The personal choice of a Saint or Blessed to serve as a model for life is an important one. This is the Saint or Blessed whose prayers will be sought at times when living the Christian life is difficult.

This is the Saint or Blessed whose name is selected for Confirmation. Name selection should never be made on superficial grounds.

Before studying the following content, the students to be confirmed need to select the Saint or Blessed whose name they are choosing for their Confirmation name. The students need to be able to answer the question: ‘What do you most admire, and hope to imitate in your Christian life, in your saint?’ The student should never choose a Confirmation name without:

- knowing basic details of the chosen Saint or Blessed
- being able to state how they hope to be strengthened like the Saint or Blessed
- suggesting the kinds of difficult times in life when they will pray to the Saint or Blessed for help.

Students not being confirmed could also research a Saint or Blessed whom they admire.

There can be times when it is especially hard to do what is truly loving or good. It can be even harder to keep living as a Christian in many parts of the world today. Possible reasons include:

- religious persecution
- the threat of death
- danger to health
- strong opposition and criticism
- difficult climatic conditions
- living with people in another culture
- uncomfortable living situations.



Many people face these situations at times. They include:

- missionaries
- those whose lives are at risk unless they stop living their faith
- those who challenge wrongful behaviour of leaders in society
- carers for those suffering infectious diseases
- people trying to make their society more just
- founders of religious movements to meet special needs
- carers for people living in places where basic necessities of life are lacking.

Saints are good examples of people who reflected heroism in their efforts to do what is good. Heroic holiness is one basic requirement of anyone being considered for sainthood or beatification.

Teacher Note

To broaden the students' knowledge of Saints, it is important for them:

- to learn, where possible, the basic biographical details of their Saint or Blessed
- to identify how they demonstrated heroic goodness
- to present their findings to the general class.

Where the students choose scriptural examples (Mary, Joseph, John the Baptist, Peter, Paul) there will be a lack of biographical detail, though some Bibles suggest *dates* when challenges they faced occurred. For example, the *New Jerusalem Bible* suggests that:

- Mary gave birth to Jesus around 6BC
- Jesus died on the cross (Mary was present) in April, 30 AD
- Pentecost occurred in 30 AD
- Stephen was martyred and Paul was converted to Christianity around 33–34 AD
- Peter was martyred by crucifixion in 64 or 67 AD
- Paul was beheaded in 67 AD.

The soul moves people to reflect God's attributes

*(‘The “soul” refers to ... that by which (a person) is most especially in God's image ...’
– Catechism 363)*

Teacher Note

Students should be encouraged to identify examples of ways their chosen Saint or Blessed reflected God's attributes. The attribute examples given below are limited for practical reasons, so teachers should not feel inhibited if they feel other examples are more appropriate.

People are moved by their souls to behave like God. For example, like God, they are moved:

- to love
- to forgive
- to be compassionate
- to be just
- to be tender
- to be peacemakers.



Spiritual people tend to develop these qualities during their lives as the soul's influence grows stronger. This is particularly true of saints.

Teacher Note

How Scriptural heroes reflected God's attributes can be identified by focussing on why they responded as they did in scriptural events. For example:

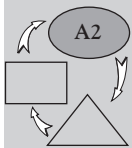
- What did Mary show at the Wedding Feast at Cana [John 2:1–12]?
- What did Peter show when healing the lame man [Acts 3:1–10]?

Wonder questions

As people understand how their souls affect them, many wonder about questions such as:

- How can I learn to recognise these spiritual experiences more easily?
- How can I draw more upon the inner strength that my soul gives?

A2 Wondering at the Creator of the soul



Teacher Note

The aim here is to encourage students to wonder. This is an important skill for discovering God through creation [*Catechism* 32-33].

What is most important at this stage of each unit is that students be given a 'wondering' activity.

To lead students into the wondering activity, students may need to be reminded that wonder is a gift God created in people so that they could discover God through everything God has created. Wonder causes us to stop, to look, to feel, to smell, to listen or to taste so that we might better enjoy and understand. Wonder leads us to be curious which can lead us to explore and to experiment.

Their soul brings life to a person, and affects them in many ways. Many wonder at questions such as:

- Where did my soul come from?
- Who gave my soul its power?
- How did my soul begin?
- Where does my soul go when I die?

The answer to all of these questions is God.

Recall: God created the soul

Teacher Note

The following Catholic teachings are fundamental. They have been presented in earlier units. Teachers need to ensure that the students can recall them.



God creates *directly* the soul of every human person. Parents do not ‘produce’ the soul of an embryo.

God creates the soul *immortal*, that is, never to die. It lives on after it has been separated from the body at death. It will be reunited again at the Resurrection of the Dead.

God creates a person’s soul:

- to give them life
- to empower them to do good
- to strengthen them to be heroic for God
- to develop in them the qualities needed to reflect God.

Religious meaning

One reason why God created the universe, including the human person, is so that people have experiences that teach them about God. When people realise that it is God who created the soul of each human being, many begin to wonder: ‘I wonder what God, who created the soul of every human being, is like?’

Teacher Note

Students may offer a variety of answers to the question: ‘I wonder what God, who created the soul, of every human being, is like?’ The answer of each should be valued.

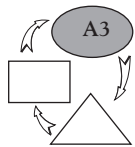
What follows seeks to refocus the attention of the class for the purpose of systematic religious education, rather than imply one answer is better than the others.

One possible answer

Among the many possible answers to this question, one answer that many discover is that God empowers human beings for good.

This is one way God has created people so that they will discover and become close friends with God.

A3 Attribute: God empowers human beings for good



(‘... “Where sin increased, grace abounded all the more” ...’. – Catechism 412)

As people recognise that inner spiritual strength has been given to them by God, they realise that God empowers human beings to do what is good. It is the soul that makes it possible for them to reflect the God, in whose image and likeness they are created, in their thoughts, words and actions.

However, to do this, God’s own power must be very great. It is one thing to do powerful things on one’s own – but quite another to empower others to do them.

How as a class can we celebrate that God wants to empower us to do good?



B THE PROMISE OF CHRISTIAN SALVATION

Teacher Note

From the beginning of his ministry, Jesus proclaimed the arrival, in his own person, of the Kingdom of God - a new and definitive intervention of the saving power of God's love on behalf of his creatures.

In the power of this love, expressed throughout the course of his life, death and resurrection, Jesus accomplished our salvation. He:

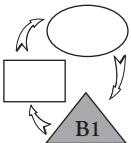
- freed people from sin and the influence of the evil one
- brought people to share in God's own divine life
- revealed God's love and closeness
- modelled how to live in a truly human way in response to that love.

Returning to the Father, Jesus sent his Spirit to help people enter fully into the Kingdom of God so as to live as he lived. For he had promised to send the gift of the Holy Spirit to his followers, 'You will receive power when the Holy Spirit comes on you.' [cf. Acts 1:8]. Christians experience this power within the Kingdom of God to the extent that they draw upon the grace of the Risen Lord through the Eucharist, the other sacraments, prayer and the other ways Jesus taught.

One element of the *modelling* of Jesus was that he revealed heroic spiritual strength to obey his Father (B1). Jesus *promised* the special strength of the Holy Spirit to his Church (B2).

The purpose of Step B is to show Jesus as the model of truly human behaviour, and then to focus upon how the world of the students' experience would be different if all accepted his promise of the power of his Spirit.

B1 Jesus revealed heroic spiritual strength to obey his Father



‘(Jesus) expresses the horror that death represented for his human nature.’ – Catechism 612)

Throughout his life on earth, Jesus was filled with the Holy Spirit. The Spirit:

- led Jesus in his work [Luke 4:1, 14]
- strengthened him against evil and the Devil [Matthew 12:28].

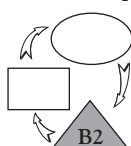
Jesus faced many obstacles as he fulfilled his mission from God the Father. This mission was to teach about God, and how people need to live to become close to God. In time, the teachings of Jesus led many to oppose him. Eventually they plotted to kill him [John 11:45–54].

However, Jesus was not discouraged by their threats. Instead, he:

- gave his life, rather than disobey God the Father [Luke 23:44–46]
- refused to run away, even though he experienced deep fear [Luke 22:41–46]
- continued to teach, even though he lost his popularity and people stopped following him [John 6:59–66]
- went without physical comforts to teach his message to people in many places [Matthew 8:20].

Jesus also showed love by caring for people in difficult situations. He overcame his sufferings to make sure that Mary, his mother, was provided for [John 19:25–27].

B2 Jesus promised the special strength of the Holy Spirit to his Church



‘Confirmation... gives us a special strength of the Holy Spirit to spread and defend the faith by word and action as true witnesses of Christ, to confess the name of Christ boldly, and never to be ashamed of the Cross... .’ – Catechism 1303)



Teacher Note

The students need to recall that:

- Jesus promised the Holy Spirit to his followers
- this promise was fulfilled at Pentecost
- this promise was fulfilled in others through the Sacrament of Confirmation.

The main emphasis in the following needs to be the Pentecost story itself.

Note, though, that the Spirit is given to the community of the Church. Individuals share this Spirit as they are initiated into the Church.

Jesus came to make the world a better place. He taught his followers to live as God wants, and to try and persuade others to do the same thing. As the number of those living as God wants grows, the world changes. People reflect:

- love, not selfishness
- respect for human dignity, not people's rights ignored
- compassion for those who are suffering, not indifference
- special care for those in need, not attitudes that suggest them to be burdens
- justice, not injustice.

However, Christians find it hard to live always as God wants. Also, it can be hard persuading others to do so as well. Then there are risks of being rejected by others if we do not go along with them. There is the fear of ridicule and being laughed at. Christians need the heroic strength of Jesus at times.

The Promise

Jesus promised the Holy Spirit to all who follow him. This Spirit would help them to develop the kind of heroic strength that Jesus showed. He promised [Luke 24:49]:

'And now I am sending upon you what the Father has promised ... the power from on high.'

Jesus said also to his Apostles, those on whom he founded his community or Church [Acts 1:5, 8]:

'... you are going to be baptised with the Holy Spirit.'

'... you will receive the power of the Holy Spirit which will come on you ...'

The promise fulfilled at Pentecost

Teacher Note

The students need to be able to recall the basic story of Pentecost.

This promise was fulfilled at Pentecost when the Holy Spirit came down on the Apostles, appearing as tongues of fire resting over them [Acts 2:3]. The Spirit then gave them the special spiritual power that they needed to understand the Christian message, and to have the courage to teach it to others [eg. Acts 2:5–47].



The Sacrament of Confirmation

Teacher Note

The two Scripture stories below may be useful to help the students see the celebration of Confirmation in the early Church. If teachers use them, they should do so in simplified ways.

The Apostles, once filled with the Holy Spirit, in their turn handed on the Holy Spirit to other followers of Jesus, who wanted to be part of his Church. As Jesus intended, they did so through what now is called the Sacrament of Confirmation [Acts 8:14–17; 19:1–6]:

When the apostles in Jerusalem heard that Samaria had accepted the word of God, they sent Peter and John to them ... they had only been baptised in the name of the Lord Jesus. Then (Peter and John) laid hands on them, and they received the Holy Spirit.

Paul made his way overland as far as Ephesus, where he found a number of disciples. When he asked, 'Did you receive the Holy Spirit when you became believers?' they answered, 'No, we were never even told there was such a thing as a Holy Spirit.' ... Paul said, 'John (the Baptist) ... insisted that the people should believe in the one who was to come after him – namely Jesus.' When they heard this, they were baptised in the name of the Lord Jesus, and the moment Paul had laid hands on them the Holy Spirit came down on them ...

Practical application of the Promise

Teacher Note

The relationship between this part of B2 and the first part of C3 is that:

- the focus of B2 is how the *world* would be if everyone lived as God wants
- the focus of C3 is how God is calling *each person* to live so that the world will be as God wants.

How different would Australia be if all who belonged to Christ's Church were strong enough to challenge social and peer trends that lead to people suffering in different ways because of the wrong behaviour of others?

Teacher Note

The students could research media to identify incidents in society and social life that are not what God intends – and how different Australia would be if everyone lived as God wants. The students could identify:

- incidents
- the different individuals affected (not names, but general categories such as victim, immediate family, criminal, extended family etc.)
- the Commandments of God being broken
- how the lives of those affected would be different if people drew on the heroic strength of the Holy Spirit to do good.



C CHRISTIAN RESPONSE

Teacher Note

To experience the Christian Promise requires personal Christian conversion [General Directory for Catechesis 53].

In the words of Jesus, this means people must [Mark 1:15]:

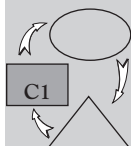
Repent, and believe the gospel.

Religious Education contributes to their New Evangelisation by helping students to understand what is involved in repenting and believing. Religious Education needs to help students discover 'what exactly faith in Jesus Christ is' [General Directory for Catechesis 75].

