3.5 Called to be Saints

In this unit students will explore the Christian call to be saints – to holiness – which all of us receive at our Baptism. Students will identify, in their experience, people who demonstrate holiness in love and service of others. They will also learn about the canonised saints – those whom the Church has declared saints and set before us as models of holiness. The process of canonisation will be explored.

The students will be encouraged to identify ways that they can live out their own baptismal call and contribute to bringing about the Reign of God.

|  |  |  |
| --- | --- | --- |
| **Values & Attitudes**  *Students will demonstrate that they are:* | **Knowledge & Understandings**  *Students will demonstrate that they can:* | **Skills**  *Students will demonstrate that they can:* |
| C2.1 able to value the lives of love and service led by saints (including Mary and the canonised saints) | recognise qualities of saints (including Mary and the canonised saints) who are models of love and service | make connections between the qualities of saints (including Mary and the canonised saints) and their lives |
| C2.2 willing to participate in celebrations which reflect the beliefs and traditions of the Catholic Church | describe ways in which the Catholic Church celebrates its beliefs and traditions | investigate ways in which the Catholic Church celebrates its beliefs and traditions |

Syllabus Outcomes  
Church – Stage 2

Classroom Outcomes

*Students will be able to:*

* name some saints and recall how they loved and served others
* identify qualities of holiness and describe how the saints demonstrated these qualities
* articulate how they can use their gifts to lead good and holy lives

|  |  |
| --- | --- |
| Scripture | Doctrine |
| 1 Corinthians 12:4-11 *Many gifts and all sorts of service to be done*  Romans 12:4-8 *One body, many parts*  Mark 12:41-44 *The widow’s gift*  Philippians 2:5 *Think and act like Jesus* | * Jesus calls me to love and serve others * The Holy Spirit empowers us to live lives of love and service * The Church names some special people as saints and honours them with a feast day * Through Baptism we are called to be saints: to live lives of love and service |

Spiritual Reflection for Teachers

In a world where we are often starved of legitimate heroes, our Church offers a host of inspiring men and women – the saints.

*The saints are those people who, in some partial way, embody – literally incarnate - the challenge of faith in their time and place. In doing so, they open a path that others might follow.* Robert Ellsberg.

Stories of the lives of the saints have inspired generations since the beginning of Christianity. We too, today, can gain wisdom, guidance, encouragement and inspiration from those people who show us the love of God in flesh and blood. For us in the Catholic faith tradition, the saints are heroes who inspire us to be better people. They show us that it is possible to be holy and to aspire to values of goodness and integrity.

The saints encourage us to be counter-cultural in a world where sometimes greed, selfishness, violence, individualism, prejudice and the pursuit of the dollar are the driving forces. These heroes of the Church have a central focus at the core of their lives: the love of God. They consistently chose to act out of that central reality. We can learn much from the saints.

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in this unit.**

**828** By canonising some of the faithful, ie by solemnly proclaiming that they practised heroic virtue and lived in fidelity to God’s grace, the Church recognises the power of the Spirit of holiness within her and sustains the hope of believers by proposing the saints to them as models and intercessors. “The saints have always been the source and origin of renewal in the most difficult moments in the Church’s history.” Indeed, “holiness is the hidden source and infallible measure of her apostolic activity and missionary zeal.”

**962** “We believe in the communion of all the faithful of Christ, those who are pilgrims on earth, the dead who are being purified, and the blessed in heaven, all together forming one Church; and we believe that in this communion, the merciful love of God and his saints is always [attentive] to our prayers” (Paul VI).

**2013** Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity. All are called to holiness: “Be perfect, as your heavenly Father is perfect.”

**2030** From the Church the Christian learns the example of holiness and recognises its model and source in the all-holy Virgin Mary; discerns it in the authentic witness of those who live it; discovers it in the spiritual tradition and long history of the saints who have gone before and whom the liturgy celebrates in the rhythms of the sanctoral cycle.

Scripture: Background Information

**1 Corinthians 12:4-11 Many gifts and all sorts of service to be done**

The Church at Corinth was founded by Paul in early AD 51. In the letters that Paul sent to the Corinthian community we are able to gain an insight into the life of one of the earliest urban communities. The letters present a vivid and detailed picture of Christian life in the first century. The parallels between first century Corinth and the great cities of our modern world give Paul’s writings an exceptional relevance for us today.

