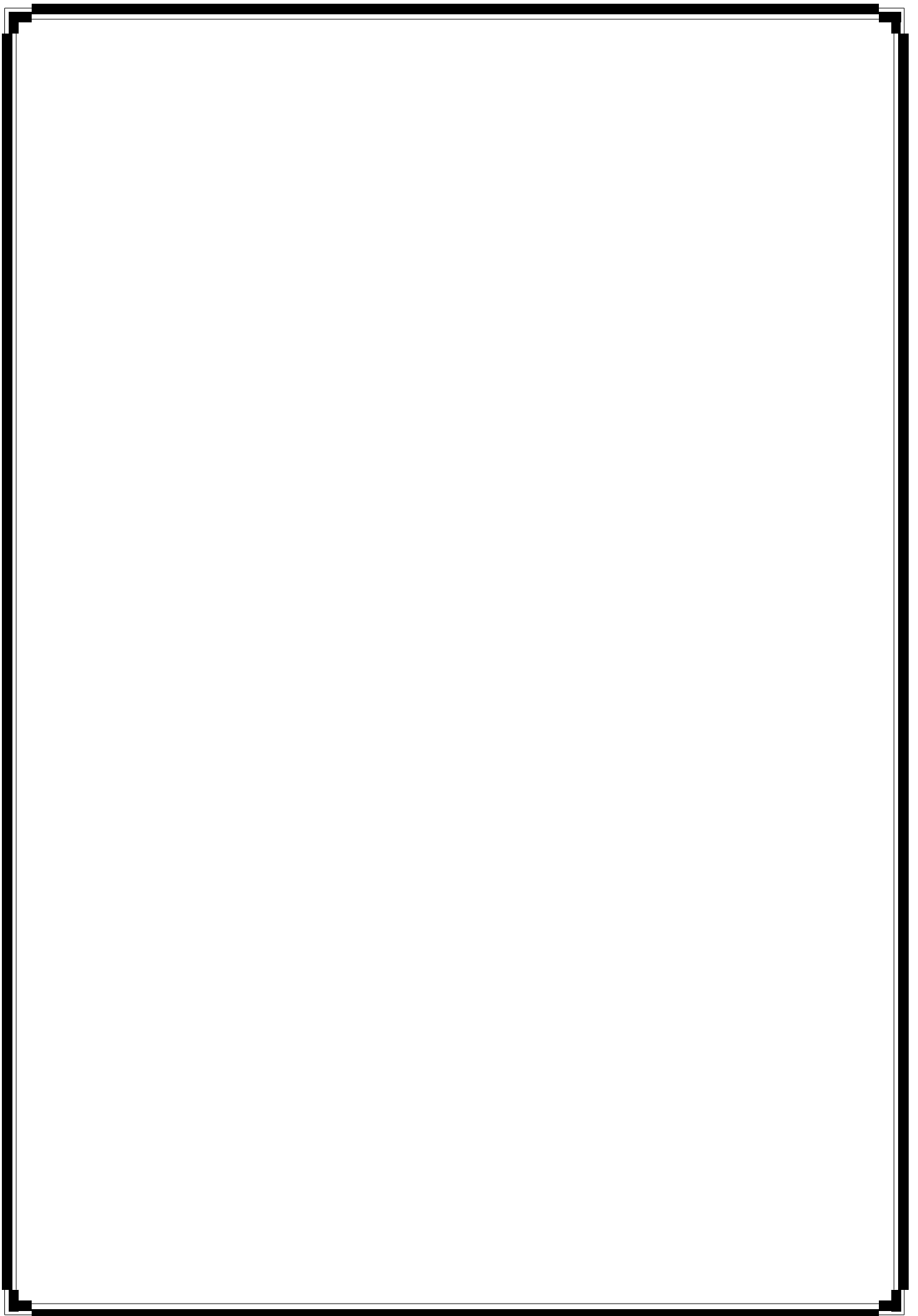


Religious Education Archdiocese of Perth



Teaching and Learning Resource Confirmation

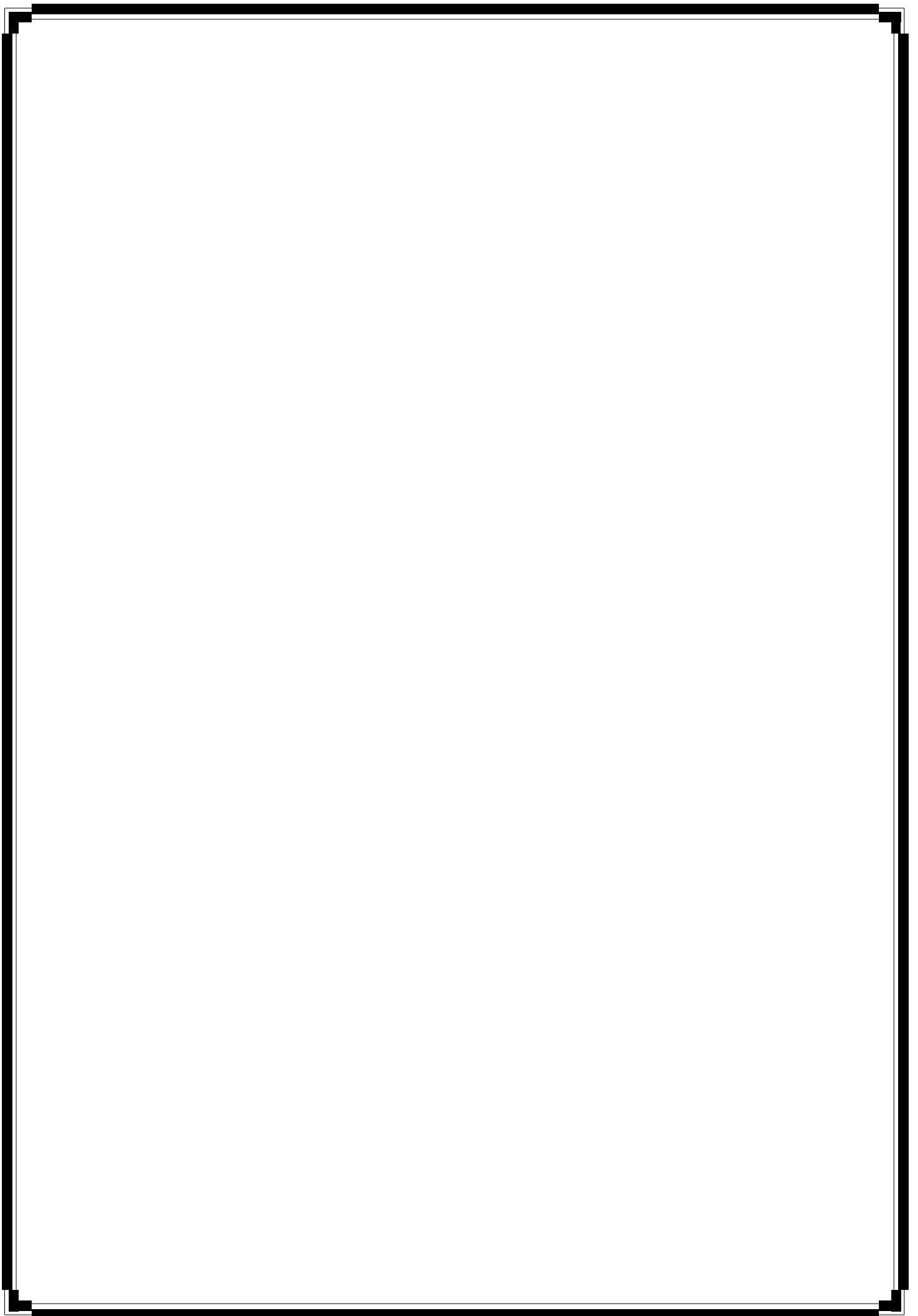
Developed using the essential content from the units
Empowered by the Spirit (Year Six),
Gifted by the Spirit (Year Seven) and Spirit of Truth (Year Seven).



Introduction to the Material

This Confirmation resource for 2009 has been developed using the essential content from the units Empowered by the Spirit (Year Six), Gifted by the Spirit (Year Seven) and Spirit of Truth (Year Seven). It has been developed to take into account the movement of Year Sevens to secondary sites and the Confirmation policy which suggests that Confirmation should be celebrated in the final year of Primary school. For 2009, this material can be used in place of the current Year Six and Seven Confirmation units or as a supplement to those units. Students may require a range of learning experiences to explore and reflect on the content presented in this resource in order to come to a deep understanding of the material be presented and what the Sacrament of Confirmation both offers them and challenges them to be. Some activities may require more time for students to develop high order thinking and a depth of knowledge which can be applied to everyday life situations. Each content area has the Teacher background Information from the current units provided for teachers, followed by suggested strategies to help students know and apply this information. Teachers may choose to use a number of the suggested activities for each topic or may choose to develop their own learning experiences as they introduce the required content.

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Outline for Planning

This Outline for Planning is provided as a guide only.

When planning the length of time needed for students to develop knowledge of the required content, teachers need to take into account the learning needs and styles of their students. Students may require a range of learning experiences to explore and reflect on the content in order to come to a deep understanding of the material be presented.

Some activities may require more time for students to develop a depth of knowledge which can be applied to everyday life situations.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ASSESSMENT
1	Preparing to Receive Confirmation	Sacraments of Initiation	Sacraments of Initiation	Jesus promised the special strength of the Holy Spirit to his Church	Jesus promised the special strength of the Holy Spirit to his Church	
2	The Giving of the Spirit at Pentecost	The Giving of the Spirit at Pentecost	People Who Drew on the Gifts of the Spirit	People Who Drew on the Gifts of the Spirit	People Who Drew on the Gifts of the Spirit	
3	Saint Research	Saint Research	Saint Research	Saint Research	Saint Research	
4	The Beatitudes	The Beatitudes	The Beatitudes	Gifts of the Spirit	Gifts of the Spirit	
5	Gifts of the Spirit	Fruits of the Spirit	Fruits of the Spirit	Fruits of the Spirit	The Holy Spirit in Society	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ASSESSMENT
6	Virtues of Faith, Hope and Charity	Virtues of Faith, Hope and Charity	Values – Choosing Them Day by Day	Values – Choosing Them Day by Day	Pillars of Faith	
7	Pillars of Faith	Rites & Rituals	Rites & Rituals	Rites & Rituals	Rites & Rituals	
8						
9						
10						

Preparation for the Sacrament of Confirmation

As the students prepare for the Sacrament of Confirmation, it is important that the special preparations for the sacrament are brought to their attention at the beginning of the program.

Who can receive the Sacrament of Confirmation?

For students to receive the Sacrament of Confirmation they must be baptised and have not been confirmed already.

Confirmation Name

The students will need to choose a Confirmation name that will be used when they make their Confirmation. 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.

If choosing a new name for Confirmation, candidates need to choose that of a Saint or a Blessed (not simply a hero). It should be the name of one who has inspired them:

As an example of Christian faith, how does this Saint inspire me?

What aspect of the Saint's life do I want to imitate?

(Many students will have selected and researched their Confirmation name in Year Six.)

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

Sponsors

The support of the entire community is focused in the sponsors chosen by the candidates to be confirmed. The introduction of the Rite of Confirmation states:

As a rule there should be a sponsor for each of those to be confirmed.

The sponsor brings the candidate to receive the sacrament by presenting him or her to the minister for the anointing. Later the sponsor will help them to fulfil their baptismal promises faithfully... (*Rite of Confirmation #5*).

Pastors will see that the sponsors, chosen by the candidates or their families, are spiritually fit to take on this responsibility and have the following qualities:

- a. the sponsor must have sufficient maturity to fulfil their function
- b. be members of the Catholic Church and have undergone their own Christian initiation through Baptism, Confirmation and Eucharist
- c. freedom from any impediment of canonical law to their fulfilling the office of sponsor (*Rite of Confirmation #6*).

One sponsor, male or female, for any candidate is sufficient; but there may be two

(*Code of Canon Law 873*).

To be admitted to undertake the office of sponsor, a person must be not less than sixteen years of age (*Code of Canon Law 874§1 #2*).



In view of the contemporary pastoral circumstances, it is desirable that a godparent at Baptism, if available, also be the sponsor at Confirmation. This expresses more clearly the link between Baptism and Confirmation. Parents may not be sponsors for their child, but may in exceptional circumstances present their child for Confirmation as a proxy for the baptismal godparents or absent sponsors. However, candidates may choose a special sponsor for Confirmation (*Rite of Confirmation #5, Code of Canon Law 893, §2, Code of Canon Law 874 §1 #5*).

(Celebrating the Gift of the Spirit Liturgical Guidelines for Confirmation in the Archdiocese of Perth, p.6)

Confirmation card

The students will need to complete the required information for the parish record. Obtain the Confirmation cards from the Parish Priest and provide one card for each student to take home to complete.

Explain to the students that this information is to be transferred to the parish records and is also sent to the Parish Priest in the parish where they were baptised.

This information needs to be transferred also onto the official cards prior to the Confirmation ceremony.

Sacraments of Initiation

(Gifted By The Spirit Year Seven (B2))

- Read the information on the Sacraments of Initiation.
 - Teach the Sacraments of Initiation
- Explain that Eucharist is the sacrament that helps people to live more like Jesus.
- Select strategies which will enable your students to process and apply this information to real life situations.



Sacraments of Initiation

(Gifted By The Spirit Year Seven (B2))

Sacraments are sacred events, in which we enter more fully into the mysteries of our Catholic faith. They are community events, which remind us of the role of the community in our faith life.

We are a community of faith, and we journey together to God. The sacraments use things that are part of life to remind us that God is present in our life.

The sacramental life of the Catholic community is meant to affirm the presence of God in our ordinary everyday situation. The sacraments provide the support that we need to live out our faith commitment. The sacraments, gifts of Christ's love and forgiveness, are offered to us through the Church. When the Church - the community of believers - celebrates a sacrament, Christ himself is present in the celebration.

The Sacraments of Initiation, are the sacraments through which we become united with, and enter more deeply into, the life of Jesus Christ in the community of the Church. In Baptism, we are welcomed into the Church community. In Confirmation, our belonging to the Church community is affirmed, and we have a place in the life and work of the Church for the Reign of God in the world. In Eucharist, we continue to enter more deeply into the life of the Church, and we share at the table of the community to be nourished and strengthened, to be a living and active part of the continuing mission of Jesus Christ in our world. Initiation into the community of the Church means initiation into the vision and mission of Jesus Christ for the Reign of God in the world.