The following content introduces Year Six students to:

- Catholics celebrate the special strength of the Holy Spirit (C1)
- Catholics celebrate the Sacrament of Confirmation (C2)
- Jesus calls his followers to open themselves to the Spirit through the Beatitudes (C3).

C1 Catholics celebrate the special strength of the Holy Spirit



Teacher Note

The applications of the special strength at this level are those spelt out by the Second Vatican Council [Constitution on the Church, 11]:

By the sacrament of Confirmation, they are ... endowed with the special strength of the Holy Spirit. Hence, they are, as true witnesses of Christ, more strictly obliged to spread the faith by word and deed.

All of the following examples of people being strengthened by the Spirit have been presented in earlier years. They need to be recalled briefly because of their scriptural importance. Students being confirmed need to recall (from A1) the Saint or Blessed whose name they are taking for Confirmation, and to identify examples of how the influence of the Spirit can be seen in the life-events and words of their chosen Saint, or Blessed.

Those not being confirmed could also recall how the influence of the Spirit can be seen in the life-events and words of their chosen Saint or Blessed.

Jesus promised that the Holy Spirit would strengthen people spiritually to live and to teach his message. For example, Jesus told those being persecuted to [Mark 13:11; Luke 12:12]:

... say whatever is given to you when the time comes, because it is not you who will be speaking; it is the Holy Spirit.

... when the time comes, the Holy Spirit will teach you what you should say.

The Holy Spirit would empower them from within to new levels of heroism. During one of their difficult times, followers of Jesus, with Peter, remembered Jesus' promise. They prayed for the strength of the Holy Spirit [Acts 4:31]:

As they prayed, the house where they were assembled rocked. From this time they were all filled with the Holy Spirit and began to proclaim the word of God fearlessly.

The special strength of the Holy Spirit continues to be received today through the Sacrament of Confirmation. With this strength, the Holy Spirit helps those who have received Confirmation:

- to live as Jesus taught
- to tell others about Christ's teachings.



Followers of Jesus have been specially strengthened by the Holy Spirit from the time of Pentecost onwards..

Recall: Mary the mother of Jesus

(‘In the fullness of time the Holy Spirit completes in Mary all the preparations for Christ’s coming among the People of God.’ – Catechism 744)

Mary, the mother of Jesus, was also his closest follower. She was filled with the Holy Spirit from the first moment of her life.

What stories can we recall of Mary being strengthened by the Holy Spirit to live as God wanted her to?

Teacher Note

Students need to be familiar with Mary in the Gospels. In earlier years, they have learned the following stories. Teachers need to help them recall major stories they may have forgotten.

The main stories of Mary being helped by the Holy Spirit are:

- having the strength to say ‘yes’ to the angel Gabriel’s request from God that Mary become the mother of Jesus [Luke 1:26–38]
- being strengthened to go to her cousin Elizabeth who was also expecting her baby, later called John the Baptist [Luke 1:39–56]
- being strengthened to care for Jesus, born in difficult conditions in a stable [Luke 2:1–7]
- being strengthened to continue to care for Jesus, even though Simeon prophesied that she herself would experience suffering (*‘... a sword will pierce your soul...’* v. 35) [Luke 2:33–35]
- being strengthened to face the difficult journey with her baby to Egypt, so he would be safe from Herod [Matthew 2:13–18]
- being strengthened to bring up Jesus as God, his real Father, wanted him brought up [Luke 2:51–52]
- being strengthened to stand by Jesus when he was dying on the cross [John 19:25–27].

Recall: John the Baptist

Students need to be able to recall, of all the Gospel references, the following three stories of John the Baptist, showing he was filled with Spirit:

- when Mary, with Jesus in her womb, visited John’s mother, Elizabeth [Luke 1:39–41]
- he showed he was strong enough to encourage his followers to follow Jesus because he knew that Jesus was more important than he was [John 1:19–39]
- he showed his strength by continuing to preach to the King that he should stop breaking God’s law. This led to his imprisonment and the King’s wife planning John’s death [Luke 3:19–20].

Recall: Saint Peter

Teacher Note

It is particularly important that students be able to recall the following stories:

- the calling of Peter
- the denial of Peter
- Pentecost

They need to be able to point to the change in Peter after Pentecost.



Jesus appointed Peter as leader of the Apostles and the first Pope when Peter was appointed the 'rock' upon which Jesus would found the Church after being the first to recognise who Jesus is [Matthew 16:17–20].

Peter, however, was not a strong character before being filled with the Holy Spirit. He:

- tried to stop Jesus going to Jerusalem to suffer and to die [Mark 8:27–32]
- denied knowing Jesus after Jesus was arrested and placed on trial [Mark 14:66–72].

However, Jesus promised the Apostles, including Peter, their head, that they would be filled with the Holy Spirit: the '*... power from on high*' [Luke 24:49].

Pentecost

Teacher Note

Students need simply to be aware of Peter changing as a result of Pentecost. Whereas before he denied Jesus in fear, now he preached boldly.

The following stories should not be studied in detail.

The promise of Jesus came true at Pentecost. Then, like all the other Apostles, Peter was filled with the Holy Spirit. After this, the previously weak Peter, was strengthened:

- to defend the Apostles in front of the crowd against the accusation of being drunk, so great was the change in them after Pentecost [Acts 2:14–15, 22–24, 37–41]
- to preach before the crowds [Acts 3:12–26]
- to preach, despite the risk of arrest [Acts 12:1–9]
- to preach, reassured as he was by miracles that Christ was with him [Acts 9:32–35, 36–43].

Recall: Saint Paul

Teacher Note

Again, students need simply to recognise ways Paul showed he was strengthened by the Spirit in the face of persecution.

Story details are not the main emphasis here.

St Paul at first persecuted Christians. However his life changed when Jesus appeared to him in a vision on the road to Damascus [Acts 9:1–9].

After being filled with the Spirit, Paul was strengthened to preach the Gospel despite:

- being stoned [Acts 14:19–20]
- floggings [Acts 16:20–24]
- threats [Acts 17:13]
- knowing the Jewish leaders were plotting his death [Acts 20:17–19, 22–24, 36–38].

Teacher Note

Students need to be able to recall:

- the conversion of Paul
- that Paul was strengthened against personal persecution.



Recall: Stephen, the first Christian martyr

Teacher Note

This heading begins to introduce the strengthening of martyrs by the Holy Spirit. The stories of Stephen are relatively brief, though very important.

Students need to be able to recall Stephen as the first Christian martyr. The Stephen stories should be used to introduce 'other Christian heroes'.

Stephen was the first person martyred for being a Christian. He was one of the first *deacons* ordained by the Apostles [Acts 6:1–7]. (Deacons preached and were concerned for the material welfare of the first Christians).

Jewish leaders did not like him preaching about Jesus, whom they had killed around *four years* earlier. They made false accusations against Stephen [Acts 6:11–15].

Before the court, Stephen was strengthened by the Spirit:

- to tell the court about Jesus, rather than be silenced by fear [Acts 7:1–54]
- to tell the court of a vision he was having during his trial of Jesus the Son of God in heaven [Acts 7:55–56]
- to call out to Jesus as he was stoned to death [Acts 7:57–59]
- to forgive those who were stoning him to death [Acts 7:60].

Teacher Note

Students need to focus upon how they might have felt in Stephen's situation. Would they have been afraid? Would they remain faithful to Jesus despite the pressures to stop being a Christian?

In this way, students can be led to appreciate what being strengthened by the Holy Spirit actually means.

Teachers should make it plain to students, however, that this is the experience only of those who draw close to Jesus, especially by:

- trying to live his teachings
- receiving spiritual nourishment in Holy Communion
- prayer.

Students should never be misled into thinking that every confirmed person has such experiences of the Spirit *automatically*. Referring to the Spirit as life, Jesus in John's Gospel emphasised that those who do not receive the Eucharist will not experience a deepening of the guidance, strengthening or other gifts of the Holy Spirit [John 6:53–58].

Other Christian heroes

Over the past two thousand years, millions of Christians have been strengthened by the Spirit to overcome opposition and obstacles to teaching about Christ and his message [see (A1) *The soul strengthens us to be heroic for God*].

Teacher Note

Students need to be able to state the opposition and/or obstacles their Confirmation or chosen Saint or Blessed was strengthened to overcome.

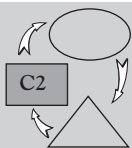
Students need also to hear examples from each other's Saints or Blesseds.

If further examples are needed, the following are suggested:

- St Paul Miki
- Blessed Damien
- The Korean Martyrs
- Blessed Mary MacKillop
- St Maximilian Kolbe.



C2 Catholics celebrate the Sacrament of Confirmation



Teacher Note

In previous years, the essential element of the Confirmation Rite was mentioned. Here, it is treated in detail.

(‘By Confirmation Christians, that is, those who are anointed, share more completely in the mission of Jesus Christ and the fullness of the Holy Spirit...’ – Catechism 1294)

In the Old Testament, those filled with the Holy Spirit usually received a special anointing. They were said to be ‘anointed’ by the Holy Spirit. (This will be explained more fully in **Jesus Year 7**).

When giving Moses instructions on how the Jews were to live the Sinai Covenant (**Bible Year 4**), God instructed Moses to make a sacred oil for the consecration of people and things for God.

To do so, Moses was to mix olive oil and perfumes [Exodus 30:22–33].

The consecration of Chrism

(‘The consecration of the sacred chrism is an important action that precedes the celebration of Confirmation, but is in a certain way a part of it.’ – Catechism 1297)

Today, we call this consecrated oil ‘Chrism’. It is made by the Bishop of the diocese, the leader of the local Church. The Bishop mixes balsam (a perfume) and olive oil, and consecrates the new Chrism to God.

The Rite of Confirmation

(‘The essential rite ... of Confirmation is ... ‘through the anointing of chrism on the forehead, which is done by the laying on of the hand, and through the words: “Be sealed with the Gift of the Holy Spirit”.’ – Catechism 1300)

The Sacrament of Confirmation is conferred by the Bishop (or a specially appointed delegate) who:

- places his hand on the head of the candidate
- anoints the candidate’s head with Chrism in the sign of a cross
- while saying: ‘Be sealed with the Gift of the Holy Spirit’.

Laying on of the hand

The Apostles conferred Confirmation by the laying on of the hand on those wanting to become members of the Church Jesus began [Acts 8:17; 19:6]. This action was modified when the ancient practice of anointing was introduced.

‘Be sealed’

(‘This seal of the Holy Spirit marks our total belonging to Christ, our enrolment in his service forever, as well as the promise of divine protection in the great eschatological trial.’ – Catechism 1296)

In earlier Christian times, seals were of great importance. They were marks left by a stamp of ownership. The seal was the symbol of the owner, and was stamped on:

- the forehead of a personal soldier or a slave
- a letter or legal document.

Confirmed members of the Church of Jesus are sealed (or ‘stamped’) with a cross, marked on the forehead with the Chrism.

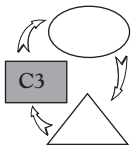


Eventually the cross made with Chrism goes. However, the seal of Confirmation remains in the person's soul.

God sees this seal. It means that the confirmed person now belongs fully to Christ. They will always enjoy Christ's protection and help. The Spirit will always give them the strength to keep the Commandments of Jesus, provided they continue:

- to receive Jesus in Holy Communion
- to pray daily, particularly asking the Holy Spirit for the strength to live as Jesus taught.

C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes



It is one thing to receive the Confirmation gift of special spiritual strengthening by the Holy Spirit. It is quite another to develop this gift.

Just as athletes have special athletic gifts from birth, but need to develop these gifts if they are to become champion athletes, so confirmed people need to develop the special gifts, or grace, of Confirmation.

To do so, they need to keep trying to live as Jesus taught. Of special importance for development of the Holy Spirit's strength are the Beatitudes.

The Beatitudes

(The Beatitudes ... respond to the desire for happiness that God has placed in the human heart. (They) teach us the final end to which God calls us – Catechism 1725, 1726).

Teacher Note

To help make the meaning of each Beatitude clearer, its vision as well as the opposite are explained. Teachers could present the *Vision* and *People can do wrong* elements of (C3) simultaneously.

The word 'beatitude' means a special kind of happiness – the happiness of being with God. This is the happiness of heaven.

However, God wants people to begin experiencing this happiness now. They can do so by living what are called 'the Beatitudes'. As they do so, followers of Jesus open themselves more to experiences of the Holy Spirit, especially spiritual strengthening.

The nine Beatitudes [Matthew 5:3–12]

Teacher note:

Students need to be able to recall the nine Beatitudes. However, they need to study the Beatitudes in concrete ways. One way could be to divide the Beatitudes among groups in the class, and each group to find examples of people living or not living a particular Beatitude by drawing on examples from the media.

The Teacher Background Material below presents the Beatitudes as written in the *Catechism of the Catholic Church* [1716].