In this scripture Paul refers to the many charismatic gifts in the community, citing the source of the gifts as the Holy Spirit. God’s gifts are freely given and are to be used for the benefit of the community. When we look at the lives of the saints we can truly see that there are indeed many gifts given and used by people for the good of others. Like the Church in Corinth, we today have been given different gifts and we are called to use these gifts and be of service to the Church and the world.

**Romans 12:4-8 One body, many parts**

Paul uses the metaphor of the body to illustrate the unity of Christians and Christ. We are one body because we are “in Christ”. We all have God-given gifts and talents that are to be used for the benefit of the community. The lives of the saints show us how different people from diverse backgrounds, with degrees of giftedness, all belong to the one body of Christ, to contribute to the common good in a variety of ways.

**Mark 12:41-44 The widow’s gift**

The story of the widow’s offering may have originally been a pronouncement on almsgiving. The incident reminds us of the call and challenge that Christian disciples have, i.e. to make God known and to give all we have in the loving service of others.

Jesus measures the worth of the widow’s gift in terms of the sacrifice involved. When reading about the lives of the saints it is very clear that the call to holiness, to reflect God’s love, involves self-giving and sacrifice. Like the widow who gave everything she had, the saints often had to give up everything they had, sometimes, even their lives.

**Philippians 2:5 Let the same mind be in you as was in Christ Jesus**

This verse, ‘Let the same mind be in you as was in Christ Jesus’, (2:5) follows on from an exhortation by Paul to the Philippians to stand firm in the faith and find unity through selflessness. Paul explains that he finds joy in the community ‘being in full accord and of one mind’ (2:2). He urges the members to be humble, putting others’ interests before their own (2:3). Following verse 5 we have the well-known ‘Christ-hymn’ (6-11). This gives us insight into what it means to be of the same mind as Christ Jesus. Jesus, who was God, did not in any way exploit this reality, but humbled himself to become human and then further humbled himself to be obedient even to death. Jesus’ total humility and selflessness is matched by the response of God (9-11); ‘therefore God highly exalted him and gave him the name that is above every name (2:9)…’ The Philippians are urged by Paul towards a selflessness that results from being ‘in Christ’.

The Church’s Teaching and Lived Tradition

**Preface for Holy Men and Women I (see Resource Sheet 1).**

In this prayer of the liturgy, the Church expresses our beliefs about those holy people we call saints.

Their lives are a witness to the work of the Holy Spirit because they rose to the challenge of the Christian life.

We are in communion with them because we have all been called to holiness in Baptism and received the Holy Spirit.

We do not pray to the saints as if they were God. However, we ask them to intercede for us because they share deeply in the life of God.

Celebration: Prayer and Liturgy

**Celebration is a key part of Religious Education. The following suggestions provide opportunities throughout the unit for celebration in prayer and liturgy. Most of these suggestions are included as ‘teaching/learning’ activities in Unit Content sections.**

* Pray a Litany of the Saints.
* Using the saints researched, students create and record their own class Litany of the Saints highlighting the holiness and goodness of each (see Unit Content 2).
* Pray to the saints daily by using the prayer of a saint’s feast day. Prayer books such as *Daily Prayer Under The Southern Cross* by Margaret Smith sgs outlines the Church’s liturgical year and includes most saints’ feast days.
* Use ‘*Echo Stories for Children – Celebrating Saints and Seasons in Word and Action’* by McKean Zyromski as a reflection and celebration. This book has a range of activities, prayers, plays and discussion points involving a selection of saints and could be used very effectively for liturgies in the classroom.
* Sing the hymn ‘We Are All Saints’ by Michael Mangan.
* Students write a prayer of intercession for a saint or for a person close to them who may have died.
* Students plan a class celebration about the saints. This could include the Litany of the Saints from previous work and any hymns about saints that they have learnt during the unit. During the celebration, encourage the students to ask for guidance and help from the saints in their day-to-day living.

Assessment

**Interim Assessment Statement 2014**

The identification of Teaching/Learning strategies as ‘suggested assessment’ has been removed from the 3-6 RE curriculum. The type of assessment activity and the way evidence of learning is gathered will vary, depending on such factors as; the outcomes being assessed, the evidence being gathered, the teaching and learning activity, context and students’ learning needs (NSW Board of Studies, <http://syllabus.bos.nsw.edu.au/support-materials/k-6-assessment-strategies/>) .

