
Lesson Plans for Christian Lifestyles

Correlated with Curriculum Guidelines for Adolescent Catechesis and Confirmation, Diocese of Buffalo, 2004.

Lesson Plan #1: Relationships (Christian Lifestyles pp.41 – 42)

SUPPLIES: index cards/slips of paper pens/pencils newsprint & markers

****** Before this session ask each young person to bring their favorite possession to the session. As the catechist you should also bring your favorite possession.*******

TIPS FOR FACILITATING DISCUSSION

Let them answer the questions – waiting for answers is important

Reflective listening – repeat back what they say so that everyone hears it

As discussion goes on invite responses from the introverts (more quiet students)

*Please note that the possible discussion responses in italics are only suggestions. Feel free to come up with other discussion questions. The young people’s responses may take the discussion in a different direction than given in the lesson plan. If that direction corresponds to the theme facilitate it through that.

ACTIVITY: Invite each young person to share their favorite possession with the group. Make sure they share whom they received the item from and why it is important to them.

15 min.

DISCUSSION: How do you take care of your favorite item? Do you just throw it on your closet floor?

Keep it in a special place, clean it/care for it, etc.

If you were to describe it to someone who had not seen it before – what would you say about it?

Overall in a very positive manner

Note every detail, even the smallest ones

So overall this item is pretty special?

Yes

15 min.

WHAT IS LOVE? Pass out index cards and pencils and ask them to write a definition of love. Put them into small groups (3 –5 people) and have them share their definitions. Give each group a piece of newsprint and tell them to come up with a definition of love for their group. When the groups are done have them return to the large group to share their group’s definition of love. As each group shares make sure that you affirm the work they have done.

15 min.

Invite someone to read 1 Corinthians 13 to the group. If you have enough Bibles then the young people can follow along. Compare their definitions to the Biblical definition. Ask them if they think this kind of love is realistic. Why or why not?

GOD’S LOVE FOR US:** We have reached some conclusions about what love is. Ask the young people to raise their hands if they currently have or have ever had a pet of their own. Tell them to put their hands down and ask them how much they love that pet. If they were to put a number on it, what would it be – 1 million, 3 trillion, 100 zillion, etc. You may get some comical

10 min.

responses, but overall you should hear that they love their pet very much. Once they have stated that, then tell them to quadruple that amount and that is how much God loves them. For as much as we love our pets God loves us so much more than that.

Ask them if their pet ever did anything wrong. Eat homework, chew a possession, etc. Did they forgive the pet? Of course, because they love their pet. In the same way God forgives us. That is how much God loves us.

SUMMARY: Tell the students that the session began with favorite possessions and moved into what love is. Ask them why they think you put those two things together? Wait for their responses. Then ask them what they think God's favorite possessions are. We are all made by God – we are God's favorite possessions. We were made by God and therefore we are holy. Ask them what the questions about the care for their favorite possessions have to do with how we care for ourselves?

10 min.

We are precious and special

We need to take care of our bodies and our souls

We need to speak positively about ourselves – not negatively

We are to love ourselves because God made us and we are good

We are holy people, loved by God

CLOSURE:

Get 3/5 responses to the following depending on time:

I now know . . .

I still wonder about . . .

I understand . . .

5 min.

CLOSING PRAYER: Pray together the Glory Be as a response to God's love for us.

**I use a pet for this activity because the adolescence is a difficult time. While it may seem natural to use their love for their parents instead of a pet, given the strain on the parental relationship during adolescence this may not be a good choice. There is always the potential to have a young person who does not have parents or there are difficult family situations. All of this is why I chose to use love for a pet for this exercise.

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Lesson Plan #2: CHRISTIAN DISCIPLESHIP (Christian Lifestyles pp.42-44)

a. Begin class with a prayer. Have class sit in a circle or in a way they can see each other. Everyone has to say three statements about themselves: 2 true and 1 false. The rest of the group has to guess which statement is false. This is a way to learn things about each other

b.. To define discipleship and allow students time to suggest other ways one can become a disciple of Jesus Christ.

The word disciple means “learner”. We become a disciple of Jesus Christ when we deepen our relationship with him. One way is through prayer. Celebrating the sacraments is another way to come closer to Jesus.

Discipleship takes a conscious decision. Discipleship means asking, over and over, “What is it that I believe? Why do I believe? How does this belief impact my life and the lives of others?”

As we move to adulthood we experience various types of “calls”. Maybe to a certain type of job, to marriage, to parenthood, perhaps to religious life, or even to committed single life. The important thing to remember is that at baptism we were given a primary Christian vocation to bring God’s love to others, to spread the good news of redemption offered by Jesus Christ to all. This primary vocation can be lived out in any of the secondary vocations we end up choosing.

c. Activity: Write a report (or give an oral report) on one of the following saints, focusing on a dramatic turning point that led him or her to follow Christ more closely:

St. Ignatius of Loyola
St. Angela Merici
St. Francis of Assisi
St. Jane Frances de Chantal

St. Francis Xavier
St. Paul
St. Teresa of Avila
St. Camillus de Lellis

d. To talk about vocations as choices to continue our discipleship.

Vocation comes from the Latin word “vocare” meaning to call. Career comes from the French word “carriere” meaning a race track or a profession that one gets into by stages. Important decisions in life are, “What will I be?” and “What will I do?” What I am and What I do are two different things. So there are options to look at.

Vocation – a committed relationship and a responsibility that we develop with God as a result of our Baptismal call. Christians express this Call in Holiness, ministry, and relationship with the community.

Career – temporary mode/way of expressing aspects of our vocation. These need to be in harmony with our vocation.

Permanent Lifestyles

Marriage
Single Life
Religious Life
 Priest
 Brother
 Sister
Diocesan Priesthood
 Deacon

Transitional Aspects of Vocations

Careers
Single Life
Ministry

e. Divide students into groups of 4 or 5. Give each group a sheet of paper with questions about one lifestyle. Allow about 10 minutes; then let groups share.

Group 1: 1. What qualities would a person need to develop a call to the single state?
 2. What would be the joys of the single state?
 3. What would be the hardships of the single state?

Group 2: 1. What qualities would a person need to develop to accept a call to the married state?
 2. What would be the joys of the married state?
 3. What would be the hardships of the married state?

Group 3: 1. What qualities would a person need to develop to accept a call to the priesthood or religious life?
 2. What would be the joys of the priesthood or religious life?
 3. What would be the hardships of the priesthood or religious life?

f. End with a prayer (if a priest or sister or deacon or married couple or single person could visit the class, talk about their choice, and then, lead the prayer, that would be great.)

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