Blessed are the poor in spirit

The first need, if people are to grow happier and to be strengthened by the Spirit, is 'poverty of spirit'. This means:

- developing habits of turning to God for everything they need
- not being greedy or ambitious, or worrying too much about becoming wealthy in terms of material possessions and comforts.

People are not 'poor in spirit' when they:

- forget their need for God, and so become too busy to worship and pray
- become greedy and over-ambitious.

People who are not 'poor in spirit' do not have their hearts open enough to the Holy Spirit to develop the deep spiritual strength that the Holy Spirit gives.

Can we see examples of how some people today live in ways that show they are 'poor in spirit' – or the opposite?

Blessed are those who mourn

People who mourn are sad. In this Beatitude, Jesus is referring to those who mourn because of the sin and the evil they see in society, as well as the wider world,. Their hearts express the same sadness as that of God. Those trying to live this Beatitude will feel sad when they:

- give into temptations to do what they know to be wrong
- see others rejecting Christian life and teaching
- see consequences of human wrong-doing in society (homeless young people, crimes, etc.)
- see selfishness, injustice, lack of compassion and mercy, and indifference to those in need.

What are some examples of evils in society we feel sad about as a class? Can we think of examples from the media of people expressing sadness and concern?

People who do not care about wrong and evil cannot grow closer to God or experience God's blessings. They cannot develop the special strength given them by the Holy Spirit. They find it hard to live as Christ taught, especially by teaching his Gospel to others by actions and words.

Blessed are the meek

Meek people are gentle, are slow to express anger, and then only in positive ways. They are like God, for they do not oppress others, do not take advantage of others, do not take revenge or behave violently. So those who try to be meek grow closer to God.

However, people who pressure or manipulate others for their own ends, hold grudges, behave violently or quickly express anger in hurtful ways find it difficult to grow closer to God or to experience the special strength of the Holy Spirit.

Can we think of examples from the media, or our favourite TV shows or novels, of people who are meek and others who are not meek?

Blessed are those who hunger and thirst for justice

God created the earth and its resources to provide for the needs of all. All have been given the right by God to what they need for life (food, shelter, warmth, medicine, adequate education – see *Catechism* 2288). Those who 'hunger and thirst for justice' want to see that everyone's basic God-given rights are provided for. The same is true for those who do what they can to ensure that the needs of those lacking the basic necessities of life are met by governments and voluntary organisations.



However, people who do not care, or who do not share from their own resources to help others (such as through Project Compassion) find it hard to grow closer to God or to experience the special strength of the Holy Spirit.

Can we think of media examples of those who do and do not ‘hunger and thirst for justice’?

Blessed are the merciful

Merciful people, like God, are forgiving, kind, slow to criticise and never take revenge. The more Jesus’ followers try to be merciful, the closer to God they become and the more fully the special strength of the Holy Spirit develops within them.

The same is not true of people who are unmerciful. Their lack of mercy is the opposite to the attitude of God, and they find it hard to grow closer to God or to experience the Spirit’s special strength.

Can we think of media examples, or examples of people in stories we have read or movies we have seen, who show mercy or the lack of it?

Blessed are the pure in heart

People who are ‘pure in heart’ are basically concerned first and foremost with drawing closer to God as friends. Those who are not give God second place to other motives, such as wealth and social stature.

Secondly, people who are ‘pure in heart’ are sincere, honest and always have good intentions. They will try to be good friends of Jesus, always trying to live as he taught.

However, those not ‘pure in heart’, are insincere, dishonest or have wrong motives. They find it difficult to grow closer to God or to experience the special strength of the Holy Spirit.

Teacher Note

Students need to see concrete examples of purity of heart – making God the first priority in life as well as being sincere, honest and well-intentioned. Media examples will be hard to identify, so perhaps the Saint or Blessed students have chosen for Confirmation or, for those not being confirmed, the Saint or Blessed they researched in A1 could be better examples.

Blessed are the peace-makers

Peace-making means encouraging enemies to become friends, and trying to help people understand each other. It means trying to help family members get on, and to be peaceful and cooperative at home. It also means helping people to express their anger, frustration and hurt by listening to them, rather than leaving them to express these in destructive ways.

Peace-making also means trying to remove all that leads to wars – injustices, poverty, racism and jealousies.

God wants peace between everyone, so people not interested in making peace do not share God’s wish. They will find it hard to grow closer to God as a result and therefore to experience the special strength of the Holy Spirit.

Can we think of media or other examples of peace makers or those whose behaviour is the opposite of making peace?

Teacher Note

A famous contemporary example of a peace-maker would be Mother Teresa of Calcutta or Martin Luther King.



Blessed are those who are persecuted for the sake of justice

Obviously those who want justice share God's concern that the basic needs of all people will be provided for. However, even greater concern is reflected in those willing to risk even persecution for the sake of justice.

Persecution can take violent or non violent forms (ridicule, rejection, discrimination). The hearts of people who suffer these experiences are closer to God and, as they follow their hearts, they will grow closer to God still, and experience the special strength of the Holy Spirit developing within them.

However, those who do not stand up for what is just for fear of peer pressures, social rejection, ridicule or being called 'old fashioned', find it difficult to grow closer to God — or to experience the special strength of the Holy Spirit.

School examples of injustices because of fear include:

- joining in acts of bullying
- rejecting someone peers reject
- joining in gossip about other students.

Blessed are you when people ridicule, persecute and speak all kinds of evil against you falsely for my sake

As Jesus' life showed, many people reject one or more of his teachings. Many too feel guilty and angry when they see others trying to live or teach them the message of Jesus. The persecutions experienced by Peter, Paul, Stephen and others in the early Church have been continued in different places ever since, so that, even today, many are persecuted for following Jesus.

Today too it is common for those trying to live the Christian message to suffer ridicule, unfair criticism and false accusations. They can experience this from peers as well as the media.

Yet those who suffer in this way have the same experience as Jesus, and will find themselves growing closer to God. They will experience the special strength of the Holy Spirit developing within them provided they remain faithful to the Christian life.

Though unpleasant at first, such experiences lead to greater personal happiness.

Teacher Note

For further background, see:

- *Catechism of the Catholic Church* [1716–1724].

People can do wrong

Teacher Note

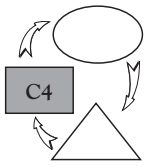
The difference between what is wrong and sin is explained in the **Penance** units.

Followers of Jesus can fail to reflect God as Jesus taught by not living as their consciences call. They do so also if, deliberately, they behave in ways that are the opposite to a Beatitude, for example:

- neglecting God and being greedy, instead of being *poor in spirit*
- doing wrong without caring, instead of *mourning*
- holding grudges, behaving aggressively or uncooperatively, instead of being *meek*
- being unfair, cheating or stealing, instead of *thirsting for justice*
- treating people without mercy, instead of being *merciful*
- stirring trouble and causing arguments, instead of being *peace-makers*
- giving into peers and others who want them to do wrong, instead of standing for *justice*
- ridiculing others for trying to be good, making up false stories or gossiping, instead of living as Christ calls.



C4 Continuing to wonder at spiritual strength given by the Holy Spirit



As people discover inner spiritual strength in themselves and others, and see how it can help people to be heroic, often they feel inspired to do good, sometimes in heroic ways (A1, A2). In this, they come to realise that it is God who empowers people to do good (A3).

Jesus showed great inner spiritual strength (B1). He promised to share the Holy Spirit with all who belong to his Church to help them develop inner strength like his. This is received today through the Sacrament of Confirmation (B2).

Catholics celebrate the special strength the Holy Spirit gives by:

- recalling stories of others who have shown how this strength helped them in their lives (C1)
- celebrating the Sacrament of Confirmation (C2).

They draw on this strength by trying to live as Jesus taught, but especially by trying to develop the attitudes Jesus taught in the Beatitudes (C3).

How as a class can we continue to wonder at our spiritual strength, reminding ourselves that, when people are confirmed, the Holy Spirit will deepen the natural spiritual strength God gave them when creating their souls?



Section Three

Symbols

Learning Area Outcomes

Key Understandings

Learning Points

Program of Work

SYMBOLS



Activity Sheet



Book



Cassette Tape



Compact Disc



Journal



Music Bag



Prayer



Resource Sheet



Song



Video

LEARNING AREA OUTCOMES

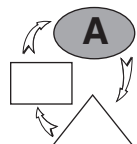
1. Students understand that people come to discover God who calls them; through their human experiences of the universe, including the world around them, and their human heart questionings and yearnings which can only ever be satisfied by their Creator.
2. Students understand and give expression to their most basic human heart experiences in light of the Gospel, through study of their interests, questions, hopes, anxieties, reflections and judgements.
3. Students understand the content of the Christian message, by relating it to examples drawn from their experiences.
4. Students understand that God offers salvation through Christ who models how to live in a truly human way.
5. Students understand that Catholics are empowered to live like Jesus as they draw on the power of the Spirit and of the Kingdom through the Church, Sacraments, Scripture, prayer and other ways Jesus taught.
6. Students recognise that every good value, attitude or way of doing things is a sign of God's presence and influence within culture.
7. Students know and appreciate the values of Christ and those of his Gospel as the basis for living out the Christian mission in the world.
8. Students demonstrate the skills necessary in order to read and apply Scripture and to participate in Catholic ritual and prayer.



KEY UNDERSTANDINGS

LEARNING POINTS

A WONDERING AT THE CREATOR OF THE HUMAN SPIRIT



A1 Wondering at experiences of the human spirit

A1.1 States that the soul gives life to the body and, with God's help, gives inner strength for goodness.

A1.2 Describes situations in which the soul, with God's help, strengthens people to be heroic for God.

A1.3 Identifies ways the soul moves people to behave like God.

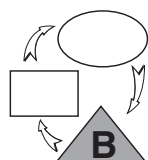
A2 Wondering at the Creator of the soul

A2.1 States qualities of the soul.

A3 Attribute: God empowers human beings for good

A3.1 Celebrates that God empowers human beings to do what is good.

B THE PROMISE OF CHRISTIAN SALVATION



B1 Jesus revealed heroic spiritual strength to obey his Father

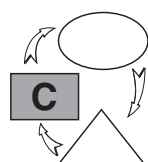
B1.1 Describes ways in which Jesus showed heroic spiritual strength.

B2 Jesus promised the special strength of the Holy Spirit to his Church

B2.1 States that Jesus promised the Holy Spirit to his followers and how this was fulfilled at Pentecost.

B2.2 Evaluates ways society would be different if everyone used the heroic strength of the Holy Spirit to do good.

C CHRISTIAN RESPONSE



C1 Catholics celebrate the special strength of the Holy Spirit

C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit.

C1.2 Identifies ways in which other Christian heroes have been strengthened by the Spirit.

C2 Catholics celebrate the Sacrament of Confirmation

C2.1 Describes the words and actions of the Rite of Confirmation.

C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes


C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes.

C4 Continuing to wonder at spiritual strength given by the Holy Spirit

C4.1 Reviews and expresses the main ideas of the unit.

| Key Understandings | Learning Points |
|---|--|
| <p>A WONDERING AT THE CREATOR OF THE HUMAN SPIRIT</p> <p>A1 Wondering at experiences of the human spirit <i>(continued ...)</i></p> | <p>A1.1 States that the soul gives life to the body and, with God's help, gives inner strength for goodness. <i>(continued ...)</i></p> |
| <p>Teacher Note</p> <p>The purpose of Step A is to assist the development of students' religious awareness. It aims to help them understand the religious meaning of significant experiences – an essential step for both Evangelisation and New Evangelisation (see <i>Australian Religious Education – Facing the Challenges</i>).</p> <p>The students should be provided with opportunities to wonder in A1 and A2. They need to celebrate (rather than merely understand) the related attribute of God in A3.</p> <p>The basic questions of the human heart to which the following experiences relate are taken up further in the Year 8 – 12 Religious Education units.</p> | |
| | |




| Suggested Strategies | Support Material | Class Prayer |
|---|--|---------------------|
| <p>a) The students reflect on times they have had experiences of 'being alive', for example:</p> <ul style="list-style-type: none"> • lying down somewhere and listening to my breath • feeling my lungs working • just feeling 'life is great'. <p>The students may choose to illustrate or write about the experience. Draw the students' attention to the fact that, without a soul, they would not have these experiences. Divide the class into six groups. Each group develops a role-play that illustrates a situation when their soul, with God's help, strengthens them within for goodness:</p> <ul style="list-style-type: none"> • to do what is right, when it is hard to do so (for example, having to inform the teacher when your friends have done something wrong) • to tell the truth when we fear getting into trouble (for example, owning up to something you have done wrong on the playground) • to be patient, when we are in a hurry (for example, helping someone with special needs at lunch time when you would like to be playing with your friends) • to resist others, who want us to do wrong (for example, a friend asks you not to play with another class member) • to be friendly, even though we feel shy (for example, welcoming a new child to the classroom) • to say sorry, when it is hard to admit we were wrong (for example, apologising after you have wrongly accused a class member of stealing). <p>Each group performs their role-play to the rest of the class and explains how the soul, with God's help, gives inner strength for goodness.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - How does the soul give life to humans? - Why do we have a soul? - How does the soul help us to do good? - If the soul was a colour, what colour would it be? - Wonder questions I have about the soul are... <p style="text-align: center;">OR</p> | <p>The Budara Story R & O Boddington (Aboriginal perspective)</p>  | |