The promise of Jesus was fulfilled for the Apostles at Pentecost [Acts 2:1–11]. The Apostles in their turn handed on 'the power from on high' to other followers of Jesus through the first two of what are now called the Sacraments of Initiation:

- Baptism, when, with God the Father and Jesus, the Holy Spirit 'makes a home in them' [cf. John 14:23]
- Confirmation, when the fullness of the Spirit is received as the Apostles received this fullness at Pentecost [Acts 2:1–11].

The third Sacrament of Initiation, the Eucharist, nourishes the spiritual gifts of those who have been baptised and confirmed. Without the Eucharist, these gifts could not mature.

Jesus gives his followers many spiritual gifts. However, to bring the blessings he intends into their lives, these gifts need to be nourished. This is one reason why Jesus gave his followers the Eucharist during the Last Supper. He changed bread and wine into his Body and Blood. He then told them [Luke 22:19]: '... do this in remembrance of me.' On an earlier occasion, Jesus had explained that the spiritual gifts he gives, included in what he called 'life', can help people as God intends only if they are nourished by him in Holy Communion [John 6:53–56]

In sharing Jesus' body and blood, the people are meant to *become* Jesus – becoming hope, life and joy for the world. Not only are the gifts of bread and wine changed in the Eucharist; those who participate are changed as well.

Suggested Strategies for the Sacraments of Initiation

Teach the Sacraments of Initiation and what these sacraments offer Catholics.

Focus on the gift of the Eucharist

Invite people to visit the students and to be interviewed about what they receive from participating in the Eucharist.

Brainstorm with the students the gifts Eucharist offers. e.g.

- Spiritual nourishment
- Connection with like minded people – community
- Acceptance of all people as equals
- Opportunity to hear Scripture and shape our lives on the values of the Gospel
- Opportunity to give thanks for the gifts in our lives.
- Opportunity to connect with people who have died. (Catholics believe that in the Eucharist we are united with those who have died and gone to heaven).
- Opportunity to reflect on how we are living.
- Opportunity to be challenged and to grow.
- Opportunity to be reminded that God is present to us.

You have been asked by the Principal to explain in the parish bulletin, why people should celebrate the Eucharist weekly. Write an appropriate article for the bulletin.

OR

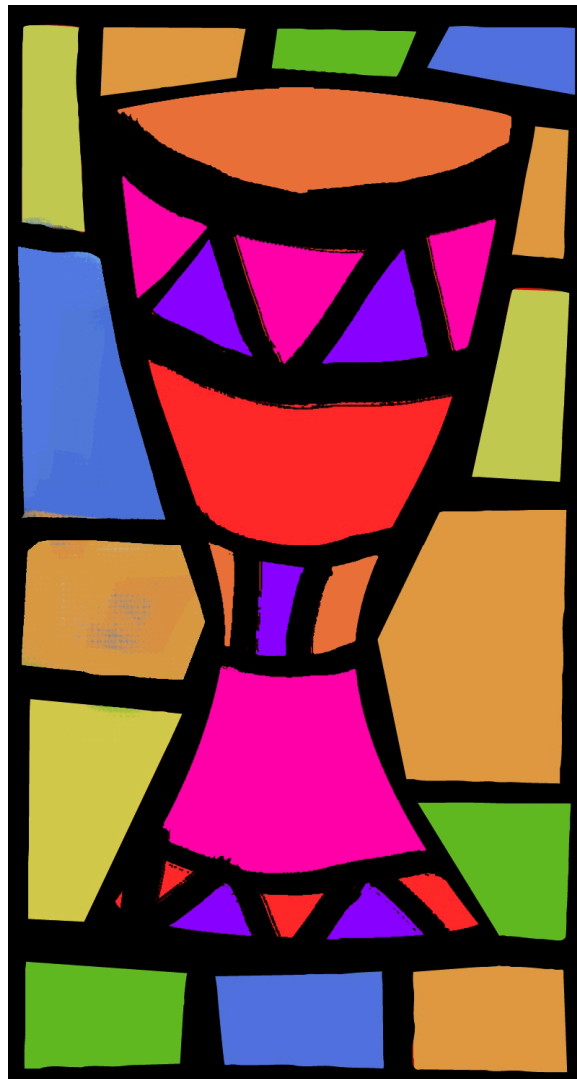
Your group has been asked to teach the Year Four (First Communion) class the importance of celebrating the Eucharist weekly. What would you tell them and how would you present the information to them?

OR

Your group is to design an advertisement promoting the importance of celebrating the Eucharist weekly. These advertisement could then be placed in strategic places around the school.

OR

Select any of the activities or questions on pages 10 - 17



The Catholic Community – Different but the Same

Any group that is as large as the Catholic Church will have differences based on geography, history and the culture that has developed over time. Like a family, however, the Church has many things that unifies it. By completing the tasks below you will be reminded of some of these. Respond to each in your workbook and then produce a visual summary in a style of your choice (mindmap or other diagram, collage, picture etc).

1. Who is the worldwide leader of the Catholic Church and where does he live?(Hint: <http://vatican.va/>)
2. Read Galatians 3: 27-28. What does this passage tell us about the faith we share?
3. All Catholics share the same sacraments.
 - a. What is a sacrament?
 - b. Name the sacraments of the Catholic Church and briefly describe each.
4. Before being taken prisoner and sentenced to death, Jesus shared a meal with his friends. This meal which we call 'Communion' or 'Eucharist' is shared by all Catholics wherever they are in the world.
 - a. Find out what the word 'Eucharist' means.
 - b. In 1 Corinthians 11:23-26 St Paul is reminding the community at Corinth about Jesus' gift of the Eucharist. Why do you think Paul wrote this passage? Re-write the passage adding what you think he might say to our Catholic community today.
5. It is impossible to be truly Catholic without living Jesus' message of justice.
 - a. Read Luke 4:16-21 and explain what Jesus said he had come to do in the world.
 - b. The Catholic Community is one way in which Christ is present in the world today. We are God's hands. Research three examples of where the Church (the people of God) is working for justice in the world.

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The Seven Sacraments of the Church

Seven Sacraments are celebrated within the liturgy of the Catholic Church. They are:-

- Baptism
- Confirmation
- Eucharist
- Penance (Rite of Reconciliation)
- Anointing of the Sick
- Marriage
- Holy Orders

Three of these are Sacraments of Initiation, in which we become united with, and enter more deeply into, the life of Jesus Christ in the community of the Church.

The Sacraments of Initiation are:

Because we belong to the Church community, we have access to the two Sacraments of Healing, in which we bring to God's healing, reconciling love the brokenness that comes from illness and human frailty, and the brokenness that comes from sin and failing to love.

The Sacraments of Healing are:

Two sacraments are Sacraments of Love and Service in the community, for the Reign of God in the world.

The Sacraments of Service are:

What is a Sacrament?

A sacrament can be described as
a sign and symbol
that we can see and experience within our human-living in our world
that points to the deeper reality of
God's loving Presence
(which we cannot see and experience directly)
in our lives and in our human world.

Sacramental Moments in our Lives

We experience many signs and symbols of God's loving presence in our lives. These are sacramental moments.

We can experience God's presence in sacramental moments such as,

- in the wonders of creation
- at significant family times like the birth of a new baby or a special gathering or occasion
- at sad or anxious times
- at times of safety after danger or upset
- when things happen in a good way
- in the experience of forgiveness and reconciliation
- in quiet, gentle moments of peace
- in the experience of being accepted, understood and loved.

Describe a time when you felt God's loving presence close to you...

The seven Sacraments of the Church are symbolic rituals that celebrate the presence of God's loving care in the significant moments and needs of our lives.

Name a significant human moment or need for which we celebrate God's loving presence to us in each of these Sacraments:

Baptism -

Confirmation -

Eucharist -

Penance (Rite of Reconciliation) -

Anointing of the Sick -

Marriage -

Holy Orders -

JESUS, THE SACRAMENT OF GOD'S LOVE

God is transcendent, and God's love is beyond our human grasp and understanding. We can only experience and know about God through the signs and symbols that we can see and experience in our human ways.

The First Testament tells the story of how God's people experienced God's presence to them, and God's relationship with them, in their lives and in their history. God's love for all humankind was revealed more fully when God chose to enter our human history in the human life of Jesus of Nazareth 2000 years ago.

Jesus, in his human living in our world, was sign and symbol of God's love to those who encountered him. Through his words and actions, Jesus not only revealed what God's love is like, but he made God's love present to those he encountered in ways that people could experience and understand.

Jesus, in his human life, is the basic sacrament of God's love in our world.

JESUS, IN HIS WORDS AND ACTIONS, IS THE SACRAMENT OF GOD

The following Gospel stories illustrate how Jesus revealed something of what God's love is like and made God's love present to people in their human experience of Jesus.

Read Mark 1:40-44 Jesus heals a leper

Which aspects of God and God's love did Jesus reveal and make present in this Gospel story?

- | | |
|---|--|
| <input type="checkbox"/> inclusive of all people | <input type="checkbox"/> compassionate |
| <input type="checkbox"/> bringing hope | <input type="checkbox"/> ignores unjust rules and barriers |
| <input type="checkbox"/> faithful | <input type="checkbox"/> listening |
| <input type="checkbox"/> open to all people | <input type="checkbox"/> concerned for human well-being and dignity |
| <input type="checkbox"/> forgiving and reconciling | <input type="checkbox"/> responding to the cry of the human heart |
| <input type="checkbox"/> standing up for what is right | <input type="checkbox"/> being on the side of the poor and powerless |
| <input type="checkbox"/> healing and restoring to wholeness | <input type="checkbox"/> unconditional love |

Read Mark 7:24-30

Jesus and the Gentile foreign woman

Which aspects of God and God's love did Jesus reveal and make present in this Gospel story?

- | | |
|---|--|
| <input type="checkbox"/> inclusive of all people | <input type="checkbox"/> compassionate |
| <input type="checkbox"/> listening | <input type="checkbox"/> faithful |
| <input type="checkbox"/> bringing hope | <input type="checkbox"/> ignoring unjust rules and barriers |
| <input type="checkbox"/> open to all people | <input type="checkbox"/> concerned for human well-being and dignity |
| <input type="checkbox"/> forgiving and reconciling | <input type="checkbox"/> responding to the cry of the human heart |
| <input type="checkbox"/> standing up for what is right | <input type="checkbox"/> being on the side of the poor and powerless |
| <input type="checkbox"/> healing and restoring to wholeness | <input type="checkbox"/> unconditional love |

THE CHURCH IS THE SACRAMENT OF JESUS CHRIST IN THE WORLD

After Jesus' death, resurrection and ascension into heaven, the Holy Spirit came upon the community of disciples at Pentecost, as Jesus had promised. Jesus of Nazareth, the sacrament of God, was no longer in our human world, although he is part of our human history. Since Pentecost, Jesus Christ, our risen Lord, is present in the Church through the power of the Holy Spirit.

We cannot see and experience Jesus Christ today in our ordinary human way, so the Church is now the sign and symbol, the visible presence, the sacrament of Jesus Christ, risen Lord, in our world.

We become part of this sacrament, the visible presence, of Jesus Christ when we celebrate Sacraments of Initiation into the Church community.

Name some ways in which the Church is a sign and symbol of the presence of Jesus Christ in our world:



Sacraments of Initiation

Clare Horan



Sacraments of Initiation

In Baptism, we are welcomed into the Church community.

In Confirmation, our belonging to the Church community is affirmed, and we have a place in the life and work of the Church for the Reign of God in the world.

In Eucharist, we continue to enter more deeply into the life of the Church, and we share at the table of the community to be nourished and strengthened, to be a living and active part of the continuing mission of Jesus Christ in our world.

Initiation into the Vision and Mission of Jesus Christ

Initiation into the community of the Church means initiation into the vision and mission of Jesus Christ for the Reign of God in the world.

List some features that might be part of Jesus' vision for our world:

Name some ways in which young people and their families can support the mission of the Church to help Jesus' vision become a reality in our world:

Initiation into the whole life of the Church Community

Initiation into the Church means initiation into the **beliefs and values** of the Catholic Christian community.

List some of the major beliefs of the Church community. We proclaim these beliefs together when we recite the Creed at Mass:

List some of the important values of the Church community:

Initiation into the Church means initiation into the life of liturgy and prayer of the Church community.

List some of the occasions on which the Church community gathers to celebrate liturgy and prayer together:

Initiation into the Church means initiation into the identity of the Church community.

Name some of the signs in a person's way of living and acting that would identify them as belonging to the Church community:

Initiation into the Church means initiation into the good works of the Church community.

Name some of the good works and ministries through which organizations and people in the Church undertake for the continuing mission of Jesus Christ in the world:



SACRAMENTS OF INITIATION

**BAPTISM
CONFIRMATION
EUCHARIST**

Are sacraments of initiation
through which we enter the community of the Church
to share in the life of Jesus Christ in our world.

Through sacraments of initiation
we share in the Holy Spirit,
God's Holy Spirit that was given to Jesus,
so that we can be signs of Jesus' love in our world.

At Baptism we are welcomed into the community of the Church.
In Confirmation our belonging to the Church,
and to its life and mission, is affirmed.

Sharing in the Eucharist is
the sign that we belong to the community
and
the way we grow in our belonging
to the life of Jesus in the Church.

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

(Empowered By The Spirit – Year Six (B2))

- Read the teacher information
 - Use the suggested stories from the life of Jesus.
- Identify what Jesus was able to do by drawing on the gifts of the Holy Spirit. Identify the temptations Jesus was able to overcome.



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

(Empowered By The Spirit – Year Six (B2))

(‘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)

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**].

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.

Ways in which Jesus showed heroic spiritual strength.

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.

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. (suggested stories are shown in bold in the paragraph above)

Suggested Strategies

Using one of the Scripture stories from the suggested stories (in bold in the paragraph above), the students create a comic strip that depicts Jesus drawing upon inner spiritual strength to obey his Father.

OR

Students write a newspaper article describing an event from one of the suggested stories, describing the qualities Jesus showed and a statement of how the world would look if others reflected this gift in their life.

The Giving of the Spirit at Pentecost

(Empowered By The Spirit – Year Six (B2))

- Focus on the story of Pentecost
 - Focus on the promise Jesus made to his followers
- Discuss with the students that those who receive the Holy Spirit have the potential to live as Jesus did.
- Help students to connect what Jesus was able to do by drawing on the gifts of the Holy Spirit
 - Identify the temptations Jesus was able to overcome with the things they can do and the temptations they can overcome by drawing on the strength of the Holy Spirit.
- Select activities from the suggested strategies to help students understand Pentecost and the Gifts the Holy Spirit offers to people.