Assessment in Religious Education is based on the same principles as in other key learning areas. Please refer to the CEO Sydney site supporting the implementation of the Australian Curriculum in the context of the NSW BOS Syllabus. At this site <https://sites.google.com/a/syd.catholic.edu.au/professional-learning-modules/home> professional learning modules are provided to support teachers as they engage with the NSW BOS Syllabuses for the Australian Curriculum.

**Module 4, Assessment and Planning** explores the principles of effective assessment ***for***, ***as*** and ***of*** learning and considers a range of strategies and methods for assessing student learning. Activities focus on moving beyond assessment as an index of learning, towards assessment that motivates, enhances learning and achieves deeper understanding to meet the diverse learning needs of all as students. Participants are encouraged to reflect on assessment as a driver for improvement in teaching and learning.

**Religious Education Curriculum and Assessment**

In Year 3-6 Religious Education Curriculum, both Syllabus Outcomes and Classroom Outcomes are key reference points for decisions about students’ progress and achievement. Classroom outcomes are more specific to the unit content. Unit Content statement and *Students will learn* statements in each unit should also be taken into account in planning and developing learning and assessment opportunities. Outcomes and Unit Content Statements are derived from Syllabus objectives.

Effective Religious Education involves teaching the Catholic faith (Scripture, doctrine, traditions, prayer and sacraments) and nurturing the faith of the child. There is no attempt to assess the child’s faith. Assessment is concerned with skills, knowledge and understanding of the Catholic faith taught in the curriculum and supported in the religious life of the school.

Resources

***To Know Worship and Love* - Year 3, p10, 50, 66, (2003), James Goold House Publications, Melbourne, Victoria (There is no KWL chapter which relates directly to this Unit on Saints.)**

##### Books

Bretherton B A, (1999), *Prayers at Your Fingertips,* Social Science Press, Australia

Catholic Education Office, Bathurst, 1998), *Breathing Life into the RE Classroom*, CEO, Bathurst, NSW

Glavich K snd, (1999), *Saints For Children,* Twenty Third Publications, Mystic CT

Komonchak J A, Collins M, Lane D (eds), (1987), *The New Dictionary of Theology,* Michael Glazier, Inc, Wilmington

McCarthyM, (1998), *Great Saints of the Church (Blackline Master Sheets),* John Garrett Publishing, Victoria

National Centre for Religious Studies, (2000), Understanding Faith Series – Books 2 & 5, *Saints and Inspiring People,* National Centre for Religious Studies, Aust. Edition (Ph 02 65849779)

Ryan M and Brennan D, *Keystones – Book 4 Expressions (A Religion Series for Catholic Primary Schools)*

Smith sgs M, (2003), *Daily Prayer Under The Southern Cross*, Desbooks, Australia (This text is published annually.)

Treston K, (2000), *Stories and Seasons – Saints and Feasts for Catholic Schools and Parishes,* Creation Enterprises, Brisbane

*Vos Wezeman P and Liechty* *A L, (2003),* Many Saints Many Ways (Multiple Intelligences Activities for Grades 1 to 6)*, Ave Maria Press Inc, Notre Dame IN*

McKean Zyromski P, (1998), *Echo Stories for Children – Celebrating Saints and Seasons in Word and Action,* Twenty Third Publications, Mystic CT

##### Videos

Videos from John Powell and Madeline Powell Film Company – PO Box 8622 Gold Coast Mail Centre, QLD 9726,

St. Joseph, St. Bernadette, St. Patrick, St. Tarsis, St. Francis of Assisi, St. Therese of Lisieux St. Paul, St. Maximillian Kolbe, Mother Teresa, Fred Hollows, Oscar Romero, Martin Luther King, Mary MacKillop, Caroline Chisholm, Helen Keller, Fr. Damian of Molokai, Edward ‘Weary’ Dunlop

##### Music

Burland J, (1998), ‘Mary Mother Of God’ and ‘St. Joseph’s Song’, *Let’s Celebrate*

Farrell B, (1990), ‘God Of Abraham’, OCP Publications

##### Herry fms M, (2000), ‘As Mary Did’, Song Of The Pilgrim, Spectrum Publications

Hommerding A J, (1994), ‘We Sing Of The Saints’ World Library Publications Inc

Kearney P, (1991), ‘The Magnificat’, *Live in the land of Australia,* Crossover Music, Mittagong, NSW.