| Key Understandings | Learning Points |
|---|---|
| <p><i>(continued ...)</i></p> <p>A1 Wondering at experiences of the human spirit</p> | <p><i>(continued ...)</i></p> <p>A1.1 States that the soul gives life to the body and, with God's help, gives inner strength for goodness.</p> |





| Suggested Strategies | Support Material | Class Prayer |
|---|------------------|---|
| <p>b) Play reflective music and invite the students to close their eyes. Have the students reflect on the following:</p> <ul style="list-style-type: none"> - Have I ever lain down and listened to my breath? - Have I felt my heart beat? - Have I felt my lungs working? - Have I woken up in the morning and thought it's great to be alive? <p>Draw the students' attention to the fact that, without a soul, they would not have these experiences.</p> <p>After this short meditation, explain that people experience their souls whenever they behave in ways that are truly loving or good. Discuss how, with God's help, the soul gives us the strength we need to do good.</p> <p>The students design posters that explain how their soul gives strength, for example, 'My Soul Helps Me to do What is Right', 'My Soul Helps Me to Tell the Truth' or 'My Soul Helps Me to be Patient' (see Teacher Background Material, p.10, for further examples). In small groups each student presents their poster, giving a practical example of how the soul, with God's help, gives them strength, for example, 'My soul helps me to do what is right when I am told to clean my bedroom' or 'My soul helps me to be friendly to new students'.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - How does the soul give life to humans? - Why do we have a soul? - How does the soul help us to do good? - Wonder questions I have about the soul are... <p style="text-align: center;">OR</p> <p>c) Have the students use percussion instruments to explore the feelings they have in the following experiences:</p> <ul style="list-style-type: none"> • lying down and listening to their breath • listening to their heart beat • feeling their lungs work • waking up in the morning and thinking it's great to be alive. <p>Draw the students' attention to the fact that, without a soul, they would not have these experiences, for it is the soul that gives life to our bodies. Discuss with the students that people experience their soul whenever they behave in ways that are truly loving or good. The soul, with God's help, gives people inner strength to do good, for example:</p> <p style="text-align: right;"><i>(continued ...)</i></p> | | <p>Inner Strength Prayer</p> <p>Invite the students to compose prayers asking God to help them develop their inner spiritual strength for goodness. Invite the students to share the prayers with their family, for example, before a meal, at bedtime, etc.</p> <div style="text-align: right;">  </div> |



| Key Understandings | Learning Points |
|---|---|
| <p><i>(continued ...)</i></p> <p>A1 Wondering at experiences of the human spirit</p> | <p><i>(... continued)</i></p> <p>A1.1 States that the soul gives life to the body and, with God's help, gives inner strength for goodness.</p> <hr style="border-top: 1px dashed black;"/> <p>A1.2 Describes situations in which the soul, with God's help, strengthens people to be heroic for God.</p> <p style="text-align: right;"><i>(continued ...)</i></p> |












| Suggested Strategies | Support Material | Class Prayer |
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| <ul style="list-style-type: none"> • to do what is right, when it is hard to do so • to tell the truth, when we fear getting into trouble • to be patient, when we are in a hurry • to resist others, who want us to do wrong • to be friendly, even though we feel shy • to say sorry, when it is hard to admit we were wrong. <p>Using Photolanguage Australia Human Values kit or pictures from magazines, have each student choose a picture and explain how it depicts one of the above examples of the soul giving people inner strength to be truly loving or to do good.</p> <p>Wonder Questions</p> <ul style="list-style-type: none"> - How does the soul give life to humans? - Why do we have a soul? - How does the soul help us to do good? - Wonder questions I have about the soul are ... | <p>Photolanguage Australia Human Values (Kit) J Cooney & K Burton</p> | |
| <p>Teacher Note</p> <p>The personal choice of a Saint or Blessed to serve as a model for life is an important one. This is the Saint or Blessed whose prayers will be sought at times when living the Christian life is difficult.</p> <p>This is the Saint or Blessed whose name is selected for Confirmation. Name selection should never be made on superficial grounds.</p> <p>Before studying the following content, the students to be confirmed need to select the Saint or Blessed whose name they are choosing for their Confirmation name. The students need to be able to answer the question: 'What do you most admire, and hope to imitate in your Christian life, in your Saint?' The student should never choose a Confirmation name without:</p> <ul style="list-style-type: none"> • knowing basic details of the chosen Saint or Blessed • being able to state how they hope to be strengthened like the Saint or Blessed • suggesting the kinds of difficult times in life when they could pray to the Saint or Blessed for help. <p>Students not being confirmed could also research a Saint or Blessed whom they admire.</p> <p>To broaden the students' knowledge of Saints and Blesseds, it is important for them:</p> <ul style="list-style-type: none"> • to learn, where possible, the basic biographical details of their Saint or Blessed • to identify how their Saint or Blessed demonstrated heroic goodness • to present their findings to the general class. | <p>Confirmation Name Appendix (i)</p> <p>The Saints Kit K Glavich (Kit)</p> <p>Butler's Lives of the Saints on CD-Rom Harmony Media Inc</p>  <p>Saints Websites www.catholic.org/saints/stsindex.html www.cin.org/saint.html www.catholic.net/ http://users.erols.com/saintpat/ss/ss-index.htm</p> <p>A Saint For Your Name A Nevins</p>  | |





| Key Understandings | Learning Points |
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| <p>(... continued)</p> <p>A1 Wondering at experiences of the human spirit</p> | <p>(... continued)</p> <p>A1.2 Describes situations in which the soul, with God's help, strengthens people to be heroic for God.</p> <hr/> <p>A1.3 Identifies ways the soul moves people to behave like God.</p> |
| <p>A2 Wondering at the Creator of the soul (continued ...)</p> <p>Teacher Note The aim here is to encourage students to wonder. This is an important skill for discovering God through creation [Catechism 32-33]. What is most important at this stage of each unit is that students be given a 'wondering' activity. To lead students into the wondering activity, (continued ...)</p> | <p>A2.1 States qualities of the soul. (continued ...)</p> |



| Suggested Strategies | Support Material | Class Prayer |
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| <p>a) Have each student present to the class how the Saint or Blessed that they have chosen demonstrated heroic goodness. As a class create a chart, placing the Saint or Blessed into the following 'heroic' categories:</p> <ul style="list-style-type: none"> • religious persecution • the threat of death • danger to health • strong opposition and criticism • difficult climatic conditions • living with people in another culture • uncomfortable living situations. | | <p>Prayer of Reflection Invite the students to journal examples of situations when they overcame personal challenges or temptations. Invite the students to spend a brief period quietly reflecting and thanking God for the inner strength given them by their souls.</p> <p>(Reflective music could be played during this time)</p>  |
| <p>Teacher Note The following Journal Questions could be used with the strategies in A1.3:</p> <p>Journal Questions</p> <ul style="list-style-type: none"> - How does my soul move me to be more like God? - How can I learn to recognise these spiritual experiences more easily? - How can I draw more upon the inner strength that my soul gives?  <p>a) Have each student present to the class how the Saint or Blessed that they have chosen reflects God's attributes. Construct a chart placing the Saint or Blessed into categories that demonstrate ways people's souls try to move them to behave like God:</p> <ul style="list-style-type: none"> • to love • to forgive • to be compassionate • to be just • to be tender • to be peacemakers. <p style="text-align: center;">OR</p> <p>b) Have the students collect media examples of people reflecting God's attributes. Point out that it is their souls that stir them to behave in such ways.</p> | <p>Sing Jubilee M Mangan</p>  <p>Saints and Celebrations M Mangan & P Hehir</p>  <p>The Face Of God Catholic Mission</p>  | <p>'Justly, Tenderly, Humbly'</p>  <p>'We Are All Saints' The students could write their own verses.</p>  <p>'The Face of God'</p>  |
| <p>Teacher Note The following wonder questions could be used to stimulate discussion before or after each of the strategies in A2.1:</p> <ul style="list-style-type: none"> - Where did my soul come from? - Who gave my soul its power? - How did my soul begin? - Where does my soul go when I die? - I wonder what God, who created the soul of every human being, is like? <p>a) The students complete 'My Soul'.</p> <p style="text-align: center;">OR</p>  | | |



| Key Understandings | Learning Points |
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| <p>(... continued)</p> <p>students may need to be reminded that wonder is a gift God created in people so that they could discover God through everything God has created. Wonder causes us to stop, to look, to feel, to smell, to listen or to taste so that we might better enjoy and understand. Wonder leads us to be curious which can lead us to explore and to experiment.</p> <p>The students may offer a variety of answers to the questions: 'What must God, who created the soul of every human being, be like?' The answer of each should be valued.</p> <p>What follows in A3 seeks to refocus the attention of the class for the purposes of systematic religious education, rather than imply one answer is better than the others.</p> | <p>(... continued)</p> <p>A2.1 States qualities of the soul.</p> |



| Suggested Strategies | Support Material | Class Prayer |
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| <p>b) Using clay, plasticine or other media, the students mould a symbol of the soul. Each student explains their symbol to a partner, including answers to the following:</p> <p>Focus Questions</p> <ul style="list-style-type: none"> - Who created our souls? - Our souls is <i>immortal</i>. What does this mean? - Why did God create a person's soul? <p>After partner work, invite the students to share their answers with the class. Create a class chart reminding the students of important qualities about the soul.</p> <p style="text-align: center;">OR</p> <p>c) In pairs, the students create 'Soul Mobiles' (using words and/or pictures) that highlight important qualities about the soul. For example:</p> <div data-bbox="245 936 810 1379" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <pre> graph TD A[The Soul] --- B[Helps to be heroic for God] A --- C[Immortal (lives forever)] B --- D[Gives life] B --- E[Created by God] C --- F[Develops qualities needed to reflect God] E --- G[Empowers to do good] </pre> </div> <p style="text-align: center;">OR</p> <p>d) The students construct cinquain poems that convey qualities about the soul, for example:</p> <p style="padding-left: 40px;">Soul It empowers To be compassionate I wonder how the soul gives strength? Strong.</p> | <p style="text-align: center;">Write Now! Catholic Education Office of Western Australia</p> <div data-bbox="1054 1585 1121 1709" style="text-align: right;">  </div> | <p>Soul Prayer Focus</p> <p>Invite the students to create or draw a symbol of a soul, or use drawings or symbols from strategies A2.1(a) or (b). Place the symbols on the class prayer focus and invite the students to write a prayer of thanks to God for the qualities of their souls.</p> <p>Invite the students to share their prayers of thanks at various times of the day, for example, morning prayer, afternoon prayer, prayer after lunch, etc.</p> <div data-bbox="1313 1055 1422 1144" style="text-align: right;">  </div> |

| Key Understandings | Learning Points |
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| <p>A3 Attribute: God empowers human beings for good <i>(continued ...)</i></p> | <p>A3.1 Celebrates that God empowers human beings to do what is good. <i>(continued ...)</i></p> |








| Suggested Strategies | Support Material | Class Prayer |
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| <p>a) Brainstorm practical examples that show that inner strength, stirred within humans by their souls, empowers them to do what is good. For example, I draw upon inner strength to stop me calling out rude names to others in the playground, I call upon inner strength to donate food to needy families, or use my gift of letter writing to write to government agencies about injustices in the community. In pairs or small groups, the students choose an example to role-play to the rest of the class. Discuss with the class the ‘greatness’ of God, who empowers us by creating our souls, from which we draw the inner spiritual strength to do good. Brainstorm ways the class could celebrate that God empowers people to do good through their souls. Examples of celebrations could include:</p> <ul style="list-style-type: none"> • conducting a prayer service thanking God for God’s goodness • using our God-given gifts and talents to do what is good, etc. <p style="text-align: center;">OR</p> <p>b) On a large piece of paper the students write the phrase: ‘God empowers human beings to do what is good’ or a similar phrase. The students paste magazine pictures of people doing good around the phrase. In small groups each student explains how the people in the pictures are using inner spiritual strength to do good.</p> <p>Discuss with class the ‘greatness’ of God, who empowers us by creating our souls from which we draw the inner spiritual strength to do good. Brainstorm ways the class could celebrate that God empowers us to do good, for example, conducting a prayer service thanking God for God’s greatness, or using our God-given gifts and talents to do what is good.</p> <p style="text-align: center;">OR</p> <p>c) Read Boss of the Pool to the class.</p> <p>Focus Questions</p> <ul style="list-style-type: none"> - How did Shelley use inner spiritual strength to do good? - How did Ben use inner spiritual strength to do good? <p>Invite the students to explain, through words or pictures, what they think Ben will do when he is next taken to the beach.</p> <p style="text-align: right;"><i>(continued ...)</i></p> | <p style="text-align: center;">Boss of the Pool R Klein</p>  | <p>God Empowers Us for Good</p> <p>Use one of the ideas suggested by the class (A3.1 a, b or c) to celebrate that God empowers us to do good (see Suggested Strategies).</p>  |