The Giving of the Spirit at Pentecost

(Empowered By The Spirit – Year Six (B2))

Pentecost

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.'* 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 [e.g. Acts 2:5–47].

Read Luke 24:48-49 and Acts 1:5, 8.

Recall with the students the story of Pentecost [Acts 2:1-13]

(The Pentecost Story Resource Sheet from Spirit of Truth may be helpful see pg 22-24)

Focus Questions

- 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?

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.

Suggested Strategies

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 or a newspaper article describing what has happened.

OR

Find three or four [depictions of Pentecost](http://www.textweek.com/art/pentecost.htm) (<http://www.textweek.com/art/pentecost.htm>) from different artists and eras. What aspect of the experience does each capture? Which do you find reflects the moment most effectively?

OR

You are Matthew (or one of the other apostles). Write about how you experienced Jesus among you in the locked room, during the evening of Easter day (John 20:19-23). Don't forget to include both what happened and your reactions; what the others were doing and how you felt and especially what your focus became when Jesus breathed his Spirit into you.

OR

Compare John's account of Jesus breathing his Spirit into the disciples (John 20:19-23) with Luke's account of the events on the feast of Pentecost (Acts 2:1-11). What are some similarities? What are the differences?

<http://www.ceo.melb.catholic.edu.au/>
ReSource - Confirmation

The Pentecost Story

(based on Acts 2:1-12)

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



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



30. and began to tell the crowds
fingers near lips, sweep arm outwards towards students
31. about Jesus.
hold onto lapels
32. And everyone who heard them
hands cupped around ears
33. was amazed
shocked expression
34. and perplexed.
arms folded, then scratch head with fingers
35. 'Surely these are Jesus' followers
questioning motion to someone near you
36. who are all from Galilee.
point to distance
37. How is it that we hear them
hands cupped around ears
38. speaking in our own language
palms up, lean forward
39. about the marvels of God?
raised, open arms
40. What can this mean?' they said.
arms folded, shake head from side to side
41. And this is the story of the Spirit
water droplet shape with hands
42. enabling Jesus' followers
sweep hand over the students
43. to share the Truth about Jesus.
close imaginary book
44. Let's step out of the story
large step to the right
45. and back into the classroom.
point to feet

People Who Drew on the Gifts of the Spirit

(Empowered By The Spirit – Year Six (C1))

- Focus on; Mary the Mother of Jesus
John the Baptist
Saint Peter
Saint Paul
Stephen the first Martyr
- Take note in the Teacher Information of the information students need to be able to recall
- Select strategies which will enable students to understand how Mary the Mother of Jesus, John the Baptist, Saint Peter, Saint Paul and Stephen the first Martyr were strengthened by the Holy Spirit.



People Who Drew on the Gifts of the Spirit

(Empowered By The Spirit – Year Six (C1))

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

Recall stories of Mary being strengthened by the Holy Spirit to live as God wanted her to. 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 too...'* 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

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].

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

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

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].

Students need to be able to recall:

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

Recall: Stephen, the first Christian martyr

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].

**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.

Suggested Strategies to Focus on Those Who Have Drawn on the Strength of the Holy Spirit

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.

Present major stories of followers of Jesus being strengthened by the Holy Spirit.

Invite the students to choose, from the list below, a follower of Jesus:

- Mary the mother of Jesus
- John the Baptist
- Saint Peter
- Saint Paul
- Saint Stephen.

OR

Using the Scripture quotes from the Christian heroes above, 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.

The students form small groups and choose a follower of Jesus from the list below:

- Mary the mother of Jesus
- John the Baptist
- Saint Peter
- Saint Paul
- Saint Stephen.

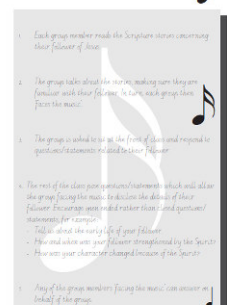
OR

Using the Scripture quotes suggested above, the students form groups and play 'Face the Music'.
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

Answer Sheet 7

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:

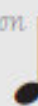
- Tell us about the early life of your follower.
- How and when was your follower strengthened by the Spirit?
- How was your character changed because of the Spirit?

5. Any of the group members 'facing the music' can answer on behalf of the group.

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.



Using 'Christian Heroes', tell the stories of Paul Miki, Damien of Molokai, the Korean Martyrs, Mary MacKillop and Maximilian Kolbe. The students, in pairs, then write an introduction for each of the heroes that could be used at a school assembly.

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 Flon 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 her 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 stationary 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 29, 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.

Resource Sheet 2b

Resource Sheet 2a

Christian Heroes

Resource Sheet 2c

Saint Maximilian Kolbe

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 Pious 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 leprosy camp. Damien himself contracted leprosy but chose to stay with the people he served rather than leave the island.

He worked unceasingly 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.

St Maximilian Kolbe was born Raymond (Raimund) Kolbe, On January 7, 1894, in Zduńko 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 curious by 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 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 Knight's message. Raymond, who was unskilled 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 material. Other business helped the magazine 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 depression, which led him to require a number of times over the years to a sanatorium in Zakopane to recuperate. In 1930, during the establishment of a Franciscan community at Nippono-ono, 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 brother founded a new community, known as Japanese and continued to publish the magazine, with the added challenge of having to publish the new character characters of a new and very different alphabet, Japanese, and printing using less than modern presses. Eventually twenty Japanese men had joined the Franciscans.

Program of Work Reference C1.2(a)&(b) 79

Empowered by the Spirit

Empowered by the Spirit

78 Program of Work Reference C1.2(a)&(b)

Program of Work Reference C1.2(a)&(b) 81

Empowered by the Spirit

Activity Sheet 3a

Modern Christian Heroes

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

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

Activity Sheet 3b

In _____ Korean martyrs were canonised. These and other Korean martyrs were killed because they believed in _____
They 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

Program of Work Reference C1.2(b)

65

Empowered by the Spirit

Empowered by the Spirit

66

Program of Work Reference C1.2(b)

Christian Heroes

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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

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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.

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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 Amtlitz, 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.



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
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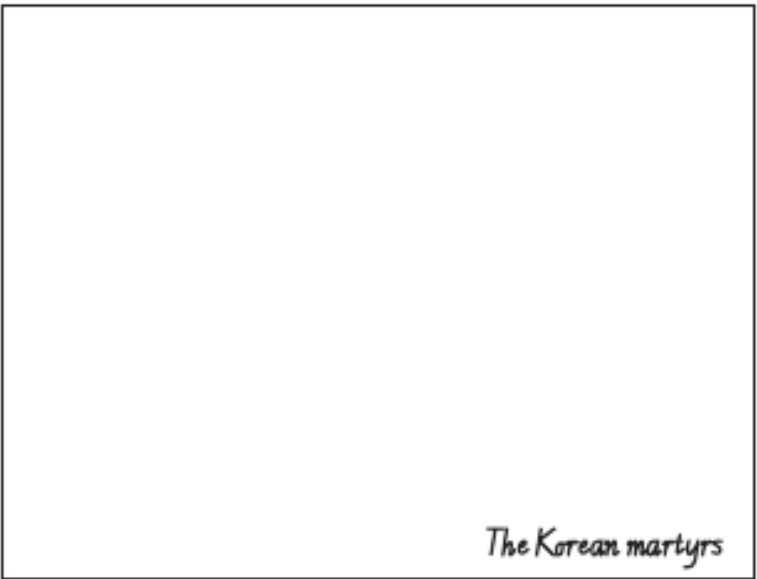
St Paul Miki

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



Saint Research

Empowered By The Spirit – Year Six (A1)

- Read the teacher Information
- Teach about Saints and Blesseds
- From the suggested strategies enable students to research and present a chosen Saint or Blessed.
 - Students need to:
 - learn, where possible, the basic biographical details of their Saint or Blessed
 - identify how they demonstrated heroic goodness
 - present their findings to the general class.



Saint Research

Empowered By The Spirit – Year Six (A1)

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. Students who are 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.

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.

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; teachers should not feel inhibited if they feel other examples are more appropriate.

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

Suggested Activities for Researching A Saint

Each student researches a Saint or Blessed 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’.

OR

Each student researches a Saint or Blessed 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 could present their research as:

- written as a mini project
- oral presentation
- slide presentation on the computer
- composing a song or a poem.

Create a class display using the Saint or Blessed researched. Displays could also be set up in the Library, school office and Church Foyer

Or

Saints Research

An online research module for Year 6 students preparing for Confirmation.

Saints

Saints were people who accepted the challenge of loving God and others, sometimes at much cost to themselves. They are offered as models to us on our Faith Journey.

Congratulations!

You have been appointed on a panel to select the ten greatest saints of all time.

Task 1

Your first task is to find out what is a saint. Present your facts as a two minute speech to the class.

<http://www.catholic.org/saints/>

Task 2

Australia will soon have its very own saint, the Blessed Mary MacKillop. Look at the following websites and complete a [timeline of her life](#). With a partner, list the reasons why you believe she would make a good Saint.

<http://www.freenet.com.au/MaryMacKillop/default.htm>

<http://members.ozemail.com.au/~fliranre/mackillop.htm>

<http://abc.net.au/btn/australians/mackillo.htm>

Task 3

Blessed Mary MacKillop is in the process of becoming a saint. Investigate the following website to write down and illustrate the steps needed. Print out and design a flow chart around the 'Steps to Canonisation' heading.

<http://www.catholic.org/saints/faq.shtml>

Task 4

Choose 20 saints from the following website and classify them according to the following criteria.

- 50% women and 50% men
- at least five different countries
- 50% canonised before 1900 and 50% after

<http://www.catholic.org/saints/patron.php>

Using the website below, make a pie-graph of the saints based on their country of origin. Compare your graph to others in the class.

<http://nces.ed.gov/nceskids/Graphing>

Task 5

List ten qualities that you believe a Saint would have. Choose a person that you know who would have these qualities. Design your own interview questionnaire.

Task 6

Investigate present day Australian heroes. Who do you believe could possibly be a Saint for the future? Prepare a persuasive argument stating your case. Include the following:

- background information
- heroic deeds/mission
- qualities that make them special.

The following websites may help you.

- [Fred Hollows](#)
- [Weary Dunlop](#)
- [John Flynn - Royal Flying Doctor Service](#)
- [Caroline Chisholm](#)
-
- [Nancy Wake](#)
- [Doctor Victor Chang](#)

To investigate other Australian heroes go to the ABC [Australians](#) website.

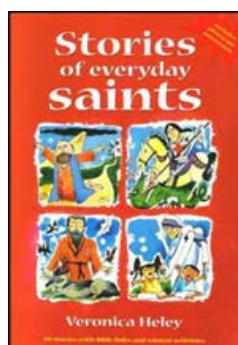
Other websites that may assist you.

- [Index of Saints](#)
- [Blessed Mary Mackillop learning object](#)
- [Theology Library - Saints](#)
- [The Vatican \(the Holy See\)](#)
- [Lives of the Saints](#)
- [Saints, Martyrs and other Holy Persons](#)
- [Saints pages](#)
- [Saints and Candidates for Sainthood](#)
- [Patron Saints](#)
- [Indexed list at above address](#)

<http://www.sfa.cg.catholic.edu.au/copyright/>

Karen Keys ICT Co-ordinator

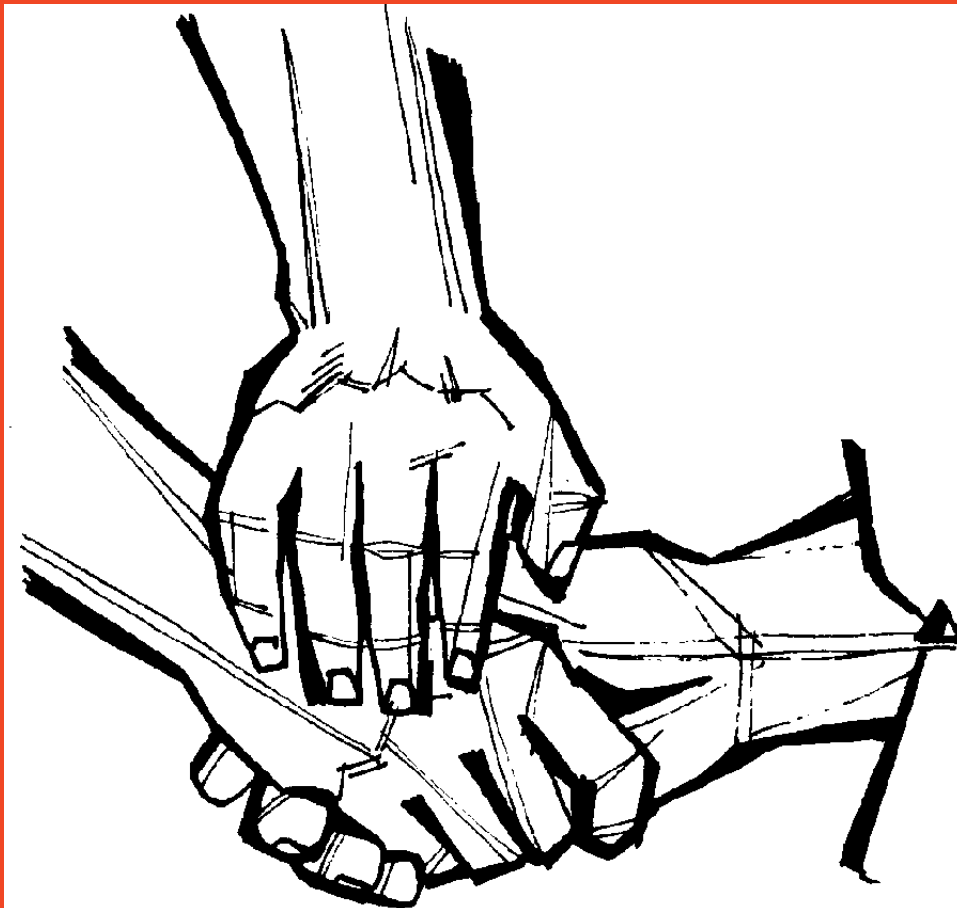
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The Beatitudes

(Empowered By The Spirit – Year 6 (C3))

- *Use the Teacher Information to teach students the Nine Beatitudes and their meaning.*
- *Help students to identify where the Beatitudes are being lived out in the world today.*
 - *Help students to identify where people fail to live The Beatitudes.*
- *Use some of the suggested strategies to help students develop and apply their understanding of the Beatitudes to the world today.*



The Beatitudes

(Empowered By The Spirit – Year 6 (C3))

(‘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).