Kearney P, (2000), ‘Where To Now, Edmund?’, *Islands Of The Heart,* Crossover Music, Mittagong, NSW

Mangan M, (1997), ‘We Are All Saints’, ’Song To Saint Joseph’, ‘Mary Of The Cross’, ’The Shamrock Song’ and ‘The Light Of My Life’, *Saints and Celebrations,* Litmus Productions, Brisbane, Qld

Raue M, (1997), ‘The Face Of God’ and ‘Irene’, *Restless Heart*, Macarthur Square

##### Websites

Catholic Online: Saints and Angels: <http://www.catholic.org/saints/>

Lives Of The Saints: <http://www.pitt.edu/~eflst4/saint_bios.html>

Patron Saints Index: <http://www.catholic-forum.com/saints/indexsnt.htm>

Excursion Suggestion

Local parish church to search for images of saints on stained glass windows, statues, etc.

Key to Symbol

✪ denotes higher order activity

Unit Content 1

People inspire us by the way they live in love and service of others.

*Students will learn:*

* about people whom they admire and who inspire them by the goodness of their lives
* to identify the qualities of those who live in loving service of others

Unit Content: Background Information

Everything about God is good and holy. God shares this goodness and holiness through the work of the Holy Spirit in all of creation. In our lives we experience the stories of many ordinary people, as well as extraordinary people, who inspire us by their lives and example. They manifest for us something of the goodness and holiness of God.

We read in 1 Corinthians 12:4-11 that there are many gifts given to people and all sorts of service to be done. We can identify ‘heroes’ in our community who use their gifts in ways that benefit others. They show goodness, compassion, selflessness, kindness, courage and love in the way they live their lives. These ‘heroes’ can motivate us and model for us values and attitudes that enable us to become better human beings and live lives that reflect God’s goodness and holiness.

Suggested Teaching/Learning Strategies

* Class brainstorm: I wonder what the word hero means to you? Accept all suggestions at this stage.
* Using the ’employment classifieds’ from a newspaper, students search for adjectives highlighting specific qualities, eg responsible, enthusiastic, dedicated. Students list these qualities and discuss how people demonstrate them in their everyday lives.
* Think, Pair and Share Task – Students make an individual list of their heroes, then they share their list with another. Class discussion about the qualities and talents of their nominated heroes and why certain people are identified as a hero.
* Classification of heroes into categories – Literature, Sport, Music, Film, History, People I Personally Know, Church.
* Using a prioritising technique invite students to rank the qualities of the nominated heroes according to which qualities contribute most to building a better world. In groups of two or three students discuss their choices and why. Ask the question: “Are all qualities and skills we admire in people equal in value?”
* Students write a job description or ‘Wanted’ advertisement for a hero using some of the adjectives and qualities discussed earlier.
* Students read 1 Corinthians 12:4-11. List and discuss the various gifts mentioned. These could be highlighted in large print, then coloured by the children to be put up on display. As the unit progresses, names of people who exemplify these gifts could be added.
* Students identify people they know who show some of the Holy Spirit’s gifts identified in 1 Corinthians 12:4-11 and then complete the following statements:

- The Holy Spirit inspires \_\_\_\_\_\_\_\_\_\_\_\_ to serve others.

- The Holy Spirit gives \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the gift of wisdom.

- \_\_\_\_\_\_\_\_\_\_\_\_ shows the Spirit’s gift of knowledge.

- I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_demonstrates the Spirit’s gift of healing.

- In my life I can see the gift of speaking the message of God to others shown by \_\_\_\_\_\_\_\_\_

Unit Content 2

Through the stories of the saints who lived in loving service, we can learn how to be a follower of Jesus.

*Students will learn:*

* about the lives of some of the saints and the qualities that make people holy
* to recognise that the saintliness of ordinary people can inspire and lead others to God

Unit Content: Background Information

The Church has always recognised the witness of saints whose lives have manifested God’s goodness and holiness in bringing about the Reign of God. The saints were ordinary people who lived lives of extraordinary faith inspired by the Holy Spirit. ‘Saint’ comes from the Latin word *Sanctus*, which means holy.

Every saint’s life is different because of the different ways the Holy Spirit has worked in their lives to bring about the reign of God. Some were led to a prayerful way of life (contemplatives), while others were led to help the poor, promote justice and mercy or live missionary lives. Some others even endured suffering and death because they were followers of Jesus. They are called martyrs. The word *martyr* means *witness*.

We can examine the lives of the saints and learn from them. Their lives show us what ordinary people can do when they respond to the Holy Spirit at work in them.