| Key Understandings | Learning Points |
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| <p>(... continued)</p> <p>A3 Attribute: God empowers human beings for good</p> | <p>(... continued)</p> <p>A3.1 Celebrates that God empowers human beings to do what is good.</p> |
| <p>B THE PROMISE OF CHRISTIAN SALVATION</p> <p>B1 Jesus revealed heroic spiritual strength to obey his Father</p> <p>Teacher Note See B Teacher Note, p.14 Teacher Background Material.</p> | <p>B1.1 Describes ways in which Jesus showed heroic spiritual strength.</p> |
| <p>B2 Jesus promised the special strength of the Holy Spirit to his Church (continued ...)</p> <p>Teachers Note Following each of the strategies in B2.1 discuss with the students how the Spirit gave the Apostles special spiritual power that they needed to understand the Christian message and to have the courage to teach it to others [Acts 2:5 –47].</p> | <p>B2.1 States that Jesus promised the Holy Spirit to his followers and how this was fulfilled at Pentecost. (continued ...)</p> |



| Suggested Strategies | Support Material | Class Prayer |
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| <p>(... continued) Discuss with the class the ‘greatness’ of God, who empowers us by creating our souls, from which we draw the inner spiritual strength to do good. Brainstorm ways the class could celebrate that God empowers us to do good, for example, conducting a prayer service thanking God for God’s greatness, or using our God given gifts and talents to do what is good.</p> <p style="text-align: center;">OR</p> <p>d)The students share with others books they have read where the characters have shown themselves drawing upon their inner strength to do what is good. Talk about the ‘greatness’ of God who empowers people to do good.</p> | | |
| <p>Teacher Note With each of the following strategies, emphasise that Jesus, filled by the Spirit revealed heroic spiritual strength as he fulfilled his mission from God the Father.</p> <p>a)Recall Gospel stories of times Jesus, being filled with the Spirit, showed heroic spiritual strength to overcome temptations and/or difficulties in order to obey his Father (see Teacher Background Material, p.14). Which human feelings and weaknesses do they teach us Jesus was free from? The students could list these stories and write about the temptations Jesus overcame.</p> <p style="text-align: center;">OR</p> <p>b)Using one of the Scripture stories from the Teacher Background Material, p.14, the students design a forty-five second drama piece that depicts Jesus drawing upon inner spiritual strength to obey his Father.</p> <p style="text-align: center;">OR</p> <p>c)Using one of the Scripture stories from the Teacher Background Material, p.14, the students create a comic strip that depicts Jesus drawing upon inner spiritual strength to obey his Father.</p> | <p>Guided Meditations for Children Vol. 3 p8 J Reehorst</p>  | <p>Guided Meditation Jesus showed heroic inner strength when he overcame his fear in the Garden of Gethsemane.</p>  |
| <p>a)Discuss with the students that Jesus promised the Holy Spirit to all who follow him. This Spirit will help them to develop the special inner spiritual strength that Jesus showed. Read Luke 24:48-49 and Acts 1:5, 8. Recall with the students the story of Pentecost [Acts 2:1-13] using ‘The Pentecost Story’. (continued ...)</p>  | <p>Guided Meditations for Children pp79-82 J Reehorst</p>  | <p>Guided Meditation ‘Jesus Sends the Spirit’</p>  |



| Key Understandings | Learning Points |
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| <p><i>(continued ...)</i></p> <p>B2 Jesus promised the special strength of the Holy Spirit to his Church</p> | <p><i>(... continued)</i></p> <p>B2.1 States that Jesus promised the Holy Spirit to his followers and how this was fulfilled at Pentecost.</p> |
| <p>Teacher Note</p> <p>The relationship between this part of B2 and the first part of C3 is that:</p> <ul style="list-style-type: none"> • the focus of B2 is how the <i>world</i> would be if everyone lived as God wants • the focus of C3 is how God is calling <i>each person</i> to live so that the world will be as God wants. | <p>B2.2 Evaluates ways society would be different if everyone used the heroic strength of the Holy Spirit to do good.</p> <p style="text-align: right;"><i>(continued ...)</i></p> |







| Suggested Strategies | Support Material | Class Prayer |
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| <p>Focus Questions</p> <ul style="list-style-type: none"> - Why were the Apostles gathered in one place? - How did the Apostles know they had received the Holy Spirit? - What was the sign that the Apostles had received the Holy Spirit? - What change occurred in the Apostles after they had received the Holy Spirit? <p style="text-align: center;">OR</p> <p>b) Discuss with the students that Jesus promised the Holy Spirit to all who follow him. This Spirit will help them to develop the kind of heroic strength that Jesus showed. Read Luke 24:49 and Acts 1:5, 8.</p> <p>Invite the students to read and recall the events at Pentecost [Acts 2:1-13]. The students imagine that they are travelling through Jerusalem and witness the events described in the Pentecost story. The students write a postcard home describing what they experienced.</p> <p style="text-align: center;">OR</p> <p>c) Discuss with the students that Jesus promised the Holy Spirit to all who follow him. This Spirit will help them to develop the kind of heroic strength that Jesus showed. Read Luke 24:49 and Acts 1:5, 8.</p> <p>The students design and construct a banner or poster: 'I send down upon you the power from on high' or a similar phrase.</p> <p>In small groups, invite the students to recall the events at Pentecost [Acts 2:1-13] creating background sounds to accompany a retelling of the story. The students return to their banner or poster and add significant words or pictures from the Pentecost story.</p> | | |
| <p>a) The students research television programs or videos to identify incidents in society and social life that are not what God intends. The students could complete and present charts to the rest of the class, which include the following categories:</p> <ul style="list-style-type: none"> • incident • the different individuals affected (not names, but general categories such as victim, criminal, immediate family, extended family, etc.) • the Commandments of God being broken • how the lives of those affected would be different if people used the heroic strength of the Holy Spirit to do good. <p style="text-align: center;">OR</p> | | <p>Heroic Strength Display pictures that the students found whilst researching incidents in society and social life that are not what God intends (B2.2). In a community circle, invite the students to reflect on how Australian society would be different if <i>(continued ...)</i></p> |








| Key Understandings | Learning Points |
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| <p>(... continued)</p> <p>B2 Jesus promised the special strength of the Holy Spirit to his Church</p> | <p>(... continued)</p> <p>B2.2 Evaluates ways society would be different if everyone used the heroic strength of the Holy Spirit to do good.</p> |
| <p>C CHRISTIAN RESPONSE</p> <p>C1 Catholics celebrate the special strength of the Holy Spirit (continued ...)</p> | <p>C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit. (continued ...)</p> |



| Suggested Strategies | Support Material | Class Prayer |
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| <p>b)The students research the media to identify incidents in society and social life that are not what God intends. The students make ‘cardboard bricks’ using stiff cardboard. The media incident is written or glued onto the brick. Each student explains their brick and places their brick on the ground and begins to construct a wall. After the wall has been constructed explain that these incidents build barriers between people and God. These barriers could be broken down if everyone could draw upon the heroic strength of the Holy Spirit to do good.</p> <p>Focus Question</p> <ul style="list-style-type: none"> - How different would Australian society be if everyone draw upon the heroic strength of the Holy Spirit to do good? <p style="text-align: center;">OR</p> <p>c)The students research the media to identify incidents in society and social life that are not what God intends. The students, on one half of a poster, depict the incident. On the other half the students depict a scene of how different the incident may have been if Christ’s teachings were lived.</p> <p>Discuss with the class ways Australian society would be different if everyone could draw upon the heroic strength of the Holy Spirit to live as Christ taught.</p> <p style="text-align: center;">OR</p> <p>d)The students collect newspaper articles that are examples of people not living as God intends. For each article they could list:</p> <ul style="list-style-type: none"> • the incident • the different individuals affected • the Commandments of God being broken • how the lives of those affected would be different if people drew on the heroic strength of the Holy Spirit to do good. | <p style="text-align: center;">Sing Jubilee M Mangan</p>  | <p>(... continued) everyone used the heroic strength of the Holy Spirit to live as Christ taught. Invite the students to pray spontaneously, asking for the guidance of the Holy Spirit for themselves and/or others, to live as Christ taught.</p>  <p style="text-align: center;">‘The Spirit of God’</p>  |
| <p>Teacher Note All of the following examples of people being strengthened by the Spirit have been presented in earlier years. They need to be recalled briefly because of their scriptural importance. The students need to recall (from A1) the Saint or Blessed they have researched, or if being confirmed, whose name they are taking for Confirmation, and to identify examples of how the influence of the Spirit can be seen in the life-events and words of their chosen Saint or Blessed.</p> | <p>Confirmation Name Appendix (i)</p> | <p>Moved by the Spirit The students devise prayerful movements to one of the songs listed below.</p>  |

| Key Understandings | Learning Points |
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| <p>(continued ...)</p> <p>C1 Catholics celebrate the special strength of the Holy Spirit</p> <p>Teacher Note</p> <p>To experience the Christian Promise requires personal Christian conversion [<i>General Directory for Catechesis</i> 53]. In the words of Jesus, this means people must [Mark 1:15]:</p> <p style="text-align: center;"><i>Repent, and believe the gospel.</i></p> <p>Religious Education contributes to their New Evangelisation by helping students to understand what is involved in repenting and believing. Religious Education needs to help students discover 'what exactly faith in Jesus Christ is' [<i>General Directory for Catechesis</i> 75].</p> <p>The following content introduces Year Six students to:</p> <ul style="list-style-type: none"> • Catholics celebrate the special strength of the Holy Spirit (C1) • Catholics celebrate the Sacrament of Confirmation (C2) • Jesus calls his followers to open themselves to the Spirit through the Beatitudes (C3). | <p>(continued ...)</p> <p>C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit.</p> |
| | |


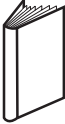







| Suggested Strategies | Support Material | Class Prayer |
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| <p>a) Invite the students to choose, from the list below, a follower of Jesus:</p> <ul style="list-style-type: none"> • Mary the mother of Jesus • John the Baptist • Saint Peter • Saint Paul • Saint Stephen. <p>Using the Scripture quotes from the Teacher Background Material, pp.18-20, the students recall Gospel stories that illustrate how that person was strengthened by the Holy Spirit. In groups of five (each member representing a different follower of Jesus) the students explain, in their own words, the Gospel stories that show how the person they chose was strengthened by the Holy Spirit.</p> <p>Each student then recalls (from A1) the Saint or Blessed they researched and, if being confirmed, whose name they are taking for Confirmation, and identifies examples of how the influence of the Holy Spirit can be seen in the life-events and words of that Saint or Blessed. The students could choose one of the following forms to present their information to the rest of the class:</p> <ul style="list-style-type: none"> • written as a mini project • oral presentation • slide presentation on the computer • composing a song or a poem. <p style="text-align: center;">OR</p> <p>b) The students form 'home' groups of five. Each member of the home group is allocated a follower of Jesus from the list below:</p> <ul style="list-style-type: none"> • Mary the mother of Jesus • John the Baptist • Saint Peter • Saint Paul • Saint Stephen. <p>All the students who have been allocated the same follower of Jesus, for example, Saint Peter, form 'expert' groups. Using the Scripture quotes from the Teacher Background Material, pp.18-20, the expert group recalls Gospel stories that illustrate how that person was strengthened by the Holy Spirit. The students then return to their home group and explain, in their own words, the Gospel stories that show the follower of Jesus was strengthened by the Holy Spirit.</p> <p>Each student then recalls (from A1) the Saint or Blessed they researched and, if being confirmed, (continued ...)</p> | <p>Lift Up Your Voice Servant Music</p>  <p>Prophets of Hope T Watts</p>  | <p>'Let the Fire Fall'</p>  <p>'Come Holy Spirit'</p>  <p>'Canticle of Creation'</p>  |









| Key Understandings | Learning Points |
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| <p><i>(continued ...)</i></p> <p>C1 Catholics celebrate the special strength of the Holy Spirit</p> | <p><i>(... continued)</i></p> <p>C1.1 Presents major stories of followers of Jesus being strengthened by the Holy Spirit.</p> <hr style="border-top: 1px dashed black;"/> <p>C1.2 Identifies ways in which other Christian heroes have been strengthened by the Spirit.</p> <p style="text-align: right;"><i>(continued ...)</i></p> |