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.



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.

The nine Beatitudes [Matthew 5:3–12]

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 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 <http://www.youtube.com/watch?v=eH7lz9wcHHs> or Martin Luther King.

Visit the website <http://www.salsa.net/peace/faces/>

Students could be divided into small groups to read about a peacemaker and to introduce their given peacemaker to the class with a brief summary of who they are and what they did.

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.

Brainstorm ways we can actively seek justice for others and the world. As a class select an action which will enable them to be seekers of Justice.

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.

***“Don't let anyone look down on you
because you are young,
but set an example for the believers
in speech, in life, in love, in faith and in purity.”***

1 Timothy 4:12

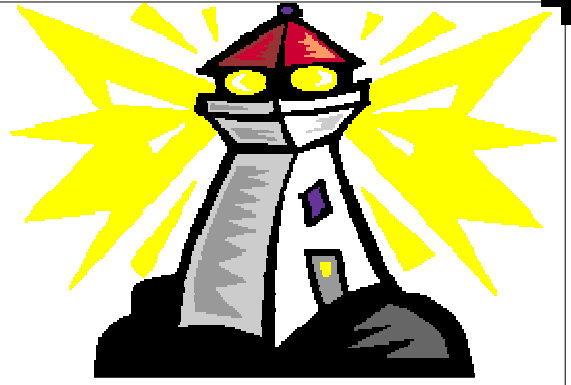
You have been gifted and called to make a difference in the world.

How they would like to make a difference in the world?

Use this page of the following page to write about what you would like to do to make the world a wonderful place in the future.



Journal Page



Jesus said, "You are the Light of the World."

What does he mean? How can you be a light in the world?

Think about the person you would like to be. Spend some time writing about what you would like to be and do in the future. You can be anything at all

How would you like the world to be in the future?

What are you going to do or be to help the world be all you hope it will be?

"Be the change you wish to see in the world"

Gandhi

Suggested strategies for Focussing on the Beatitudes

Divide the nine Beatitudes among teams in the class. Each team finds examples of people living or not living the Beatitude by selecting newspaper/magazine articles from the media. Teams present their examples to the rest of the class.

OR

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. 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).

OR

Create a collage of images depicting each of the Beatitudes being lived in the world today.

Or

Research and report on those who live the Beatitudes.

Individually or in pairs, ask students to research the life of one of these people and place a picture or drawing along with a few lines about the important things they did and place them on a coloured foam brick.

The completed bricks could be used to build a classroom display wall which could be the focus for a prayer ritual using Oscar Romero's words.

Have students also prepare a brick with a picture and a few words about someone in the local community who is doing something to care for the weak and the vulnerable around them. Less famous lives can be just as instructive and make the task of taking action seem more achievable.

This activity may be followed up by offering students some opportunities to find out about and support Church organisations which are working for change in the lives of disadvantaged people. Some suitable organisations would include Caritas Australia, Catholic Social Services Australia, Jesuit Refugee Services, Mercy Family Services or your local diocesan Justice and Peace Commission or Social Justice Committee.

Name	Address
Oscar Romero	kellogg.nd.edu/romero/pdfs/Biography.pdf
Mary Mackillop	www.sosj.org.au/mary/mary.html
Ted Kennedy	www.smh.com.au/news/Obituaries/A-father-to-the-poor-and-dispossessed/2005/05/18/1116361614895.html
Caroline Chisholm	www.trinity.wa.edu.au/plduffyrc/subjects/sose/austhist/chisholm.htm
Irene McCormack	www.sosj.org.au/about/western_australia/i_mccormack.html
St Vincent de Paul	www.catholic.org/saints/saint.php?saint_id=326
Frederic Ozanam	www.vincenter.org/tree/svdp/stoz/bio.html
Mother Teresa	www.americancatholic.org/features/teresa/WhoWasTeresa.asp
Jean Vanier	www.larche.ca/en/jean_vanier/biography/
Dorothy Day	www.catholicworker.com/
Helen Prejean	www.spiritus-temporis.com/helen-prejean/
Chiara Lubich	www.rc.net/focolare/chiara.htm
Franz Jagerstatter	www.c3.hu/~bocs/jager-a.htm
Martin Luther King Jr	www.stanford.edu/group/King/about_king/biography/

Gifts of the Spirit

(Gifted By The Spirit – Year Seven (C1))

- Read the Teacher Information on the Gifts of the Spirit
- Teach the Seven Gifts of the Holy Spirit using the guide on page 67
- Help students to recall how Jesus showed each gift in his life.
- Identify how a Christian can show each gift in their own life.
- Use some of the suggested strategies to help students develop a deep understanding of the Gifts of the Holy Spirit.



Gifts of the Spirit

(Gifted By The Spirit – Year Seven (C1))

Before the anointing, the celebrant prays on behalf of the Church community that those being confirmed will be filled with the seven gifts of the Holy Spirit:

*... Send your Holy Spirit upon them
to be their Helper and Guide.*

*Give them the spirit of wisdom and understanding,
the spirit of right judgement and courage,
the spirit of knowledge and reverence.*

*Fill them with the spirit of wonder and awe in your presence.
We ask this through Christ our Lord.*

The Spirit of Wisdom

The Wisdom the Holy Spirit gives is *the ability to see everything as God sees, just as Jesus showed*. The Spirit shares *the Wisdom of God* with the Christian.

The Spirit of Wisdom shown by Jesus

One example of Jesus seeing things as God sees, not as human beings see, is the story of his sermon at Nazareth at the beginning of his ministry [Luke 4:16–22].

Unlike his hearers, Jesus could see that, in himself, God the Father was already fulfilling the prophesy of Isaiah [Luke 4:21]. Jesus himself was bringing Good News to the poor, etc.

A second example was when he corrected those who thought he should reject the woman who was anointing his feet with expensive oil. Jesus could see that this woman was showing sorrow for her many sins, whereas no one else could see this [Luke 7:36–50].

A third example is when Jesus could see into the heart of the widow who gave her two small coins to the Temple collection [Luke 21:1–4].

The Spirit of Wisdom shown by the Christian

A Christian who worships, prays and tries to live in the other ways Jesus taught begins, like Jesus, to be moved by the Spirit to see everything increasingly as God does. For example, the Spirit will move them to see increasingly:

- God's influence in the world today
 - good coming out of evil, such as people rallying to help those experiencing some disaster or good emerging gradually from tragedy
 - evil being replaced by good, such as unjust discriminations replaced by justice, racism by reconciliation
- God's influence within people, such as human behaviours that reflect the human potential likeness to God – love in families, acts of mercy, forgiveness, compassion.

The Spirit of Understanding

This gift is the ability to understand, as Jesus did, the meaning of God's actions. Those with this gift are helped to understand what God is doing in their own lives.

The Spirit of Understanding in Jesus

The first two stories about Jesus telling his Apostles what would happen to him when he went to Jerusalem reflect his understanding and their lack of understanding [Mark 8:31–33; 9:30–32]. In the first Peter objected, and in the second, what Jesus said simply was beyond them. Later, the Apostles understood what Jesus was showing them.

Students need to hear the first story, focussing upon its three sub parts:

- what Jesus understood and foretold [Mark 8:31]
- Peter's reaction [Mark 8:32]
- the rebuke of Peter by Jesus, who identified Peter's problem ('you are thinking not as God thinks ...') [Mark 8:33].

The sub parts in the second story are:

- what Jesus understood and foretold [Mark 9:30–31]
- Mark's conclusion about the Apostles [Mark 9:32].

Another example is the story of Jesus joining his disciples on the Journey to Emmaus after his Resurrection. They could not understand the meaning of his suffering and death, so Jesus explained it to them [Luke 24:13–35].

Jesus showed that he understood the meanings of his experiences, and explained them to the Apostles. Three examples are:

- only if he died could he rise from the dead, showing he is the Son of God [John 10:17–18]
- only by suffering and dying could Jesus show that God's love for human beings is stronger even than death [cf. John 15:13 and 10:11, 15]
- only by suffering, dying and rising from the dead could Jesus show that, to achieve true fulfilment, people need to do what they may not like at times [e.g. Matthew 10:39].

The Spirit of Understanding shown by the Christian

Christians who try to understand the meaning of God's actions by studying the scriptures, or their own and others' human experiences, will find the Spirit leading them to learn many lessons. They become more like Jesus as they do so. For example, they will grow in understanding of:

- God's love through their personal experience of being loved by others God has placed in their lives (parents, grand parents, others who have cared for or helped them, friends, etc.)
- God's support for them, as they reflect on those God has given to support them in times of challenge, suffering and difficulty (friends, parents, doctors, etc.)
- God's loving concern for the sick, as they study stories of Jesus' care for the sick in the Gospels
- God's desire to forgive every sin, no matter how great or embarrassing, through the Sacrament of Reconciliation.

The Spirit of Right Judgement

This is the spiritual gift of being able to judge the true value of everything as Jesus did, in the light of God's desire that all people reach heaven after they die. It protects the Christian who develops this gift from building his or her life on mistaken values and priorities.

The Spirit of Right Judgement shown by Jesus

Jesus could judge the true value of everything. He warned others who could not do so of their need to change. Five stories that show this are:

- the parable of the man hoarding possessions [Luke 12:13–21]
- the warning of Jesus to those who do not try to live as he taught [Luke 6:46–49]
- the three parables about being ready for death by
 - remaining prepared [Matthew 25:1–13]
 - developing one's own talents, given by God [Matthew 25:14–30]
 - caring for those in need [Matthew 25:31–46].

The Spirit of Right Judgement shown by the Christian

Confirmed Christians who respond to the Holy Spirit will find the Holy Spirit inspiring them to make right judgements about:

- what to do when they leave school
- whether or not to marry
- whether the person they are attracted to is the person they ought to marry
- whether they should become a priest or a religious
- the priorities in their lives.

The Spirit of Courage

This gift of the Holy Spirit empowers a Christian *to do what God wants when it is difficult to do so as Jesus did.*

The Holy Spirit gives them inner strength so that they can overcome all fear.

The Spirit of Courage shown by Jesus

Jesus showed the Spirit of Courage on many occasions.

One of these occasions was when he continued to teach the truth from God, even though he knew many were rejecting him, complaining and walking away [John 6:22–66].

Another, and the greatest example of the Spirit of Courage in Jesus was in his Agony in the Garden. Jesus continued his mission, even though he was so terrified of the sufferings and death ahead that he sweated drops of blood (a physiological symptom of extreme fear) [Luke 22:39–44].

A third example of Jesus showing the spirit of courage is his forgiveness of the repentant thief as God wanted, despite his own agony on the cross [Luke 23:39–43].

The Spirit of Courage shown by the Christian

Christians who develop this spirit are helped by the Holy Spirit to live like Jesus, remaining faithful to God, despite great pressures. There are millions who have been, and continue to be, helped by the Holy Spirit to:

- overcome daily difficulties as they try to live as God wants
- resist peer and social pressures to do wrong
- die as martyrs, rather than deny their Christian faith
- have faith in God, despite great illness, sufferings and disappointments
- resist temptations to disobey God's laws.

The students need to suggest examples of Christian teachings that can be hard to live today and reasons for this. Teachers need to ensure that both peer and social pressures as well as temptations, are identified as difficulties.

The students need to be clear that the Spirit of Courage is not that shown by courageous athletes and others. The objective of the Spirit of courage is to live and do as God teaches.

The Spirit of Knowledge

Through this gift, the Holy Spirit leads the confirmed to know God better, and to learn new lessons about God.

The Spirit of Knowledge shown by Jesus

As Son of God, Jesus knew his Father fully. Human beings can never know God fully, for the finite human mind can never grasp fully what is infinite. However, with this gift of the Spirit, they can always grow towards *greater* knowledge of God.

Jesus showed he knew his Father from lessons he taught. For example, he taught that:

- God provides people with all that *God knows* they *need* (though this may be different from what they *think* they need) [Matthew 6:25–34]
- God forgives generously, and expects human beings to do the same [Matthew 18:23–35]
- God cares for those in need, and anyone who ignores others in serious need cannot be close to God [Luke 16:19–31].

The Spirit of Knowledge in the Christian

The Christian who develops this spiritual gift will learn lessons about God from the Holy Spirit by *studying* the Scriptures, and reflecting on their own experiences. As they do so, they will learn also *how to relate personally with God.*

As they do so, they will come *to know God* better. For example, as people learn that:

- God provides, they can come to know God better by praying for their own and others' needs, and experience these needs being granted (if God sees that this is for their good)
- God forgives, they can come to know God better by asking God for forgiveness of their sins each night before they go to bed
- God cares for those in need, they can come to know God better as they do the same and experience the growing inner peace and joy that God gives as they continue to care.

The Spirit of Reverence

This is the gift through which the Holy Spirit helps confirmed Christians, firstly to become more *aware of God's closeness and love*. It is the gift through which the Spirit deepens personal awareness that God loves us in a way that is far beyond that possible for any human father and mother.

The Spirit of Reverence shown by Jesus

Jesus showed this spirit on many occasions. For example, he turned to his loving Father when he:

- praised his Father for helping people understand Jesus' teachings [Luke 10:21–22]
- turned to his Father before raising Lazarus from the dead [John 11:1–44, especially verses 41 & 42]
- prayed for the forgiveness of those who crucified him [Luke 23:33–34].

The most important example perhaps is when his disciples saw how close Jesus was with his Father by the way he prayed, and asked to be taught how to pray. He then taught them the Lord's Prayer (Our Father) [Luke 11:1–6].

The Spirit of Reverence shown by the Christian

Christians who develop this gift of the Spirit find the Holy Spirit making them more aware that God is close to them and that God loves them. They realise that they can never be alone, even if every family member and friend were to disown them. As a result, they find they can pray in ways that reflect the closeness of Jesus to God the Father.

The Spirit of Wonder and Awe in God's presence

This is the spirit that moves Christians *to love God as fully as they can in return for all God's gifts to them*. It follows the gift of reverence and all the other gifts of the Holy Spirit.