Suggested Teaching/Learning Strategies

* Teacher creates a ‘Saints Space’ in the classroom which contains various books on the saints, relics (personal memorials of the saint), holy cards, pictures etc. Students are encouraged to add their own contribution to the ‘Saints Space’ as the unit progresses. Direct the students to books on the saints for reading during silent reading times.
* Class discussion on *What is a Saint?* and *I wonder what it means to be holy?*
* Brainstorm a list of all the saints the students know or that they might be named after. Use a telephone directory to find the names of schools and parishes that are named after saints.

Teacher reads some brief stories about the saints and asks students to answer the following

questions about each one: (Some good examples of brief stories can be found in Understanding

Faith Series – Book 2, *Saints and Inspiring People,* p20-24.) and KWL, p66.

1. What is the saint’s name in the story and where and when did they live?
2. What did they do that helped them to become a saint?
3. What are some words that describe the sort of people they were?

4. How did she or he lead people to God?

* Watch videos about saints. Use videos from John Powell and Madeline Powell Film Company – PO Box 8622 Gold Coast Mail Centre, QLD 9726. Films include:

St Joseph, St Bernadette, St Patrick, St Tarsis, St Francis of Assisi, St Therese of Lisieux, St Paul, St Maximillian Kolbe

* Students choose a saint to research and find out the following:

Biographical details, Feast Day, Qualities, Why this person is recognised as a saint, Patron Saint of?

* Students type out the name of their saint from their research on the computer, using an ‘old English font’ in outline (copying manuscript style from medieval texts) and print it. Students then decorate it with colours. Completed names can be added to the ‘Saints Space’.
* Using the saints researched, students create and record their own class Litany of the Saints highlighting the holiness and goodness of each. An example of a litany can be found in Prayers at Your Fingertips, p177.
* Find hymns about saints to sing in class, eg **Mary** – *The Magnificat* by Peter Kearney, *Mary Mother Of God* by John Burland and *As Mary Did* by Michael Herry fms, **Mary MacKillop** – *Mary Of The Cross* by Michael Mangan, **A Range of Saints** –*We Sing Of The Saints* by Alan J. Hommerding, **Joseph** – *Song To Saint Joseph* by Michael Mangan and *St. Joseph’s Song* by John Burland, **Patrick** – *The Shamrock Song* and *The Light Of My Life* by Michael Mangan, **Irene McCormack** – *Irene* by Mark Raue, **Teresa** – *The Face Of God* by Mark Raue, **Old Testament Heroes** – God Of Abraham by Bernadette Farrell.
* ‘Heroes for God’ – Students play a Who Am I? game based on the lives of saints studied in class. Students give clues about the identity of a saint and try to guess who the saint is.
* Sing *‘When The Saints Go Marching In’.* Percussion instruments and movement can be added.
* Read Romans 12:4-8, and discuss how we are one body with many parts and link this to the work done on the saints. Though many, we are all part of the Body of Christ, with different gifts and functions. Using p.22 from *Keystones – Book 4 Expressions (A Religion Series for Catholic Primary Schools)* by Maurice Ryan and Damien Brennan, students list the saints or holy people that demonstrate the qualities outlined in Paul’s letter.
* ✪ - In pairs, students discuss what a saint is and what a person has to do to become a saint. Following this discussion, students write their own reflection about what they think a saint is and the qualities one needs to become a saint.
* In groups, students make a picture book telling the story of a chosen saint. These can be added to the ‘Saints’ Space’ for the class to read.

Unit Content 3

Throughout the Liturgical Year our Church recognises and celebrates the lives of the saints.

*Students will learn:*

* about the process of canonisation in the Catholic Church
* how the Church’s Liturgical Year helps us to remember and celebrate the lives of the saints
* about the feast of All Saints

Unit Content: Background Information

The Church recognises, venerates and honours saints and inspiring people so that we may come to know about their particular way of holiness. The Church has an official process, called canonisation, by which a person is declared a Saint. The canonisation process is the Church’s way of proclaiming that a person lived a life of holiness and faithfulness and is worthy of being a model and intercessor for Catholics.

The Church teaches that the saints are examples of holiness to which all Christians by virtue of their baptism are called. The lives of the saints are celebrated by the Church in the cycle of the liturgical year and we remember specific saints of the Church and celebrate their lives on their feast days.