| Suggested Strategies | Support Material | Class Prayer |
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| <p>whose name they are taking for Confirmation, and identifies examples of how the influence of the Holy Spirit can be seen in the life-events and words of that Saint or Blessed. The student writes a short summary of their Saint or Blessed, incorporating these examples. Compile the summaries into a class book 'Saints Strengthened by the Holy Spirit'.</p> <p style="text-align: center;">OR</p> <p>c) The students form small groups and choose a follower of Jesus from the list below:</p> <ul style="list-style-type: none"> • Mary the mother of Jesus • John the Baptist • Saint Peter • Saint Paul • Saint Stephen. <p>Using the Scripture quotes from the Teacher Background Material, pp.18-20, the students form groups and play 'Face the Music'.</p> <div style="text-align: right;">  </div> <p>Each student then recalls (from A1) the Saint or Blessed they researched and, if being confirmed, whose name they are taking for Confirmation, and identifies examples of how the influence of the Holy Spirit can be seen in the life-events and words of that Saint or Blessed. Each student then produces a short 'This is Your Life' segment of their Saint or Blessed that could be recorded on video and played to the rest of the class.</p> | <p>The Dramatised Bible M Perry (Ed)</p>  | |
| <p>Teacher Note</p> <p>With each of the strategies in C1.2, highlight how the Holy Spirit strengthened and gave courage to the martyrs and heroes. Following this, the students need to be able to state the opposition and/or obstacles their Saint or Blessed (researched in A1) was strengthened to overcome.</p> <p>a) Using 'Christian Heroes', tell the stories of Paul Miki, Damien of Molokai, the Korean Martyrs, Mary MacKillop and Maximilian Kolbe.</p> <div style="text-align: right;">  </div> <p>The students, in pairs, then write an introduction for each of the heroes that could be used at a school assembly.</p> <p style="text-align: center;">OR</p> | <p>Saints and Celebrations M Mangan</p>  <p>Celebration P Kearney</p>  | <p>'Mary of the Cross'</p>  <p>'Mary, When You Were a Girl'</p>  <p>Prayer to the Holy Spirit Provide time for the students to ponder where, in their own lives, they may need to ask for the strength of the Holy Spirit. <i>(continued ...)</i></p> |

| Key Understandings | Learning Points |
|---|--|
| <p>(... continued)</p> <p>C1 Catholics celebrate the special strength of the Holy Spirit</p> | <p>(... continued)</p> <p>C1.2 Identifies ways in which other Christian heroes have been strengthened by the Spirit.</p> |
| <p>C2 Catholics celebrate the Sacrament of Confirmation</p> <p>Teacher Note In previous years, the essential element of the Confirmation Rite was mentioned. Here it is treated in greater detail.</p> | <p>C2.1 Describes the words and actions of the Rite of Confirmation.</p> |
| <p>C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes <i>(continued ...)</i></p> <p>Teacher Note Students need to be able to recall the nine Beatitudes. However, they need to study the Beatitudes in concrete ways. One way could be to divide the Beatitudes among teams in the class, and each team finds examples of people living or not living that Beatitude by drawing on the media. To help make the meaning of each Beatitude clearer, its vision as well as the opposite are explained. Teachers could present the <i>Vision</i> and <i>People can do wrong</i> elements of C3 simultaneously.</p> | <p>C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes. <i>(continued ...)</i></p> |







| Suggested Strategies | Support Material | Class Prayer |
|--|---|--|
| <p>b) Using 'Christian Heroes', briefly tell the stories of Paul Miki, Damien of Molokai, the Korean Martyrs, Mary MacKillop and Maximilian Kolbe. The students complete 'Modern Christian Heroes'.</p> <p style="text-align: center;">OR</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">2a-e R</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3a-c A</div> </div> <p>c) The students research other Christian martyrs or heroes and retell their story to others, with particular focus on how they showed that they were strengthened by the Spirit.</p> | <p>The Saints Kit M Glavich (Kit)</p> <p>Butler's Lives of the Saints on CD-Rom Harmony Media Inc</p>  | <p>Invite them to write in their journals asking for help, for example: Holy Spirit, giver of strength and courage, help me to ...</p>  |
| <p>a) Discuss the action and words of Confirmation (see Teacher Background Material, p.21). The students then design a poster or chart showing the action and words used in the Confirmation ceremony.</p> <p style="text-align: center;">OR</p> <p>b) Discuss the words and action used at Confirmation (see Teacher Background Material, p.21). The students then complete 'Confirmation - The Action and Words'.</p> <p style="text-align: center;">OR</p> <p>c) The teacher and students enact the words and actions of Confirmation (see Teacher Background Material, p.21). The Parish Priest could be invited to assist in this activity. The students then complete 'Confirmation - the Action and Words'.</p> | <p>Praying With Children p14 B Bretherton</p>  | <p>Morning Prayer to the Holy Spirit</p>  |
| <p>Teacher Note The students need to be able to recall the nine Beatitudes. However, they need to study the Beatitudes in concrete ways, selecting media incidents for examples.</p> | | |
| <p>a) Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit received through Confirmation can be developed further through the Beatitudes.</p> <p>Divide the nine Beatitudes among teams in the class (see Teacher Background Material, pp.22-25). Each team finds examples of people living or not living the Beatitude by selecting newspaper/magazine articles from the media.</p> <p>Teams present their examples to the rest of the class.</p> <p style="text-align: center;">OR</p> | <p>As One Voice Vol.1 Willow Connection</p>  | <p>'Blest are They'</p>  |







| Key Understandings | Learning Points |
|--|---|
| <p>C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes</p> <p style="text-align: right;"><i>(continued ...)</i></p> | <p><i>(continued ...)</i></p> <p>C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes.</p> |



| Suggested Strategies | Support Material | Class Prayer | | | | | | |
|---|--|--------------|--------|---------------------|---|--|--|--|
| <p>b) Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit, received through Confirmation can be developed further through the Beatitudes (see Teacher Background Material, pp.22-25). In pairs, the students choose a Beatitude and develop a t-chart. For example:</p> <table border="1" data-bbox="215 533 820 898"> <thead> <tr> <th colspan="2" data-bbox="215 533 820 584">Blessed Are The Poor In Spirit</th> </tr> <tr> <th data-bbox="215 584 517 629">Vision</th> <th data-bbox="517 584 820 629">People Can Do Wrong</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 629 517 898"> <ul style="list-style-type: none"> not being greedy or ambitious, or worrying too much about becoming wealthy in terms of material possessions and comforts. </td> <td data-bbox="517 629 820 898"> <ul style="list-style-type: none"> when people become too busy to worship and pray. </td> </tr> </tbody> </table> <p>The students present their t-chart to the rest of the class, using newspaper/magazine articles that illustrate people living or not living that particular Beatitude.</p> <p style="text-align: center;">OR</p> <p>c) Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit received through Confirmation can be developed further through the Beatitudes. Using the Teacher Background Material, pp.22-25, discuss the vision of each Beatitude. The students suggest examples of ways people may behave that are opposite to a Beatitude. The students complete 'The Beatitudes'.</p> <div data-bbox="699 1451 799 1570" style="text-align: right;">  </div> <p style="text-align: center;">OR</p> <p>d) Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit received through Confirmation can be developed further through the Beatitudes. Using the Teacher Background Material, pp.22-25, small groups select a Beatitude and design a 'Snakes and Ladders' game (a ladder being an example of living that Beatitude, a snake being an example of not living that Beatitude).</p> <p style="text-align: center;">OR</p> | Blessed Are The Poor In Spirit | | Vision | People Can Do Wrong | <ul style="list-style-type: none"> not being greedy or ambitious, or worrying too much about becoming wealthy in terms of material possessions and comforts. | <ul style="list-style-type: none"> when people become too busy to worship and pray. | <p style="text-align: center;">Saints and Celebrations M Mangan</p>  | <p>Beatitude Prayer Create a prayer focus with a cloth, Bible and a large white candle. Use nine other candles to represent each of the Beatitudes. Light the large white centre candle and invite students to read one of the Beatitudes from the Bible [Matthew 5:3-12]. After each of the Beatitudes is read, one of the other candles is lit and the students are given time to reflect how they may live out the Beatitudes in their own lives.</p>  <p>'Holy Spirit Rock'</p>  |
| Blessed Are The Poor In Spirit | | | | | | | | |
| Vision | People Can Do Wrong | | | | | | | |
| <ul style="list-style-type: none"> not being greedy or ambitious, or worrying too much about becoming wealthy in terms of material possessions and comforts. | <ul style="list-style-type: none"> when people become too busy to worship and pray. | | | | | | | |

| Key Understandings | Learning Points |
|---|---|
| <p>(... continued)</p> <p>C3 Jesus calls his followers to open themselves to the Spirit through the Beatitudes</p> | <p>(... continued)</p> <p>C3.1 Explains how the gifts of the Spirit received through Confirmation can be developed further through the Beatitudes.</p> |
| <p>C4 Continuing to wonder at spiritual strength given by the Holy Spirit</p> | <p>C4.1 Reviews and expresses the main ideas of the unit.</p> |



| Suggested Strategies | Support Material | Class Prayer |
|---|---|---|
| <p>e) Discuss with the students how every human gift needs to be developed, and that the special strength of the Spirit received through Confirmation can be developed further through the Beatitudes. Place nine large sheets of paper around the room (one sheet for each Beatitude). Using the Teacher Background Material, pp.22-25, the students write onto the sheets examples from books/novels they have read, of characters living or not living the different Beatitudes.</p> | | |
| <p>a) Provide opportunities for the students to reflect upon the understandings covered in the unit, particularly ways in which people can continue to reflect God who empowers people to do good and continue to wonder at spiritual strength given by the Holy Spirit.</p> <p>The students could review and summarise the learning through:</p> <ul style="list-style-type: none"> • mural • frieze • billboard • collage • poster • banner • picture book, etc. <p style="text-align: center;">OR</p> <p>b) Create a class display using the Saint or Blessed researched in A1. The display could include the details of the person's life and how people can be strengthened by the Spirit like that Saint or Blessed.</p> <p style="text-align: center;">OR</p> <p>c) The students complete 'The Spirit Strengthens' (Anonymous Self Assessment).</p> <div style="text-align: center;">  <p>OR</p> </div> <p>d) The students complete mind maps of their learning during this unit.</p> <p style="text-align: center;">OR</p> <p>e) Provide ongoing opportunities for the students to wonder at and talk about their experience of soul. The class could create a Beatitudes Bulletin Board displaying media examples that show how people might have used the strength of the Holy Spirit to live the Beatitudes.</p> | <p style="text-align: center;"> Designing Brain Compatible Learning T Parry & G Gregory </p> <div style="text-align: center;">  </div> | <p>Strengthened by the Spirit Invite the students to celebrate The Liturgy of the Word.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> |



Section Four

Activity Sheets

My Soul

Who created my soul? _____

My soul is immortal, what does this mean? _____

Choose four statements from the list below that best describe why God created a person's soul. Write the statements in the shapes below:

to give them life

to help them get the things they want

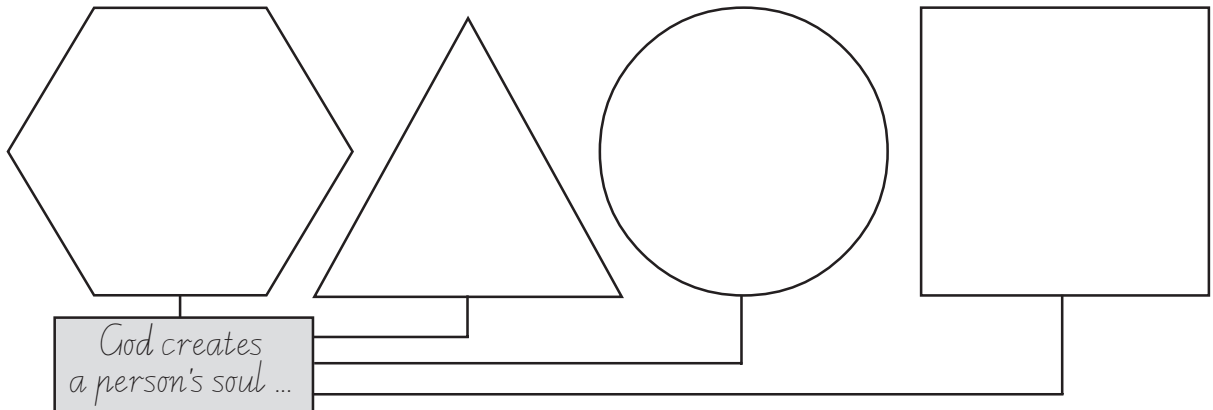
to empower them to do good

to strengthen them to be heroic for God

to give them power

to develop in them qualities needed to reflect God

to make them better than other people



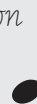
In the space below, draw a symbol that represents the soul. Share your symbol with a partner.