The Spirit of Wonder and Awe shown by Jesus

As Son of God, Jesus knew the love of God the Father for him. His love for the Father was shown in basic statements about why he came [John 5:30, John 4:34 and John 6:38]:

*... I have come from heaven,
not to do my own will,
but to do the will of him who sent me.*

Jesus showed his love for God the Father in his actions. For example, when he:

- accepted baptism from John the Baptist, not because he had sinned, but to show that he had come to save sinners as his Father wanted [Matthew 3:13–15, especially verse 15]
- made certain he had done everything his Father wanted before dying [John 19:28–30].

The Spirit of Wonder and Awe shown by the Christian

Christians who are developing this gift find themselves wanting increasingly to love God, particularly by living as God wants, just as Jesus did. The Holy Spirit moves them to love God in response to God's love for them. They are people who try hard, out of love for God:

- to work out their life callings or vocations from God
 - to keep the commandments.

Suggested Strategies To Focus on the Gifts of the Spirit

Students complete Activity Sheets 4a-4g.
This could be done in groups or individually.

OR

Using the Teacher Background Material, pp.17-25, the students, in groups, design posters for each of the Seven Gifts of the Holy Spirit. Each poster should reflect the information contained in the teacher material.

OR

Students write acrostic poems for each of the Seven Gifts of the Holy Spirit.

OR

Students write a job advertisement requesting someone who reflects the Gifts of the Spirit describing what attributes this person will reflect if they possess these Gifts.

OR

Spread a number of Photo Language images around the room so that students can walk around and in between the images.

Encourage students, in silence, to spend time looking at the pictures on the floor.

Pose the question

“Which images speaks to you of some Gifts/Fruits of the Holy Spirit?”

Invite students to choose one or two images – and spend 2-3 minutes in silence reflecting on the image/s they have chosen.

Invites students to share their image/s and thoughts with the group.

Eg. I chose this picture because it reminds me of the gift of Reverence ... of treating others with gentleness and kindness

What does that picture say about the Holy Spirit?

Activity Sheet 4a

The Spirit of **Right Judgement**

Through the gift, the Holy Spirit leads those confirmed to make good decisions by applying the teachings of Jesus in particular situations. This gift helps Christians act to build their lives on Christian values and practice.

- Ask three others for their understanding of the term 'right judgement'. How are their understandings similar/different to the above definition?
 - at _____
 - at _____
 - at _____

Similar	Different

- Read Matthew 7:1-11. In the Scripture passage Jesus judges the true value of things. What are five things he says to which people should give priority?
 - at _____
 - at _____
 - at _____
- In what ways did the Spirit or Blessed you have chosen for your Confirmation, or mentioned in Year 10, display the Spirit of Right Judgement?
 - at _____
 - at _____
 - at _____
- What are some of the situations where students your age might need to draw on the Spirit of Right Judgement, for example thinking of the consequences of actions?
 - at _____
 - at _____
 - at _____

Design three posters, which could be displayed on the floor of the Church, which are examples of drawing on the gift of the Spirit.

Gifted by the Spirit 60 Program of Work Reference C1.1(a)

Activity Sheet 4b

The Spirit of **Courage**

Through the gift, the Holy Spirit encourages Christians to do what God wants when it is difficult to do so or Jesus did.

- How is the definition of courage similar/different to the dictionary definition of courage?

Similar	Different
- Jesus showed the Spirit of Courage on many occasions. Match the Scripture references with the correct courage building.
 - John 4:22-26 Jesus shows excessive fear but continues with mission
 - Luke 12:14-48 Christ walks away but preacher not departed
 - Luke 10:39-43 Disciple goes but will return
 Taking one of the above Scripture quotes, write a recent record which shows that reflects of Jesus drawing on the Spirit of courage.
 - at _____
 - at _____
 - at _____
- In what ways did the Spirit or Blessed you mentioned to Year 10 display the Spirit of Courage?
 - at _____
 - at _____
 - at _____
- List some of your strengths and mention who they are difficult to live today. Reflect to how the Spirit of Courage might help students your age working in these strengths, to overcome making your group prepared to do things.
 - at _____
 - at _____
 - at _____

Program of Work Reference C1.1(a) 61 Gifted by the Spirit



The Seven Gifts of the Holy Spirit ...

The Spirit of **Wisdom** helps Jesus' followers to sense what is true and right, and discover answers to personal questions and difficulties.

The Spirit of **Understanding** is the ability to understand what God has revealed through Jesus and what is good and right in living a Christian life.

The Spirit of **Knowledge** is the ability to know Jesus' teachings, and to put them into practice when making choices in each situation a person encounters.

The Spirit of **Right Judgement** is the ability to make decisions that are consistent with the teachings of Jesus.

The Spirit of **Courage** is the ability to resist temptations and pressures from others and follow the teachings of Jesus.

The Spirit of **Reverence** is the desire to do God's will as Jesus did by showing respect and honour to God.

Wonder and **Awe** is the ability to sense God's presence with in oneself, especially through creation.

The Nine Fruits of the Holy Spirit ...

Love - a spiritual love that is so strong that nothing will destroy it.

Joy - a basic happiness and optimism that means people are never overcome when things go wrong.

Peace - an inner sense of harmony and well-being.

Patience - the spiritual ability to endure, particularly disappointments and difficulties.

Kindness - able to become more understanding of people and less likely to condemn others.

Goodness - the potential to do good grows stronger.

Trustfulness - the ability to fulfil responsibilities and promises.

Gentleness - sensitivity towards others, for example, those who are sick or those who are rejected.

Self control - the ability to direct thoughts, feelings and emotions so that they never cause a person to do wrong.

The Spirit of **Wisdom**

Through this gift, the Holy Spirit enables those confirmed to work out what is truly important, to discern what is true and right and to discover God's guidance for questions in their lives. This gift enables those confirmed to see things as God sees them.

1. Ask three others in the class for their definition of the word 'wisdom'.

- a) _____
- b) _____
- c) _____

How are their definitions similar/different to the definition above?

Similar	Different

2. Read Luke 7:36-50.

In what ways did Jesus show the Spirit of Wisdom (see things as God sees them)? _____

3. In what ways did the Saint or Blessed you researched in Year Six display the Spirit of Wisdom?

4. What might be three important questions students your age would ask, which would be easier to answer if they were to draw on the Spirit of Wisdom, for example: "Why is it that I don't seem to be as good as others at certain things?"

- a) _____
- b) _____
- c) _____



The Spirit of **Understanding**

Through this gift, the Holy Spirit enables those confirmed to develop an understanding of Jesus' teachings and how these apply to different situations in their lives.

1. Using a thesaurus, write down synonyms for the word 'understanding'. _____

In what ways do these synonyms reflect the meaning of the Gift of Understanding above?

2. Read Luke 24:13-35.

What did Jesus' followers fail to understand? _____

What understandings did Jesus provide for them? _____

3. In what ways did the Saint or Blessed you researched in Year Six display the Spirit of Understanding? _____

4. What might be three situations where students of your age might need to draw on the Spirit of Understanding, for example, understanding how to respond to the needs of those who are sick because of Jesus' response to the sick. As a group, role-play these situations for the rest of the class explaining how, by drawing on the Spirit of Understanding, people can apply Jesus' teachings to their lives.

a) _____

b) _____

c) _____



The Spirit of **Right Judgement**

Through this gift, the Holy Spirit leads those confirmed to make good decisions by applying the teachings of Jesus to particular situations. This gift helps Christians not to build their lives on mistaken values and priorities.

1. Ask three others for their understanding of the term 'right judgement'. How are their understandings similar/different to the above definition?

- a) _____
- b) _____
- c) _____

Similar	Different

2. Read Matthew 25:31-46.

In this Scripture passage Jesus judges the true value of things. What are four things he says to which people should give priority?

- a) _____ b) _____
- c) _____ d) _____

3. In what ways did the Saint or Blessed you have chosen for your Confirmation, or researched in Year Six, display the Spirit of Right Judgement? _____

4. What are some of the situations where students your age might need to draw on the Spirit of Right Judgement, for example, thinking of the consequences of actions? _____

Design three posters, which could be displayed in the foyer of the Church, which are examples of drawing on this gift of the Spirit.



The Spirit of **Courage**

Through this gift, the Holy Spirit empowers Christians to do what God wants when it is difficult to do so as Jesus did.

1. How is this definition of courage similar/different to the dictionary definition of courage?

Similar	Different

2. Jesus showed the Spirit of Courage on many occasions. Match the Scripture references with the correct newspaper headline.

- John 6:22-66 Jesus shows extreme fear but continues with mission
- Luke 22:39-44 Crowd walks away but preacher not dejected
- Luke 23:39-43 Despite agony he still forgave.

Taking one of the above Scripture quotes, write a twenty second radio news item that tells the story of Jesus drawing on the Spirit of courage.

3. In what ways did the Saint or Blessed you researched in Year Six display the Spirit of Courage?

4. List some of Jesus' teachings and reasons why they are difficult to live today. Explain to two others how the Spirit of Courage might help students your age trying to live these teachings, for example, resisting peer group pressure to do wrong.

The Spirit of **Knowledge**

Through this gift, the Holy Spirit leads those confirmed to know God better and to learn new lessons about God.

1. How is the above definition of the Spirit of Knowledge similar/different to the dictionary definition of knowledge?

Similar	Different

Explain your answer to another group.

2. Jesus showed he knew his Father from the lessons he taught. Match the teaching of Jesus with its Scripture reference:

- Matthew 6:25-34 God forgives generously and expects humans to do the same
- Matthew 18:23-35 God cares for those in need and anyone who ignores others cannot be close to God
- Luke 16:19-31 God provides people with all that God knows they need.

3. In what ways did the Saint or Blessed you researched in Year Six display the Spirit of Knowledge?

4. Identify three examples from newspapers where the Spirit of Knowledge may have helped people to make different decisions in a particular situation.

- a) _____
- b) _____
- c) _____

5. What might be two situations where students your age need to draw on the Spirit of Knowledge, for example, the knowledge that God forgives, therefore I can ask God for forgiveness each day. Using four frame comic strips, show these situations and the consequences.



The Spirit of **Reverence**

Through this gift, the Holy Spirit enables those confirmed to develop their relationship with God and to become more aware of God's closeness and love.

1. Talk to three others and jot down their understanding of the word 'reverence'. How are their answers similar/different to the above definition?

- a) _____
 b) _____
 c) _____

Similar	Different

2. Read two of the following Scripture stories. In what ways do they show Jesus' awareness of God the Father's closeness and love?

Luke 10:21-22 _____

John 11:41-42 _____

Luke 23:32-34 _____

Luke 11:1-6 _____

3. In what ways did the Saint or Blessed you researched in Year Six display the Spirit of Reverence?

4. Design a poster, web page or computer slide presentation that identifies situations in which students your age might draw on the Spirit of Reverence, for example, the importance of prayer.

The Spirit of **Wonder & Awe** in **God's Presence**

Through this gift, the Holy Spirit enables those confirmed to sense God's presence in the universe and in other people. This gift enables people to love God as fully as they can in return for all God's gifts to them.

1. Find the words 'wonder' and 'awe' in your dictionary. How are the meanings similar/different to the above definition?

Similar	Different

2. Using the following Scripture quotes explain what they say about Jesus' relationship with God the Father:

John 5:30 _____

John 4:34 _____

John 6:38 _____

3. In what way did the Saint or Blessed you researched in Year Six display the Spirit of Wonder and Awe? _____

4. What might be two practical ways students of your age could develop the Spirit of Wonder and Awe in their lives, for example, spending more time wondering at creation. _____

Construct a bumper sticker or doorknob hanger to advertise your ideas.



Witnesses for Christ

The Church recognises people whose lives were truly witnesses for Christ.

Select seven Saints or Blessed.

Think about the lives of the people you have chosen and of how each of these gave witness to Jesus.

Identify one of the Gifts of the Holy Spirit with each person.

Write the person's name in the flame.

Explain why you matched that person to that gift.

Wisdom

Right Judgement

Understanding

Knowledge

Courage

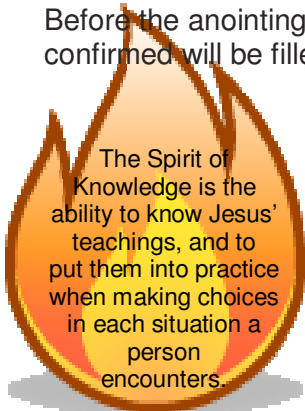
Reverence

Wonder & Awe

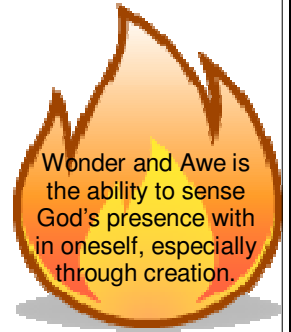
SEALED WITH THE GIFT OF THE HOLY SPIRIT

At Confirmation we are sealed with the Gifts of the Holy Spirit

Before the anointing, the celebrant prays on behalf of the Church community that those being confirmed will be filled with the seven gifts of the Holy Spirit:



*... Send your Holy Spirit upon them to be their Helper and Guide.
Give them the spirit of wisdom and understanding,
the spirit of right judgement and courage,
the spirit of knowledge and reverence.
Fill them with the spirit of wonder and awe in your presence.
We ask this through Christ our Lord.*



Read and reflect on the description of the Seven Gifts of the Holy Spirit. Choose one of the Gifts. Write about or illustrate a situation in the three panels that shows how that gift might enable a young person to live their faith.

The Spirit of Understanding is the ability to understand what God has revealed through Jesus and what is good and right in living a Christian life.

The Spirit of Wisdom helps Jesus' followers to sense what is true and right, and discover answers to personal questions and difficulties.

The Spirit of Right Judgement is the ability to make decisions that are consistent with the teachings of Jesus.

The Spirit of Reverence is the desire to do God's will as Jesus did by showing respect and honour to God.

The Spirit of Courage is the ability to resist temptations and pressures from others and follow the teachings of Jesus.

Fruits of the Spirit

(Gifted By The Spirit – Year Seven (C2))

- Read the Teacher Information on the Fruits of the Spirit
 - Teach the nine Fruits of the Holy Spirit

- Help students to recall how Jesus showed each of the Fruits of the Spirit in his life.
 - Identify how a Christian can show each Fruit of the Spirit in their own life.

 - Use some of the suggested strategies to help students develop a deep understanding of the Fruits of the Holy Spirit.