Suggested Teaching/Learning Strategies

* The teacher tells the story of The Widow’s Gift (Mark 12:41-44) using 3D materials. See Resource Sheet 2 and /or Big Book (Yr 2).
* Engage in Wondering. Some suggested wondering statements are:

I wonder what the money collected at the Temple might have been used for.

I wonder what the rich people were thinking as they gave their money.

I wonder what Jesus meant when he said, “This poor widow has put in more than all those who are rich.”

I wonder why the poor widow was so generous.

I wonder if you know anyone like the poor widow.

I wonder how we can be like the poor widow.

* Compare the behaviour of the widow with the lives of the saints and other heroic people. Identify those people who gave everything they had, even their lives sometimes, in loving service of others. Relate this to the term ‘martyr’ and discuss the esteemed place martyrs hold in the Church’s tradition.
* Visit the local parish Church and identify statues, stained-glass windows and art that depict saints. Discuss with the children the reasons for having images and memorials of saints displayed. Link to having posters of heroes or wearing T-shirts or football jumpers of favourite teams and groups. Tell children that displaying statues, stained glass and holy cards is one way that the Church remembers and honours its ‘heroes’.
* Pray to the saints daily by using the prayer of a saint’s feast day. Prayer books such as *Daily Prayer Under The Southern Cross* by Margaret Smith sgs follows the Church’s liturgical year and includes most saints’ feast days.
* Discuss with students the process of canonisation (a simple way to explain this can be found in *Saints For Children* by Kathleen Glavich p3). Outline the steps needed for a person to be declared a Saint. Students could draw and describe the canonisation process. (An example of this is in *Keystones – Book 4 Expressions (A Religion Series for Catholic Primary Schools)* by Maurice Ryan and Damien Brennan p23). Saints websites also have good sections describing the canonisation process to which students could be directed.
* Identify people who have been named ‘Blessed’ by the Church and are in the canonisation process, eg Mary MacKillop and Mother Teresa. Discuss other good and holy people they know who may one day be declared a saint by the Catholic Church.
* Watch videos about heroic people (some of whom have been declared ‘Blessed’ by the Church). Use videos from John Powell and Madeline Powell Film Company – PO Box 8622 Gold Coast Mail Centre, QLD 9726. Films include: Mother Teresa, Fred Hollows, Oscar Romero, Martin Luther King, Mary MacKillop, Caroline Chisholm, Helen Keller, Fr Damian of Molokai, Edward ‘Weary’ Dunlop.
* Teacher shows the students a religious calendar (eg The Columban Calendar) and students identify well-known feast days. Students discuss why saints have feast days and why the Church recognises them in this way.
* Find ‘All Saints Day’ on the calendar and discuss how and why the Church celebrates this feast.
* Students write a prayer asking a saint, or a person close to them who has died, to intercede on their behalf.
* Students design and colour their own holy card for a saint. Show examples of holy cards to the students and discuss their style and what might be put on a holy card and why.

Unit Content 4

Through our Baptism we are all called to be saints and to use our gifts in loving service of others.

*Students will learn:*

* about the qualities needed to live lives of goodness and holiness
* that through our Baptism we are all called to be saints

Unit Content: Background Information

* The saints are our most obvious teachers. Their lives demonstrate in real life situations, often in extraordinary ways, faithfulness to the gospel teaching. They are the heroes of our tradition and their lives of love, of struggle and of faithfulness are an inspiration to us. They show us what the Holy Spirit can do in ordinary people who respond to God’s call in their lives.
* “Most Catholics look to the saints, whether canonised or not, because the saintly person provides the model for Christian living appropriate for our age” (Komonchak JA, Collins M, Lane D {eds} p928).
* By our Baptism we are called to be saints. We can do this by trying to live the values that Jesus taught us in the everyday happenings of our lives. This will require making choices which will not always be easy. It is these choices and the way we relate to others that shape the kind of people we can grow to be.