Face the Music



1. *Each group member reads the Scripture stories concerning their follower of Jesus.*
2. *The group talks about the stories, making sure they are familiar with their follower. In turn, each group then 'faces the music'.*
3. *The group is asked to sit at the front of class and respond to questions/statements related to their follower.*
4. *The rest of the class pose questions/statements which will allow the group facing the music to disclose the details of their follower. Encourage open ended rather than closed questions/statements, for example:*
 - *Tell us about the early life of your follower.*
 - *How and when was your follower strengthened by the Spirit?*
 - *How was your character changed because of the Spirit?*
5. *Any of the group members 'facing the music' can answer on behalf of the group.*



Modern Christian Heroes

St Paul Miki was a martyr.
This means he was killed
because he _____
_____. He
believed in _____.

St Paul Miki was a Japanese
priest who belonged to the
Jesuit Order. He was an
excellent preacher. Along with
twenty-five others, he was
tortured and crucified in
Nagasaki, Japan on _____.

St Paul Miki

Blessed Damien was a missionary priest. He
went to the island of _____
where he worked for _____ years
with people who had contracted leprosy.
Leprosy is a terrible skin disease.
The disease is contagious, therefore those
who had this disease were forced to live in
isolation. Others would not work with lepers
in case they caught the disease. Blessed
Damien himself contracted leprosy, but
refused to leave Molokai and the people he
loved. Even though he was sick, he
continued to teach them about God and
treat their illnesses. He died in _____.

Blessed Damien



In 1984, _____ Korean martyrs were canonised. These and other Korean martyrs were killed because they believed in _____. Most were tortured and beheaded because they would not deny their faith. Among the Korean martyrs were a _____, three priests, catechists and children.

The Korean martyrs

Note some of the major events in the life of Mary MacKillop: _____

Mary MacKillop



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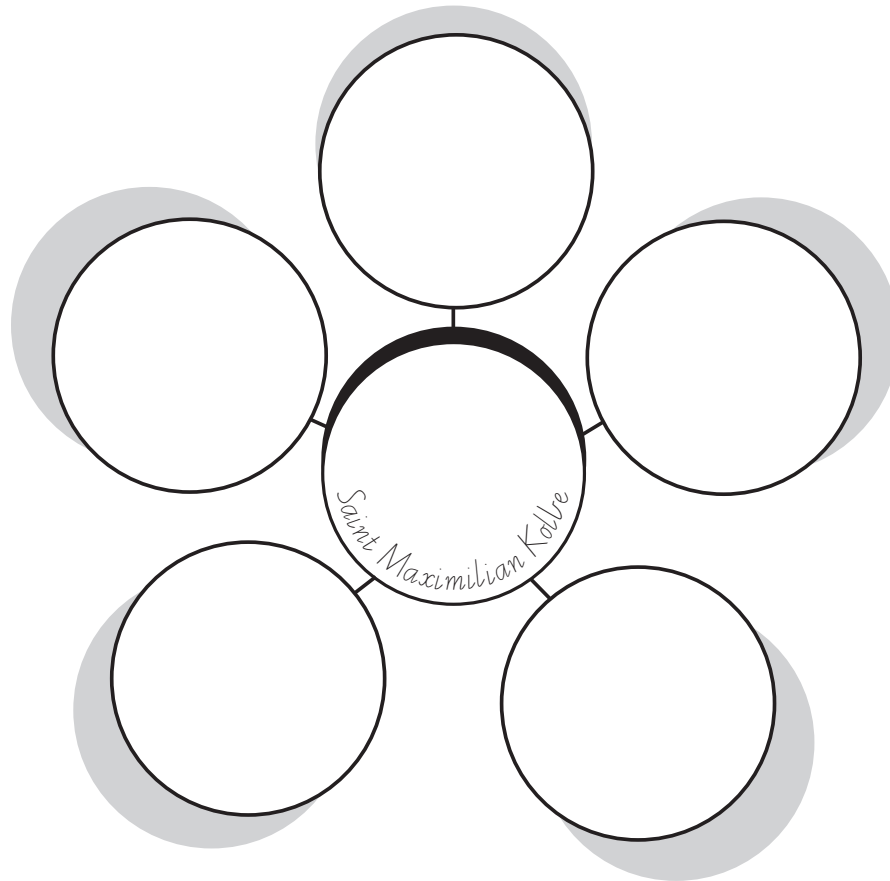
K
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List five ways Saint Maximilian Kolbe helped others during his lifetime.

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Write briefly about how the Saint or Blessed you chose to research earlier in this unit, gained courage and strength from the Holy Spirit when faced with huge difficulties _____



Confirmation - The Action and Words

The Action

The celebrant places his hand on the candidate's head then anoints the forehead with the Oil of Chrism.

Draw this action

The Words

Complete the following puzzle to discover the words that accompany the action of Confirmation.

The celebrant says:

| | | | |
|-----------------|---------------|-----------|------------|
| — — — | — — — — — | — — — — — | — — — — — |
| 2 5 | 19 5 1 12 5 4 | 23 9 20 8 | |
| — — — | — — — — — | — — — — — | — — — — — |
| 20 8 5 | 7 9 6 20 | 15 6 | 20 8 5 |
| | | | 8 15 12 25 |
| — — — — — | | | |
| 19 16 9 18 9 20 | | | |

| | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| A | B | C | D | E | F | G | H | I | J | K | L | M | N |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |
| O | P | Q | R | S | T | U | V | W | X | Y | Z | | |



Confirmation - The Action and Words

The Action

Answer Sheet

The celebrant places his hand on the candidate's head then anoints the forehead with the Oil of Chrism.

Draw this action

The Words

Complete the following puzzle to discover the words that accompany the action of Confirmation.

The celebrant says: B e s e a l e d w i t h
2 5 19 5 1 12 5 4 23 9 20 8

t h e G i f t o f t h e H o l y
20 8 5 7 9 6 20 15 6 20 8 5 8 15 12 25

S p i r i t.
19 16 9 18 9 20

| | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| A | B | C | D | E | F | G | H | I | J | K | L | M | N |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | |
| O | P | Q | R | S | T | U | V | W | X | Y | Z | | |



The Beatitudes

Jesus taught his followers that the Beatitudes help to develop a special kind of happiness. Complete the scripture verses of the Beatitudes and then draw or write examples of people living or not living that particular Beatitude.

| <i>Matthew 5: 1:12</i> | |
|---|----------------------------|
| <i>Happy are those who know they are spiritually poor, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are those who are meek, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are those who mourn, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are those who hunger and thirst for justice, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |



| | |
|---|----------------------------|
| <i>Happy are those who are merciful to others, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are the pure in heart, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are the peace-makers, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are those who are persecuted because they do what God requires, _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |
| <i>Happy are you when people insult you and persecute you and tell all kinds of evil lies against you because you are my followers _____.</i> | |
| <i>Vision</i> | <i>People Can Do Wrong</i> |

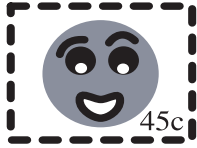


The Spirit Strengthens

(Anonymous Self Assessment)

Write a postcard to a friend who has been confirmed and is having difficulty saying 'no' to his/her peers who want your friend to do something wrong. What suggestions can you make to your friend about doing what is right? Where might your friend find inner strength and courage? Which Beatitude might help your friend?

Dear _____,



45c

List three people whom you have learnt about during this unit and who showed they drew upon their inner strength by their heroism and goodness. What impressed you about these people?

Person One:

I was impressed by this person because _____

Person Two:

I was impressed by this person because _____

Person Three:

I was impressed by this person because _____



Section Five

Resource Sheets

The Pentecost Story

(An echo pantomime based on Acts 2:1-8)

The teacher or leader simultaneously says the words and performs the action. The students then repeat (echo) the words and actions of the teacher or leader.

1. **Let's step into a Scripture story.**
large step to the left
2. **This story takes place**
open an imaginary book
3. **in a large city**
sweeps hands over head
4. **called Jerusalem.**
open large gates
5. **Friends of Jesus,**
point to various children
6. **were all gathered in one house.**
roof above head with hands
7. **There was Peter**
point to someone
8. **and James and John.**
point to two others
9. **There were the other nine Apostles**
point to various children
10. **and there was Jesus' mother Mary.**
downcast eyes and hands over heart
11. **As they were praying,**
raised open arms, eyes skyward
12. **a breeze**
wave arms gently over head
13. **rattled the windows.**
grasp imaginary bars and shake gently
14. **The breeze become louder**
shake bars more vigorously



15. **and louder**
more vigorously
16. **and louder**
more vigorously
17. **until the noise filled the whole house.**
hands over ears, pained expression on face
18. **“What is happening?”**
palms up, lean forward
19. **they said to each other.**
turn from side to side
20. **Then they saw**
peer into distance, hand to eyebrows
21. **what looked like**
look up, mouth open in wonder
22. **tongues of fire**
make water droplet shape with hands
23. **touching each person.**
touch head gently of person next to you
24. **A peculiar feeling**
shiver with arms around self
25. **came over each one of them.**
hands move from above head to the ground
26. **They were filled with the Holy Spirit.**
deep breath in, hands cupped and placed over heart
27. **The Spirit enabled them**
pull up sleeves
28. **to talk in other languages.**
talking beaks with hands
29. **Then moved by the Spirit**
leap to the right, feet together
30. **they stepped out of the house**
open door, large step out, hands on hips



31. **and began to tell the crowds**
fingers near lips, sweep arm outwards toward children
32. **about Jesus.**
hold onto lapels
33. **And everyone who heard them**
hands cupped around ears
34. **were amazed**
shocked expression
35. **and perplexed.**
scratch head
36. **“Surely these are Jesus’ followers**
ask the question to someone near you
37. **who are all from Galilee.**
point to distance
38. **How is it that we hear them**
hand cupped around ear
39. **speaking in our own language?”**
palms up, lean forward
40. **And this is the story of the Spirit**
close imaginary book
41. **enabling Jesus’ followers**
open sweeping gesture
42. **to preach about Jesus.**
fingers near lips, then sweep arm across chest towards crowd
43. **Let’s step out of the story and back into the classroom.**
large step to the right



Christian Heroes

St Paul Miki

Paul Miki was born in Japan between the years 1564 and 1566. He entered the Society of Jesus and preached the Gospel with success. However, when a persecution of Catholics arose, he and twenty-five others were seized and subjected to terrible tortures, and finally crucified on February 5, 1597 at Nagasaki. Paul Miki was killed because he would not stop speaking and living his Christian faith.

Blessed Damien - (Joseph De Veuster), (1840-1889)

Born in Belgium, he was a missionary priest with the Congregation of the Sacred Hearts of Jesus and Mary (the Picpus Fathers).

He worked in Hawaii, then known as the Sandwich Islands, for eight years and volunteered to go to Kalaupapa, the Molokai Leper Settlement. His roles there included pastor, physician, sheriff and undertaker. He spent sixteen years on Molokai working with people who had contracted leprosy. He founded two orphanages at the leprosarium. Damien himself contracted leprosy but chose to stay with the people he served rather than leave the island.

He worked untiringly until the month before his death and died on April 15th, 1889 at Molokai.

The Korean Martyrs

On May 6th 1984, 103 Korean martyrs were canonised. This number represents a fraction of the thousands who died in the fierce persecutions that accompanied the introduction of Christianity into Korea in the 19th century.

These Christians died for their faith between 1839 and 1867, many in horrific circumstances. Torture followed by decapitation was common. Severed heads were suspended in public to terrify other Christians. Some of the martyrs died in prison. Among those killed were a bishop, priests, catechists and children.



MARY MACKILLOP

THE AUSTRALIAN PEOPLE'S SAINT

A Synopsis of the Story of Mary MacKillop

On January 15, 1842, Mary Helen MacKillop was born of Scottish migrant parents, Alexander MacKillop and Flora MacDonald in Brunswick Street, Fitzroy, Victoria. She was the eldest of eight children.

This was the child who was later to become known as Mother Mary of the Cross – an apt name, for the shadow of the cross was over her life from its beginnings. Due to the circumstances of the time and his lack of business awareness her father found himself unable to maintain his family with the same security he had offered when his married life had begun. This meant poverty and privation for them, and a constant moving from place to place in search of a livelihood. When schools were not available Mary and her brothers and sisters were educated by their parents (Alexander had spent some years studying for the priesthood in Rome) special attention was given to their religious upbringing.

Mary grew into an attractive, intelligent girl. When she was old enough she worked first as a governess to her uncle's children at Penola, S.A., then as a clerk for the stationery firm 'Sands and Kenny' (now known as Sands and McDougall) in Melbourne, and later as a teacher in Portland Victoria. Mary's encounter with hardship, her knowledge of conditions in both town and country in early Australia, her experience of the business world and of the classroom, were all invaluable. Mary realised her life experiences were all part of God's preparation of her.

In 1861 she met in Penola a young English missionary priest, Father Julian Tenison Woods. In his travels, mostly on horseback over 22,000 square miles of his parish, he had become acutely aware of the problem of the children in the outback growing up without education or religious training. Penola was the centre of his district, and there, one Sunday, he spoke to his congregation about the problem that was constantly on his mind. Among his listeners was Mary MacKillop, who herself had seen the needs at first hand. At the time, Mary's family depended on her income so she was not free to follow a similar dream of providing education for the poor.