Fruits of the Spirit

(Gifted By The Spirit – Year Seven (C2))

The Nine Fruits of the Holy Spirit

(‘The fruits of the Spirit are perfections that the Holy Spirit forms in us as the first fruits of eternal glory.’ – Catechism 1832)

As fruit grows when trees have matured sufficiently, confirmed people change as the gifts of the Holy Spirit mature in them. They are changed in nine special ways, so that they come to think, speak and behave more like Jesus.

These nine ways are called the nine ‘Fruits of the Holy Spirit’. They are [Galatians 5:22–23]:

- love, joy and peace
- patience, kindness and goodness
- trustfulness, gentleness and self–control.

Love

Jesus loved heroically. He died for the sake of humanity. He said [John 15:13]:

No one can have greater love than to lay down his life for his friends.

This fruit of the Spirit promises the confirmed Christian *a spiritual love that is so strong that nothing will destroy it* – betrayal, hurt or any other wrong. If confirmed people work to mature the seven Gifts in them, they develop a love that:

- sustains commitment in relationships
- strengthens true friendships
- endures, no matter what comes.

Joy

Jesus experienced joy in his life because he could always see the action of God, particularly when people came to believe in him [Luke 10:21a]:

Just at this time, filled with joy by the Holy Spirit, he said, ‘I bless you, Father, Lord of heaven and of earth, for hiding these things from the learned and the clever and revealing them to little children.

Confirmed Christians who work to mature the seven gifts of the Holy Spirit find joy growing in their lives. They have a *basic happiness and optimism that means they are never overcome when things go wrong*, even tragically. Though they experience moments of sadness, they never despair.

Peace

Spiritual peace means an *inner sense of harmony and well–being*. There is harmony between ideals, thoughts, and emotions: emotions do not dominate, nor is there conflict within. Jesus has this peace, and promised it to his followers [John 14:27]:

*Peace I bequeath to you, my own peace I give you,
a peace which the world cannot give, this is my gift to you.
Do not let your hearts be troubled or afraid.*

The inner peace of Jesus made him strong when he was threatened, even by death. Though he was afraid, this *fear at no stage dominated* or held him back from his resolve to do what was right. The confirmed Christian who matures the gifts of the Holy Spirit in him or herself will find the same peace growing within.

They will experience dominating emotions and the sense of being inwardly divided gradually declining. Nor will they experience the deep unhappiness that leads so many to seek relief in drugs, alcohol and other kinds of psychological anaesthetics.

Patience

Patience is *the spiritual ability to endure*. Jesus showed patience on many occasions. One was when he continued trying to help his followers understand, even after they failed to realise what he had showed through his miracles of multiplying the loaves [Mark 8:17–18]:

Why are you talking about having no bread?

Do you still not understand, still not realise? Are your minds closed?

Have you eyes and do not see, ears and do not hear? Or do you not remember?

The greatest example of the patience of Jesus was his sufferings and death. He knew before the Last Supper what his enemies planned, yet he continued his course of action, enduring all that came.

The confirmed person who works to mature the gifts of the Spirit will also develop *Christ-like patience*. Increasingly, they will be able to endure in their Christian life:

- disappointments
- difficult challenges
- illness
- stresses and tensions.

They will be able to remain committed to promises and responsibilities.

Kindness

The kindness of Jesus attracted many people to follow him. He was *moved by people's difficulties*. For example, he was moved by:

- the disabled person who could never reach the pool to be healed [John 5:1–9]
- the widow whose only son had died [Luke 7:13–17]
- the woman whom others condemned [Luke 7:36–50].

Confirmed people who work to mature the gifts of the Spirit find themselves becoming more kind, as was Jesus. They become *more understanding of people*, and less inclined to condemn harshly.

Goodness

As Son of God, Jesus never sinned. He was always good. This is what drew a rich young man to him who called him [Mark 10:17]:

'Good master ...'

The goodness of Jesus posed a problem for those plotting his death, for they could find nothing against Jesus to use in his trial [Mark 14:55–56]:

The chief priests and the whole Sanhedrin were looking for evidence against Jesus in order to have him executed. But they could not find any. Several, indeed, brought false witness against him, but their evidence was conflicting.

Confirmed people who work to mature the gifts of the Holy Spirit find their *inner potential for goodness growing stronger*. They find it easier to resist temptations as well as peer pressures to do wrong.

Trustfulness

Trustfulness means that we can be *trusted to fulfil responsibilities and promises*.

Jesus fulfilled his responsibilities by remaining faithful to his mission from God the Father despite:

- temptations from the Devil [Matthew 4:1–11]
- those who opposed him, the Pharisees, scribes and other Jewish leaders [e.g. Mark 11:27; 12:12, 18].

Jesus showed his *trustfulness* to his friends by:

- giving Peter a look of forgiveness after Peter had denied knowing him [Luke 22:61]
- forgiving his Apostles before they could even say ‘sorry’ for having run away when he was arrested [John 20:19–20].

Jesus *fulfilled his promises*. One of the greatest was to send the Holy Spirit on the Apostles ‘... *the power from on high*’ [Luke 24:49]. This was fulfilled at Pentecost.

Confirmed people who work to mature the gifts of the Holy Spirit are also changed into trustful people. They are faithful to:

- promises
- friends
- family members
- their responsibilities.

Gentleness

Among the many stories that show the gentleness of Jesus in the Gospels, two are his gentleness towards:

- children [Mark 10:13–16]
- the woman others wanted to condemn to death [John 8:1–11].

Confirmed people who work to mature the gifts of the Holy Spirit become increasingly gentle. They become sensitive to those who are sick or in any kind of need, especially those rejected by others. They try to help and show compassion.



Self-control

Self-control is the ability *to direct thoughts, feelings and emotions* so that they never cause us to do wrong. Jesus, for example, showed self control when his disciples continually misunderstood him. He never rejected them, but continued to try to help them understand:

- he tried to the end to save Judas from the sin of betraying him, first at the Last Supper and then when the soldiers came to arrest Jesus [Luke 22:21–23 and 47–48]
- he kept explaining to the Apostles about who he is, even though he felt frustrated enough to say to Philip [John 14:9]: ‘*Have I been with you all this time, Philip, and you still do not know me?*’

Confirmed people who work to mature the gifts of the Holy Spirit develop self control. Increasingly, their thoughts and emotions are turned to what is good.

As with the Seven Gifts of the Spirit, the students need to understand the fruits as those shown first by Jesus, and how they relate to daily living.

As an extension activity, students may wish to explore how the Saint or Blessed they have researched in Year Six, or for those being confirmed, how the Saint or Blessed they have chosen for their Confirmation name displayed the fruits of the Holy Spirit.

Suggested Strategies To Focus on the Fruits of the Spirit

Divide the class into nine groups. Provide each group with information on one of the fruits of the Holy Spirit from the Teacher Background Material, pp.26-29. Each group decides on the most appropriate way for their group to help others in the class understand Jesus showing the fruit in his life and how the fruit relates to daily living.

OR

Using the information on the Nine Fruits of the Holy Spirit , the students create a PowerPoint reflection that show the fruits as those shown first by Jesus and how the fruits relate to daily living.

Or

Students create a PowerPoint reflection of images to reflect each of the Fruits of the Spirit. On each slide students add a sentence to pray for that Fruit of the Spirit. E.g. Fill us with kindness to reach out to others Fill us with joy so that we may know that life IS good etc

OR

List many of the actions of various groups in the Church. Match them to a list of the fruits of the Spirit.

OR

Invite students to write a prayer asking God to help them to grow the fruits of the Spirit in their lives.

OR

Design a crossword puzzle, writing a clue for each of the Fruits (& Gifts) of the Spirit using reflections from the teacher material.

OR

Write a recipe using the Fruits of the Spirit



The Holy Spirit in Society

- Read the Teacher Information on **The Holy Spirit in Society**
- **Talk with the students about how the Holy Spirit stirs the conscience of people in society to work for justice and reconciliation.**
- Help students to identify situations which express something of the Holy Spirit at work through others. E.g. Make Poverty History organisation (Bono) the work of the Red Cross in Melbourne in the aftermath of the fires, the generosity of people stirred to donate help those who lost homes, the work of people like Ryan Hreljak <http://www.ryanswell.ca/> (Ryan's well) Fred Hollows <http://www.abc.net.au/schoolstv/australians/hollows.htm>
- Use some of the suggested strategies to help students develop awareness of the Holy Spirit strengthening and moving people to work for justice and Reconciliation.



The Holy Spirit in Society

When Christians call on the Holy Spirit to renew the earth it is not just the physical features of the planet they care about. It is our [social world](#), its historical development, political systems, economic order that concerns us too. Honest governments, just laws, good schools, loving families are examples of social structures where the Spirit of God is manifest. However the Holy Spirit is also encountered in situations which cry out for justice, in people deprived of a livelihood, where rights are ignored and violence and abuse challenge human decency. In these circumstances the Holy Spirit acts within human conscience provoking responses that lead people of good will to work justice and reconciliation.

Suggested Strategies for Helping Students to Identify Where the Holy Spirit is Strengthening People in Society Today

- Find a newspaper article that expresses for you something of the presence of the Holy Spirit in society. Compare your choice with the choices of others.
- What situations rouse (stir) the Holy Spirit within you?
- The Holy Spirit acts within human conscience to provoke responses that lead people (not necessarily Christians) to work for justice and the good of all. Identify and present the stories of some of these men and women.
- Research people who have made a difference. Identify the Gifts and Fruits of the Spirit in their lives and explain how they have witnessed to these gifts in their lives.
http://cap.nsw.edu.au/bb_site_intro/Stage3_Modules/Heroes/australian_heroes.htm



Virtues of Faith, Hope and Charity

(Spirit of Truth – Year Seven (C3))

- Read the Teacher Information on the Virtues of Faith, Hope and Charity.
 - Teach the Virtues of Faith, Hope and Charity.
- Help students to Identify how a Christian can live the Virtues of Faith, Hope and Charity.



Virtues of Faith, Hope and Charity

(Spirit of Truth – Year Seven (C3))

Teachers need to ensure that students can recall the following Commandments.

The following content comes from *Catechism* [2084–2132].

Jesus called his followers to love God. He said [Luke 10:27]:

... You must love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind...

One way they must do this is by trying to live the First of the Ten Commandments as Jesus did. The Holy Spirit strengthens our efforts to do so. The First Commandment is:

*I am the Lord, your God:
you shall not have strange gods before me.*

(What are some of the things people put before God?)

God's Vision

Christians live the first of the Ten Commandments by living *faith, hope and charity*.

Faith

People love God when they show faith in God. They do so when they believe in:

- God, the Father, the Son and the Holy Spirit
- all that Jesus, the Son of God, has taught
- all Jesus' promises.

Hope

People show this faith when they hope in all the promises of Jesus:

- that God will love them always
- that God will help them to live as Jesus taught
- that God will bring good out of every situation, no matter how evil it might be
- that God will lead them to heaven if they live as God calls.

Charity

The *Catechism* defines charity as [*Catechism* 1822]:

Charity is the theological virtue by which we love God above all things for his own sake, and our neighbour as ourselves for the love of God.

Charity means living the Two Great Commandments of Jesus – to love God and to love our neighbour.

Charity towards God is shown whenever people [cf. *Catechism* 2094]:

- give thanks for all God gives
- try to respond to God's love, especially through worship and prayer.

Charity towards others is shown through any way we love our neighbour – that is, we try to do what is *for our neighbour's good* (which may not always be what they want).

Students need to recall and explain the meaning of the Christian virtues of Faith, Hope & Charity and identify ways people live or fail to live faith, hope and charity.



Suggested Strategies To Focus on Christian Virtues

Students brainstorm and locate definitions for the words Faith, Hope and Charity. Discuss the meanings of the words before talking about their Christian meaning. Identify times Jesus showed these virtues in his life.

Then:

Using newspaper/magazine articles and pictures the students create and label collages which include examples of people living the virtues of faith, hope and charity.

Or

In small groups, the students create comic strips or narratives, each with two different endings. The first ending shows the character(s) making choices that reflect faith, hope and charity. The alternative ending shows characters deliberately choosing not to reflect faith, hope and charity.

Or

The continued value of children's literature again offers us a most effective and practical doorway into focusing on hope. Many stories provide rich stimuli to capture children's interest in this area, but one story, *Circles of Hope* written by Karen Williams and illustrated by Linda Saport is particularly significant. This is Facile's story. This young boy planted a mango tree as his gift to his new baby sister on her birth. The planting of this tree and Facile's commitment to its growth inspired others to also plant trees and after some time the island which was once bare, was covered in mango trees. Some ideas to assist young children to become aware of the value of being both *hope-filled* and *hope-active* include:

Circles of Hope is a book of hope, faith and perseverance to share with students during the Easter season. Set in Haiti, which shares a small island in the Caribbean with the Dominican Republic, this is young Facile's story. On the birth of his baby sister, Lucia, Facile decides to plant a tree as a gift to her. His father had done the same for him when he was born. Facile gets great joy from being able to climb his tree and seeing everything. It is his tree and the only tree in Haiti. However, the first seed he plants is eaten, the second is washed away and the third is burnt. Facile, is not deterred and is determined to be successful.

At last, after many attempts and adjustments one of his seeds survives and grows into a tall tree for Lucia to climb and play in. Both Facile and Lucia continued to plant more mango seeds and eventually the mountainsides of Haiti became covered with trees, circles of hope.

- Read the story and ask students why Facile was sad as he watched everyone bring gifts for his baby sister. What was his problem?
- Focus their attention on his response – he himself decided what he could do; he did not expect anyone else to solve his problem. What did Facile decide to *do*?
- Nonetheless, things did not go smoothly for him so how did he respond to all the different set-backs? Ask students to actually name what *he* did. They could choose one of each of the set-backs and draw or write the story about it. Ask the question: what kept him going? Why was he so persistent? He was filled with hope that this tree would indeed grow.
- But being hope-filled was not going to be enough. He needed to do more. Have them name each of the actions Facile had to take to ensure the tree's survival.
- How did his actions affect his sister? How did they affect the community? How had their future been changed? Emphasise the two key aspects of Facile's eventual success: he was always *hopeful* and he was *active*.

Or

Have children select a piece of literature or a modern day song which reflects the Christian virtues of Faith and/or Hope and or Charity. Students review, present and promote their selection to their own class and to other classes in the school. E.g. Xavier Rudd Better People

<http://www.contactmusic.com/videos.nsf/stream/xavier-rudd-better-people>

Values – Choosing Them Day by Day

Use the activity 'Values – Choosing Them Day by Day', lead students to reflect on how living the values of Jesus can contribute to building a better community and world.