Suggested Teaching/Learning Strategies

* Using Philippians 2:5*–* ‘Let the same mind be in you that was in Christ Jesus.’ Students list the qualities and attitudes that Jesus had. Discuss the attitudes needed to be more like Jesus. What qualities do they need? What choices need to be made?
* Discuss good and bad choices and how these can impact on whether we live lives of goodness and holiness.
* Revise Scripture 1 Corinthians 12:4-11 which speaks of us all having different gifts. Students trace own hand and on each finger, list one word that describes their qualities, gifts and talents that can be used in the service of others.
* Students design a ‘ME’ cube with each face illustrating a personal gift. In groups role play how each uses their gifts in love and service to help build up the Body of Christ.
* Teacher writes the word *inspired* and discusses with the students what this word means. Point out to the students the connection with the saints who were led by the Holy Spirit and were thus inspirited or inspired people. Talk about how the saints can inspire us in our own lives.
* ✪ - The Path To Becoming A Saint - Using a pathway illustration, students write down on each step of the path what they can try to do each day to become a saint.
* Students write a reflection based on the following questions:

*What do you think it means to be a spirit-filled person?* and *What do I need to do to allow the Holy Spirit to work in my life and become more like the saints?*

* Sing hymn ‘We Are All Saints’ by Michael Mangan.
* ✪ - Use *Many Saints Many Ways (Multiple Intelligences Activities for Grades 1 to 6)*. This has a range of activities that use stories of the lives of the saints that enable the students to reflect on and learn from the saints and encourage them to live, act and love like the saints.
* Students plan a class celebration about the saints. This could include the Litany of the Saints from previous work and any hymns about saints that they have learnt during the unit. During the celebration, encourage the students to ask for guidance and help from the saints in their day-to-day living.

**Resource Sheet 1**

*Father,*

*all-powerful and ever-living God,*

*we do well always and everywhere to give you thanks.*

*You are glorified in your saints,*

*for their glory is the crowning of your gifts.*

*In their lives on earth*

*you give us an example.*

*In our communion with them*

*you give us their friendship.*

*In their prayer for the Church*

*you give us their strength and protection.*

(Preface for Holy Men and Women)

**Resource Sheet 2**

**The Widow’s Gift**

(Mark 12: 41-44)

**YOU WILL NEED:**

* A basket to contain underlay and all materials
* A bible and candle
* Felt underlay (brown or tan) & decorative cloth
* 3D figures to represent Jesus, 1 poor widow,

2 disciples, 2 rich adults & 2 rich children

* A small box
* Wooden cut out of Jerusalem
* 5 coins (2 large & 2 small)

*Students are seated in a semi-circle ready to listen to the story. When the children are settled, get the materials and carry them respectfully to the storytelling place as you would the Bible. Place these beside you.*

*You may choose to tell the story on a table or on the floor – wherever you are most comfortable and where all members of the group can see clearly.*

*When the group is ready, lay out a piece of felt underlay which defines the storytelling area. (See map at the end of the script for additional information on layout.)*

* *place the wooden representation of Jerusalem toward the front right hand side of the felt underlay (be careful not to obscure the students’ vision)*
* *place a small box at the centre of the underlay near the edge closest to you.*
* *place the figures representing two rich adults and 2 rich children in the centre of the felt underlay*

*Begin by picking up the bible, opening it and saying:*

**This story is about a poor widow. We find it in Mark’s Gospel (12: 41-44).**

*Hold the bible out in front of the students and then reverently place the open bible on the small prepared cloth.*

*Place figures of Jesus and two disciples with the other figures on the underlay. Turn the figure of Jesus toward the money-box as if watching.*

**One day when Jesus was in the temple at Jerusalem he sat down and watched the people as they put money into a money-box.**

*Scatter the large coins in front of the money-box.*

**Jesus saw many rich people put in lots and lots of money.**

*Place the figure of the poor widow in front of the money-box. Place two small coins with the large coins.*

**Then a poor widow came and gave two small copper coins which were worth very little.**

*Move the figure of the Poor widow to the front of the underlay facing the students.*

*Turn the figure of Jesus back toward the disciples.*

**Jesus turned to his disciples and said, “Truly I tell you, this poor widow has put in more than all those who are rich. They gave from what they had to spare. She had very little and she put in everything. She gave all she had to live on.”**

*Carefully pack story materials into storage box and put away.*

*Pause quietly for a moment and then begin to wonder together.*

**Suggested Wondering Questions:**

* I wonder what the money collected at the Temple might have been used for.
* I wonder what the rich people were thinking as they gave their money.
* I wonder what Jesus meant when he said, “This poor widow has put in more than all those who are rich.”
* I wonder why the poor widow was so generous.
* I wonder if you know anyone like the poor widow.
* I wonder how we can be like the poor widow.

Adult and children figures

Money box

Jerusalem

Figures of:

* Jesus
* 2 disciples
* 2 adults
* 2 children
* 1 poor widow

Poor widow