In 1866, with the help and encouragement of Fr Woods, a Catholic school was opened in a disused stable in Penola. Young women came to join Mary, and so the Congregation of the Sisters of St Joseph was begun. In 1867 Mary was asked by Father Woods to come to Adelaide to start a school. She arrived at Port Adelaide in June and the first Josephite school was opened on July 2nd, 1867 in St Francis Xavier's Hall next door to the present Cathedral. From there other schools were begun around Adelaide. The first country school was at Yankalilla.

Since their arrival in Adelaide the growing number of Sisters had moved from one residence to another. Mary had been excommunicated and reinstated in the Church. Finally in 1872 a permanent home was established for the Sisters in a cottage at Kensington, South Australia. It was on this site that the present St Joseph's Convent was built.



Mary could see that there were people in the community who were not receiving care. Together with her Sisters, Mary opened a refuge for ex-prisoners and ex-prostitutes; a House of Providence to care for both young and old homeless and destitute people, an Orphanage, and more schools in both city and country areas. Anyone who was in need experienced the love and care of Mary and her Sisters. Throughout her life Mary met with opposition from people, most of whom were inside the Church. In the most difficult of times she consistently refused to attack those who wrongly accused her and undermined her work. Instead she continued in the way she believed God was calling her and was always ready to forgive those who wronged her.

Mary suffered ill health most of her life but despite this she continued her work of reaching out to the poorer people. The early Sisters and lay teachers, under the guidance of Mary MacKillop, had a profound influence on the forming of Catholic Education as we have come to know and experience it today.

Mother Mary of the Cross – Mary MacKillop – died on August 8th, 1909 in the convent at Mount Street, North Sydney where she is now buried. Since then the Congregation has grown, it now numbers about 1600 sisters who work mainly in Australia and New Zealand, but are also scattered singly or in small groups around the world. Sisters are at present working in Ireland and Peru, with short term ministries in Pakistan, Uganda, Cambodia, Brazil, Samoa, Kiribas and Philippines.

Josephites may be seen in big city schools or small country schools, on dusty bush tracks, in modern hospitals, in caravans, working with the ‘little ones’ of God – the homeless, the new migrant, the Aboriginal, the lonely and the unwanted. The Sisters, and many others who also share a charism or gift for others like Mary MacKillop, continue the work which she began.

This great Australian woman inspired great dedication of God’s work in the then new colonies. In today’s world she stands as an example of courageous following of the will of God and of trust in God’s loving and compassionate care of those in any kind of need.

‘Never see a need without trying to do something to remedy it.’

Mary MacKillop

In 1993, Pope John Paul II proclaimed Mary as Australia’s first Saint. He proclaimed her one of the Blessed in heaven. The Beatification ceremony took place in Australia in January 1995.

Used with permission of the Sisters of St Joseph, York Street, South Perth, Western Australia.

For further information or resources contact
‘Mary MacKillop Centre’
16 York Street, South Perth, WA 6151
Telephone 9474 3349



Saint Maximilian Kolbe

St Maximilian Kolbe was born Raymond (Raimund) Kolbe, On January 7, 1894, in Zdunska Wola, Poland

When he was thirteen, Raymond entered the Franciscan seminary in Lwow. While never terribly interested in art, music, literature or theology, Raymond worked hard and proved to be very good at maths, physics and design and technology (technology and enterprise). He was extremely absorbed, interested in and responsive to the rapid technological changes that were taking place in the world and would remain interested and actively engaged in such developments for the rest of his free life.

While technology was a passion for Raymond, so was spreading love for God and for Mary, Jesus' mother, by preaching and writing about them. While still in the seminary, Raymond organised a group of Franciscans called The Knights of Mary Immaculate. His passion to share love for God and for Mary, led him to use his considerable skills to develop a magazine, '*Knights of the Immaculate*', which would use the then 'state of the art' printing technology to spread the Knights' message. Raymond, who was ordained in 1918 and took the name Father Maximilian Maria Kolbe, enlisted the help of friends and fellow religious to raise funds for the printing press and publication materials. Other brothers helped the young priest with the writing (in several languages), publication and circulation of the magazine.

In the period between 1919 and 1939, Fr Maximilian had experienced repeated bouts of tuberculosis, which forced him to return a number of times over the years to a sanatorium in Zakopane, to recuperate. In 1930, during the establishment of a Franciscan community at Niepokalanow, Fr Maximilian was sent with four Brothers to found another community in Japan. Fr Maximilian knew nothing of Japan, except that a number of Religious had died there: martyrs. While in Japan, Fr Maximilian and his Brothers founded a new community, learnt Japanese and continued to publish the magazine, with the added challenge of having to publish using the two thousand characters of a new and very different alphabet, Japanese, and printing using less than modern presses. Eventually twenty Japanese men had joined the Franciscans.



In 1936, Father Maximilian returned to Poland, where, despite continued ill health, he maintained peaceful resistance against Adolph Hitler and the Nazis, through his work with the magazine and his assistance to those people displaced by the war and the invasion. About two thousand Polish Jews and more than three thousand other Polish refugees arrived at Niepokalanow in the days following the invasion. They were accommodated and cared for by Fr Maximilian and the Franciscan Brothers.

On September 19, 1939, Fr Maximilian was taken by the Gestapo and confined to a prison camp in Amlitz, Germany for three months, after which time he returned to take up his work in Niepokalanow. On February 17, 1941, however, he was arrested again and this time taken to a German concentration camp in Poland, named Auschwitz. Although extremely ill, Fr Maximilian was made to work hard alongside the other prisoners, including four other priests from his community. Despite continuous harsh treatment and severe malnourishment, and despite the fact that it was expressly forbidden, Fr Maximilian continued to care for the physical and spiritual needs of those with whom he was imprisoned, including his captors. Like Jesus, Fr Maximilian was kind to those who made him suffer.

One day a young Polish man was condemned to die of starvation with a group of ten other men. Knowing that the young man had a wife and children, Fr Maximilian stepped forward and offered himself in place of the young man. To the surprise of those gathered, the offer was accepted and Fr Maximilian was taken away with the nine other men. The men were starved for three weeks before Fr Maximilian, the last to survive, was put to death by a lethal injection of carbolic acid on August 14, 1941. The prisoners and guards alike marvelled at how brave Fr Maximilian had been, supporting the other prisoners and praying for them and for his captors, until the end.

Fr Maximilian was canonised by Pope John Paul II, in 1982, in the presence of the man whose life he had saved.

His feast day is celebrated on August 14 each year.



Strengthened By The Spirit

(Liturgy of the Word)

Focal Point: A large pile of stones (one for each person present)
A large candle (Easter Candle or similar)
A crucifix

Introduction:

Reader 1: Today we gather to celebrate the strength and courage given by the Holy Spirit to Saints and Blesseds and heroic Christian men and women throughout the world. We will listen to the story of one of the early Christians who was a follower of Jesus. His name was Stephen and his courage and bravery made him a very special person. Stephen was killed because he taught the Good News of Jesus.

Reader 2: As followers of Jesus, people are strengthened by the Holy Spirit, which they receive in the Sacrament of Confirmation. Jesus calls his followers to open themselves to the Spirit within, by living out the Beatitudes. The word 'beatitude' means a special kind of happiness - the happiness of being with God. This is the happiness of heaven. We start to experience this happiness now by living out the Beatitudes.

Song: 'We Are All Saints' from **Saints and Celebrations** by M Mangan or another appropriate song.

Greeting and Sign of the Cross

Penitential Rite: I confess to almighty God,
and to you, my brothers and sisters
that I have sinned through my own fault
in my thoughts and in my words,
in what I have done,
and in what I have failed to do;
and I ask blessed Mary, ever virgin,
all the angels and saints,
and you, my brothers and sisters,
to pray for me to the Lord our God.

May almighty God have mercy on us,
forgive us our sins,
and bring us to everlasting life.

All: Amen.

Opening Prayer: God of love, you sent us your Son Jesus, who showed us his great inner spiritual strength. Bless us and help us develop our own spiritual strength by trying to live as Jesus taught.

We ask this through Jesus Christ our Lord.

All: Amen.

First Reading: Based on the Acts of the Apostles [6:8-7:60]

Reader 1: Stephen was one of the members of the early Church. Stephen had great faith. He worked miracles in Jesus' name. He healed the sick. He spoke to the crowds about Jesus' teachings and his love for Jesus.



Reader 2: The leaders became very angry and were jealous because lots of people were listening to Stephen and his message about Jesus. They made up lies about Stephen. They arrested him for something he did not do. Stephen was not afraid of them, but spoke of his love for God with great courage and joy. He wanted the people to believe in Jesus. This made the leaders even angrier with Stephen.

Reader 3: Because he was filled with the Holy Spirit, Stephen was happy and not afraid. He looked up, 'Look!' he cried out, 'The heavens are opened and I can see Jesus standing with God'.

The leaders could not bear to hear this talk. They put their fingers in their ears. They grabbed Stephen, dragged him outside the city and threw stones at him. Before he died, Stephen prayed to Jesus, 'Lord, receive my spirit, and forgive these people for their sins'. This is the Word of the Lord ...

Responsorial Psalm:

'Spirit Come' from **As One Voice** by Willow Connection or another appropriate song.
Welcoming the Gospel:

All: Alleluia, alleluia!
Happy the poor in spirit;
The kingdom of heaven is theirs!
Alleluia!

Gospel: Matthew 5:1-12

Homily

Prayers of Intercession

Response: Holy Spirit, give us your strength and courage.

Reader 1: We pray for our Pope. May he continue to remind us how we should always reflect our God who is good. We pray ...

Reader 2: We pray for our Archbishop (or bishop), our priests and all in religious life. May they continue to show strength and courage, being good models for how we should live the Beatitudes. We pray ...

Reader 3: We pray for all the sick and dying known by members of our school community. May all be strengthened by the Holy Spirit and continue to be courageous. We pray ...

Reader 4: We pray for all those present. Sometimes it is hard to choose between right and wrong. At times we become afraid and lack courage because of what others might think of us. May the Holy Spirit deepen our inner strength and help us to stand up for others who are treated unjustly. We pray ...

Reflection: Provide time for those present to think of one area in their lives where they would like the Spirit's help to do what is right. As each person identifies this area, they select a stone from the focus and return to their place. The stone could be kept as a reminder to do what is right.

Leader: Come, Holy Spirit, fill the hearts of your faithful.

Response: And kindle in them the fire of your love.

Leader: Send forth your Spirit and they shall be created.

R: And you will renew the face of the earth.

Song: 'Blessed Are They' from **As One Voice** by Willow Connection or another appropriate song.



Section Six

Appendices

Support Material

Children's Literature

Songs and Music

Teacher Resources

Videos

Acknowledgements

Confirmation Name

Students being confirmed will need to choose a Confirmation name which will be used when they make their Confirmation in Year Seven. The students should be advised that they may choose a second name, or use the name given to them at their Baptism by their parents if this was the name of a Saint or Blessed. However, if their Baptism name is not the name of a Saint or a Blessed, they need to choose a new name for their Confirmation. Stress that they should find out what they admire in the Saint or Blessed they have chosen, so that this person can serve as an inspiration and model for them as they strive to live a Christian life.

Those students not being confirmed could also explore the life of a Saint or Blessed they admire.

(See also *Celebrating the Gift of the Spirit – Liturgical Guidelines for Confirmation in the Archdiocese of Perth* p.5).



Support Material

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Songs and Music

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Teacher Resources

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Videos

All or Nothing: The Story of Paul

Bernadette: The Princess of Lourdes

Following Jesus 7: Christian Corner

Following Jesus 8: Witness Way

Francis: The Knight of Assisi

Francis Xavier and the Samurai's Lost Treasure

Joan of Arc

John the Baptist (ASNT)

Long Have I Loved You: The Story of Mary MacKillop

Mary MacKillop: A Legacy for Today

McGee and Me: New Adventures 10. In the Nick of Time

McGee and Me: New Adventures 12. The Blunder Years

Patrick: Brave Shepherd of the Emerald Isle

Saints and Heroes 1. St Joseph/St Bernadette

Saints and Heroes 2. St Patrick/St Tarcisius

Saints and Heroes 3. St Francis of Assisi/St Therese of Lisieux

Saints and Heroes 4. St Paul/St Maximilian Kolbe

Saints and Heroes 5. Mother Teresa of Calcutta/Fred Hollows (*Fred Hollows content not to be used*)

Saints and Heroes 6. Archbishop Romero/Martin Luther King

Saints and Heroes 7. Blessed Frederic Ozanam/Catherine McAuley

Saints and Heroes 8. Thomas Merton/St Maria Goretti

Saints and Heroes 9. Eileen O'Connor/Oodgeroo Noonuccal

Saints Are People Too!

Saul of Tarsus

St Joseph: Foster Father of Jesus

The Ministry of Paul (ASNT)

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