Values – Choosing Them Day by Day

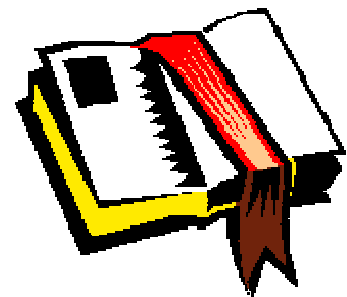
Teacher note: Students will need access to Bibles in order to complete the following activities.

Making a moral decision, one that is true to our values is not always easy. Sometimes we have to sacrifice what we'd *like* to do in favour of what we *ought* to do. As Christians we can turn to Jesus for guidance in deciding what is right, and in helping us to cultivate Christian ideals for living our lives.

Activity 1

Each of the following Bible passages contains important teachings about Christian values. Read each passage carefully and write a short description for each in your book about the value it is describing.

- Matthew 22:34-40
- Luke 5:17-20
- John 16:7-15
- 1 Corinthians 13
- Galatians 5:22-26



Activity 2

In the Beatitudes, Jesus invites us to live our lives as virtuous people. The Beatitudes offer guidelines for Christian living that help give us direction when we are faced with making moral decisions. In recognising these guidelines we can learn to express them in a positive way in our lives.

Read the Beatitudes at Matthew 5:1-12 and complete these tasks:

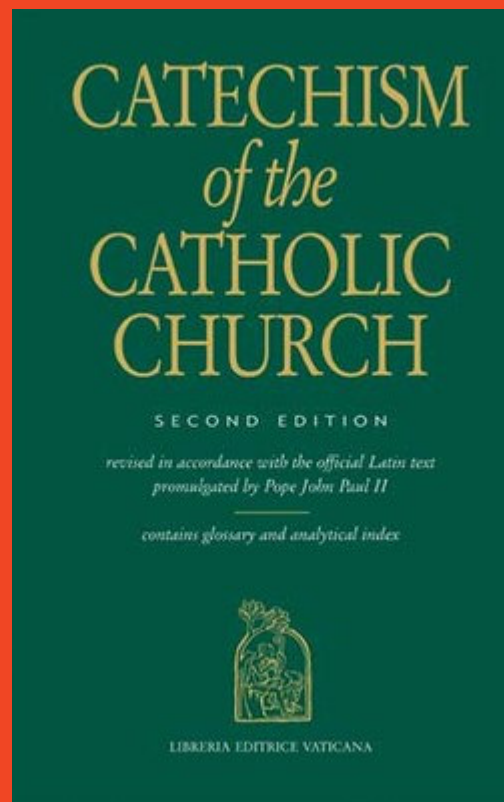
- *Make a list of the virtues that Jesus identifies, e.g. peace.*
- *Give one example for each virtue of how we can apply this to our own lives.*
- *The Beatitudes were recorded in Scripture nearly 2000 years ago. Can you re-write them for 2009? What words would you use to help people understand the virtues Jesus taught?*



Pillars of Faith

(Spirit of Truth – Year Seven (C2))

Read the Teacher Information on the Pillars of faith.
Teach the Pillars of Faith using the suggested strategy on page 93



Pillars of Faith

(Spirit of Truth – Year Seven (C2))

To experience the Spirit of Truth and all the other experiences of God promised by Jesus, his followers need to live all his basic teachings. Jesus taught his followers all that they need to know to relate closely with God. He gave:

- teachings
- religious rituals
- instructions on how to live
- the Lord's Prayer.

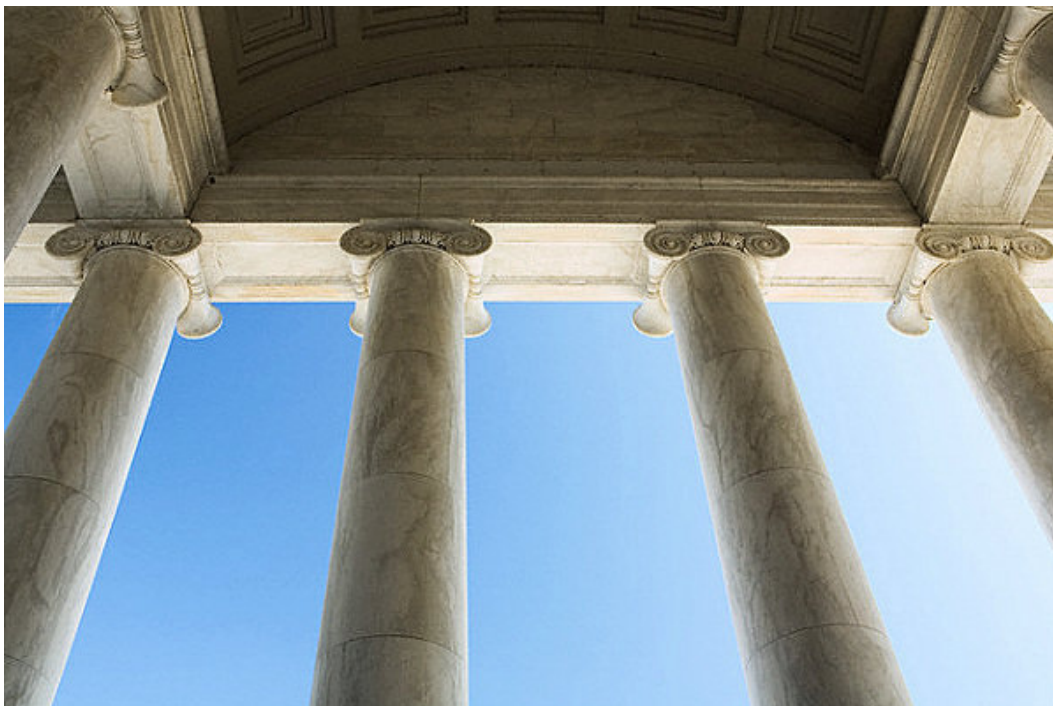
These have come to be called the 'Pillars of Christian Faith'. Jesus entrusted them to the Apostles.

Ever since the time of the Apostles, generations of Christians have been called to believe all that is contained in the 'Four Pillars of Christian Faith'. Believing these basic summaries of the religious truths revealed by Jesus, they have then received the Sacraments of Initiation.

Handing on the Church's growing understanding of the teachings of Jesus summarised in the 'Four Pillars of Christian Faith', under the Holy Spirit's guidance, is called *Tradition* (from the Latin word for 'handing on').

The Creed

The Apostles' Creed is the most suitable for summarising the basic teachings of Jesus simply. However, the Nicene Creed is the one students hear most frequently. For reasons of simplicity, the elements of the Apostles' Creed are explained below.



The First Pillar: The Apostles' Creed

BELIEFS

I believe in God,

the Father almighty,

creator of heaven and earth.

I believe in Jesus Christ, God's
only Son, our Lord,

who was conceived by the Holy
Spirit, born of the Virgin Mary,

suffered under Pontius Pilate,
was crucified, died, and was
buried;

he descended to the dead.
On the third day he rose again;

TEACHINGS OF JESUS

There is one God who:

- *loves us more than any human parent ever could*
- *wants to forgive us when we do wrong.*

God the Father:

- *is the first Person of the Trinity*
- *loves us more than could the most loving of human parents*
- *wants to give us all the blessings and gifts we need for our lives*
- *is more powerful than any other person or force in the universe, including Satan or the 'Devil'.*

God created from nothing:

- *heaven, the dwelling of God*
- *spiritual beings, called angels, who live with God in heaven (God has assigned an angel to every human person to help them recognise God's guidance and to accept God's help)*
- *the galaxies of the universe*
- *the earth and all living creatures*
- *human beings in God's own image and likeness, giving each a soul that will never die*
- *human beings share equal dignity, regardless of gender, race, religion, disability, poverty or any other circumstance*
- *angels, who were created good, but who rejected friendship with God (they are called the Devil and demons).*

Jesus Christ is:

- *the Son of God, the second Person of the Trinity*
- *the Saviour, the one who came to save human beings from all the wrong doing or sins that keep them from God*
- *the Messiah, the one 'filled' with the Holy Spirit, and sent by God the Father for this purpose*
- *called 'Lord'.*

Jesus Christ, the Son of God:

- *is a human being as well as Son of God*
- *was conceived in the womb of the Virgin Mary, his mother, by the power of the Holy Spirit*
- *did not have a human father for God is the Father*
- *gave Mary, who remained a virgin always, as a mother for all his followers.*

Jesus Christ:

- *taught the human race about God's love for the whole human race*
- *refused to stop teaching about God, even though he knew that some wanted to kill him*
- *was scourged and condemned to death by Pontius Pilate, the Roman governor*
- *was crucified like a criminal*
- *was buried in a tomb.*

Jesus Christ, after his death:

- *rose again to life three days later*
- *appeared to hundreds of people, including his closest followers, called his Apostles.*

he ascended into heaven, he is seated at the right hand of the Father,
and he will come to judge the living and the dead.

After his resurrection, the last appearance of Jesus was of him returning to heaven, the place of God.

Jesus will return again at the end of the world.

On his return, Jesus will:

- *recognise all who are friends of God*
- *take all friends of God into heaven*

I believe in the Holy Spirit,

The Holy Spirit is:

- *the Third Person of the Trinity*
- *sent into people's hearts by the Father and the Son through Baptism*
- *the One who guides and strengthens Christ's followers to love and to do good.*

the holy catholic Church,

The Holy Spirit:

- *is shared by Jesus with all his followers*
- *draws the followers of Jesus into the special community he called his Church*
- *gives this community many spiritual gifts*
- *gives special powers to those Jesus calls to lead this community, the Pope, bishops and priests.*

the communion of saints,

The Holy Spirit:

- *unites all who follow Christ, be they alive or dead*
- *gives Jesus' followers special gifts, especially through the seven sacraments Jesus gave his Church.*

the forgiveness of sins,

Jesus Christ gave the leaders of his Church:

- *his power to forgive sins*
- *the Sacraments of Baptism and Reconciliation for the forgiveness of people's sins.*

the resurrection of the body,

The Holy Spirit, with Jesus, will:

- *raise all the dead to life again at the end of the earth*
- *give to all the dead, bodies like that of Jesus after his resurrection.*

and the life everlasting.
Amen.

When human beings die, Jesus:

- *judges whether or not they are friends with God by the lives they have led*
- *admits all who are friends with God, and without fault, into heaven*
- *purifies in purgatory friends of God of faults they had when they died, so they can enter heaven*
- *condemns all whose sin(s) during their lives showed they did not want to be friends of God, and who did not ask for God's forgiveness before they died, to hell.*

The Second Pillar: The Seven Sacraments

Sacrament

Examples of gifts received

Baptism

- The Holy Spirit makes a home in the baptised person.
- God frees from original sin.
- God the Father relates with baptised people in a closer way.
 - Baptised people become brothers or sisters of Jesus.
- The baptised person becomes a member of God's family.

Confirmation

- The Holy Spirit helps the person to live a good and happy life.
- The Holy Spirit gives special inner strength to help the baptised and confirmed person overcome all temptations and pressures to do wrong, and so would damage their relationship with God.
- The baptised and confirmed person receives the seven gifts of the Holy Spirit needed for guidance and strength in daily life.

Eucharist

- Believers are drawn closer to Jesus, and so to God the Father and the Holy Spirit.
- All the spiritual gifts received through the other sacraments are nourished and strengthened.
 - The ability to love like Jesus grows stronger.
 - Believers are strengthened against temptations to do wrong.

Reconciliation

- All sins are forgiven.
- The baptised person's relationship with God is restored fully.

Anointing

Holy Orders

Matrimony

} These Sacraments are studied in the Year 8 –12 Religious Education units.

The Third Pillar: The Life in Christ

Jesus makes those who believe in him, and who receive his sacraments, capable of living as he did.

Through the sacraments, Catholics receive the spiritual strength that they need to live the two great Commandments of Jesus [Luke 10:27; Matthew 22:39]:

... You must love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind

... You must love your neighbour as yourself.

Jesus also taught the Ten Commandments, given by God to Moses and the people of Israel at Sinai, in a way that gave them new meaning. Now they point to *God's vision* of how we can live in close relationship with God, and teach us what to avoid, to keep that relationship.

<i>COMMANDMENT</i>	<i>GOD'S VISION OF HOW TO LIVE IN CLOSE RELATIONSHIP WITH GOD...(VISION)</i>	<i>WHAT TO AVOID TO KEEP THE RELATIONSHIP WITH GOD...(PEOPLE CAN DO WRONG)</i>
<p>First [Communicate with God to reflect God who communicates to human beings]</p>	<p>Actions and gestures of prayer.</p>	<p>Disrespectful actions and gestures in a church.</p>
<p>Second [Show respect towards God to reflect God who, though Creator, respects every human person]</p>	<p>Speaking of God, the name of Jesus and the names of holy people only with respect.</p>	<p>Using words such as 'God', 'Jesus', 'Christ' or 'Mary' to swear or in other disrespectful ways.</p>
<p>Third [Draw closer to God to reflect God who wants a deeper personal relationship with every human being]</p>	<p>Worshipping God at Sunday Mass. Resting and relaxing on Sundays.</p>	<p>Doing unnecessary work on Sunday.</p>
<p>Fourth [Love parents and family members to reflect God who loves each of those people]</p>	<p>Showing respect to parents. Obeying parents and those in whose care they have placed us. Cooperating within the family. Caring for family members who have special needs, especially the those who are young, old, sick or disabled.</p>	<p>Speaking rudely to parents. Acts of deliberate disobedience. Refusing to do chores. Refusing to help family members in need.</p>

<p>Fifth <i>[Care for human life to reflect God who gives and cares for human life]</i></p>	<p>Taking care of personal health. Defending someone under attack by an aggressor.</p>	<p>Taking unnecessary risks that could lead to death. Bullying Fighting Killing another person deliberately.</p>
<p>Sixth <i>[Respect male and female ways of expressing goodness]</i></p>	<p>Treating others with respect regardless of whether they are male or female.</p>	<p>Treating others disrespectfully because they are male or female.</p>
<p>Seventh <i>[Be just to reflect God who is always just]</i></p>	<p>Respecting what belongs to others. Returning lost or borrowed property.</p>	<p>Stealing. Cheating people of what they own.</p>
<p>Eighth <i>[Be truthful to reflect God who always reveals what is true]</i></p>	<p>Telling the truth. Keeping others' secrets, except when they plan to harm others. Respecting the right of others to a good reputation.</p>	<p>Telling deliberate lies. Making up untrue stories about others. Gossip.</p>
<p>Ninth <i>[Respect the sexuality of others to reflect God who gives dignity to human beings]</i></p>	<p>Respecting others' sexuality.</p>	<p>Being unfriendly to someone because they are a male or female.</p>
<p>Tenth <i>[Reflect God who is generous]</i></p>	<p>Trust God to provide everything that is truly necessary.</p>	<p>Behaving in greedy ways. Thinking about how to steal what belongs to someone else.</p>

The Fourth Pillar: The Lord's Prayer

The Lord's Prayer

(‘It is called “the Lord’s Prayer” because it comes to us from the Lord Jesus, the master and model of our prayer.’ – Catechism 2775)

<i>Our Father,</i>	Jesus is Son of God. He shares his Father (God the Father) with us. One way he does so is by teaching us to begin this prayer with these words. We turn to God, then, as to someone who loves us dearly.
<i>who art in heaven,</i>	With these words, Jesus teaches us that the Father, who is in heaven, hears us whenever and wherever we pray.
<i>hallowed be thy name;</i>	‘Hallowed’ (or recognised as holy) is a special greeting of love and respect to God the Father. When we pray these words, we are promising to show God our love and respect. We are praying also that the whole human race will come to acknowledge God as God.
<i>thy kingdom come;</i>	These words mean that we welcome everything God gives to help us to be loving and good, and to provide for our needs. We are asking also that God’s power to change everything into good will grow in the world.
<i>thy will be done on earth as it is in heaven.</i>	This is a promise to keep trying to live as God wants, especially by obeying the Ten Commandments. It is a promise also to live as Jesus taught. With these words, we are praying further that the whole world live according to the laws of God.
<i>Give us this day our daily bread;</i>	In praying for daily food, we mention our most basic need. However, food is just one example of all that we need. By praying these words, really we are asking God for all our needs.
<i>and forgive us our trespasses</i>	Trespasses are any words or actions that disobey a law of God. Here we ask God to forgive these.
<i>as we forgive those who trespass against us;</i>	We promise to forgive everyone who offends us, just as we want God to forgive us.
<i>and lead us not into temptation,</i>	We ask to be protected from trials and temptations that will be too great for us.
<i>but deliver us from evil.</i>	We ask to be rescued whenever the Devil threatens or tries to harm us with evils such as hunger, poverty and despair.
<i>Amen.</i>	We emphasise that we really mean all that we have prayed in this prayer.

Suggested Strategy For Focusing on the Pillars of Faith

Introduce the notion of “Pillar” with photos of buildings built using ‘pillars’ e.g. Ancient Rome or Athens or any items which rely on pillars e.g. wedding cakes.
Invite students to describe what they see.

Focus Questions:

What is a pillar?

What does a pillar do?

If you are using pillar to describe a person, what sort of person would they be? E.g. ‘Pillar of community,’ ‘Pillar of faith’.

Lead to the understanding that pillars hold things up and make them strong.

Brainstorm the things that are important for the Church to be successful and to live as God wants ...

Debate or lead students to identify the four most important.

Teachings (summarised in **The Creed**), religious rituals (**Sacraments**), instructions/rules on how to live (**Commandments**) and the **Lord’s Prayer** (to pray with the intention and attitude of Jesus)

Distribute the resource sheets for each Pillar of Faith. In groups students write a summary statement to explain each Pillar of Faith.

Present these summaries in interesting ways.

E.g.

Four ‘Pillows’ of Faith – each pillow states the name of the Pillar; a definition of what that pillar does and decorate with images/symbols to enhance its meaning. Distribute sets of pillow to class room reading corners.

Or

Use ready made pillars made from foam, label each one as a Pillar of Faith and attach each group’s definition to its corresponding pillar. Place in the four corners of the room.

Or

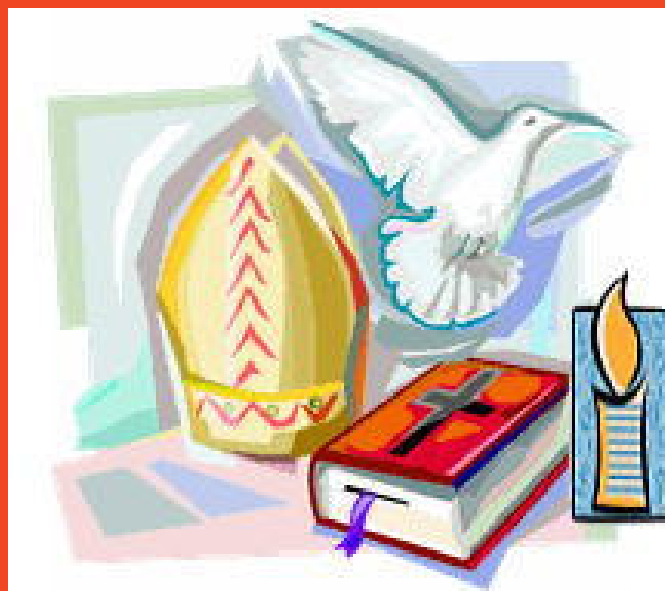
Locate four pillars around the school or around the church and attach definitions to each pillar – class moves from pillar to pillar to read the summaries. (Check with the Parish Priest before attaching material to church pillars.)



rites & rituals

(Empowered By The Spirit – Year Six (C2))
(Spirit of Truth – Year Seven (C1))

- Read the Teacher Information on the Rites and Rituals of Confirmation page 109-110
 - Teach the Essential Rite of Confirmation to the students see page 111
 - Discuss the Words and Actions which will be used during the Essential Rite.
- Use some of the suggested strategies to help students understand what happens during the Rite.



rites & rituals

(Empowered By The Spirit – Year Six (C2))
(Spirit of Truth – Year Seven (C1))

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 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 3 Holy Oils

The Church has three holy oils. They are distinguished by their blessing. The most solemn of the three blessings is the one for the oil called Holy Chrism. Holy Chrism is the oil used in the Sacrament of Confirmation; it is also used in the Sacrament of Holy Orders to ordain priests (presbyters and bishops), and in the dedication of church buildings and other solemn blessings.

The other two holy oils are the Oil of the Sick which is used in the Sacrament of the Anointing of the Sick to bring healing and strength, and the Oil of Catechumens which is used to strengthen and purify those preparing for Baptism. The three oils are often kept in the baptismal area of the parish church in a case or cabinet called an ambry.

The Mass during which these oils are solemnly blessed by the bishop is called the "Chrism Mass." It is usually celebrated during the final days of Lent so that the oils are available and fresh for the Sacraments of Initiation during the Solemn Easter Vigil.

Thomas Richstatter, O.F.M., Th.D.

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'.

The Presentation of the Candidates

After the Gospel, the Parish Priest presents the candidates to the celebrant for Confirmation. The Parish Priest informs the celebrant that all candidates have been suitably prepared by their parents and teachers, and are ready to be confirmed.

The renewal of baptismal promises

A Christian receives all the basic spiritual gifts needed to relate with God and to live as Jesus taught through Baptism *and* Confirmation. The two sacraments, therefore, are linked. The promises made during Baptism, therefore, are repeated during Confirmation to make the link between these Sacraments clear. The baptismal promises are:



- Do you reject Satan and all his works and all his empty promises?
- Do you believe in God the Father almighty, creator of heaven and earth?
- Do you believe in Jesus Christ, his only Son, our Lord, who was born of the Virgin Mary, was crucified, died, and was buried, rose from the dead, and is now seated at the right hand of the Father?
- Do you believe in the Holy Spirit, the Lord, the giver of life, who came upon the apostles at Pentecost and today is given to you sacramentally in Confirmation?
- Do you believe in the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body and life everlasting?

In Confirmation, candidates make these promises for themselves, whereas if they were baptised as babies, these promises were made on their behalf by their parents and god-parents.

The Laying on of Hands

The third element in the Rite of Confirmation is the Laying on of Hands. Here, the celebrant:

- holds his hands over those to be confirmed
- prays that they will receive the Seven Gifts of the Holy Spirit.

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.

The Sign of Peace

The Confirmation Rite concludes with the Sign of Peace. This symbolises that the newly initiated Catholic is united by the Spirit with the whole Church community and its leader, the bishop.

The Bishop touches the cheek of the newly confirmed as a sign of peace.

The bishop says:

Peace be with you.

The newly confirmed responds:

And also with you.

Suggested Strategies for Teaching the Rites & Symbols of Confirmation

Teach The Essential Rite

The essential rite of Confirmation (the Rite of Anointing) comprises three *simultaneous* actions. The celebrant:

- **lays his hand on the head of the candidate**
- **anoints the candidate's forehead by marking a cross with the sacred oil called 'Chrism'**
 - **proclaims the words: 'Be sealed with the Gift of the Holy Spirit.'**

Each of these actions has special meaning. The celebrant:

- **lays his hand** on the candidate's head to continue the practice of the Apostles [e.g. Acts 8:15–17; 19:5–6; Hebrews 6:2]
- **anoints with the oil of *Chrism*** because the candidate is being 'anointed' or 'filled' with the Holy Spirit, as were the Apostles at Pentecost
 - uses Chrism, because it is the sacred oil of consecration to God. *Chrism* is
 - made of olive oil and the perfume, balsam, following the instructions God gave first to Moses about how consecration oil must be mixed [Exodus 30:22–25]
 - consecrated by the Bishop each year during Holy Week
 - **marks the Sign of the Cross**
 - because a confirmed person belongs to Christ himself
 - because the confirmed person receives the spiritual seal of Christ.

Discuss the action and words of Confirmation .

Suggested Strategies

The students then design a poster or chart showing the action and words used in the Confirmation ceremony.

OR

Discuss the words and action used at Confirmation. The students then complete '**Confirmation - The Action and Words**'. Pages 101-102

OR

The teacher and students enact the words and actions of Confirmation. The Parish Priest could be invited to assist in this activity and speak to the students about the Sacrament of Confirmation. Students could interview the priest about how the Holy Spirit strengthens him in his life. The students then complete 'Confirmation - the Action and Words'.

OR

Create a pamphlet for a young person explaining the Confirmation Rite. Student might use the title "What Will Happen in the Ceremony"

The Rite of Confirmation

The Rite of Confirmation includes five basic elements. These are:

Element One:

This involves

Element Two:

This involves

Element Three:

This involves

Element Four:

This involves

Element Five:

This involves



FIVE BASIC ELEMENTS OF CONFIRMATION

(1) The Presentation of the Candidates

After the Gospel, the Parish Priest presents the candidates to the Celebrant for Confirmation. The Parish Priest informs the Celebrant that all candidates have been suitably prepared by their parents and teachers, and are ready to be confirmed.

(2) The Renewal of Baptismal Promises

A Christian received all the basic spiritual gifts needed to relate with God and to live as Jesus taught through Baptism and Confirmation. These two Sacraments of Initiation are linked. The promises made during Baptism, therefore, are repeated during Confirmation to make the link between these sacraments clear. The baptismal promises are:

- Do you reject Satan and all his works and all his empty promises?
- Do you believe in God the Father almighty, creator of heaven and earth?
- Do you believe in Jesus Christ, his only Son, our Lord, who was born of the Virgin Mary, was crucified, died, and was buried, rose from the dead, and is now seated at the right hand of the Father?
- Do you believe in the Holy Spirit, the Lord, the giver of life, who came upon the Apostles at Pentecost and today is given to you sacramentally in Confirmation?
- Do you believe in the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting?

In Confirmation, candidates make these promises for themselves, whereas if they were baptised as babies, these promises were made on their behalf by their parents and god-parents.

(3) The Laying on of Hands

Here the celebrant:

- holds his hands over those to be confirmed
- prays that they will receive the Seven Gifts of the Holy Spirit.

(4) The Essential Rite of Anointing

The essential rite of Anointing has three simultaneous actions. The celebrant:

- lays his hands on the head of the candidate
- anoints the candidate's forehead by marking a cross with the sacred oil called 'Chrism' (a mixture of olive oil and balsam, which is blessed by the bishop during the Mass of the Chrism during Holy Week)
- proclaims the words: 'Be sealed with the Gift of the Holy Spirit'.
Each of these actions has special meaning. The celebrant:
 - lays his hand on the candidate's head to continue the practice of the Apostles, [for example, Acts 8:15-17; 19:5-6; Hebrews 6:2]
 - anoints with the oil of chrism because the candidate is being 'anointed' or 'filled' with the Holy Spirit, as were the Apostles at Pentecost
 - uses chrism, because it is the sacred oil of consecration to God (following the instructions God gave first to Moses about how consecration oil must be mixed [Exodus 30:22-25])
 - marks the Sign of the Cross
 - because a confirmed person belongs to Christ himself
 - because the confirmed person receives the spiritual seal of Christ.

(5) The Sign of Peace

The Confirmation Rite concludes with the Sign of Peace. This symbolises that the newly initiated Catholic is united by the Spirit with the whole Church community and its leader, the Bishop.

When Confirmation is celebrated during Mass, the Sign of Peace is offered at the normal time after Communion (rather than repeated).



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



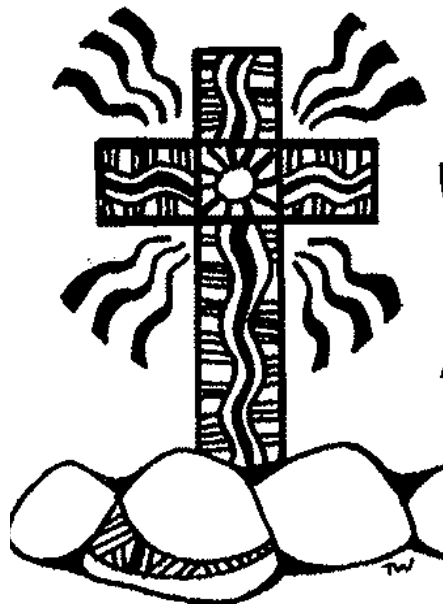
Symbols of Confirmation

Brainstorm with students symbols that are associated with Confirmation.

Invite students to create an artwork using symbols associated with Confirmation



Symbols of Confirmation



ERROR: rangecheck
OFFENDING COMMAND: pdfmark

STACK:

/ANN
/Link
/Subtype
-dictionary-
/Action
[0 0 0]
/Color
[0 0 0]
/Border
-dictionary-
/Action
/Rect
-mark-