



Jesus Lives On

Begin

Discuss with your child some ways that you discovered, or continue to discover, your own purpose. Read aloud the unit title on page 177. Ask your child to tell how he or she might discover a purpose and mission as Jesus' disciple. Discuss opportunities and challenges involved with living our missions. **Ask:** *Who or what inspires your mission? Why can it be difficult to live as a disciple in our world?* Explain that in this unit your child will explore finding Jesus and learning his or her purpose and mission as a disciple.

Introduce the Saint

Ask your child to read aloud the paragraph about Saint Maximilian Mary Kolbe on page 177.

Ask: *What did young Raymond Kolbe ponder when he prayed to the Virgin Mary? ("What is going to become of me?") What vision did he have? (Mary was carrying two crowns: one white [purity] and one red [martyrdom].) **Say:** Because he accepted both crowns, how do you think Maximilian Mary Kolbe lived out the example of Jesus Christ?*

Invite your child to read aloud How the Saint Relates. Begin a discussion of missions that make a difference in the world. **Ask:** *What are some real-life examples of people whose mission made a difference in the world?* (Answers will vary.)

Turn to page 178. Have your child read aloud the title Devoted to Mary and the introductory paragraphs. **Ask:** *What does it mean to be devoted to someone? (setting aside personal interests on behalf of someone else) How did Maximilian win over enemies of the Church? (through a religious movement that he organized called Militia Immaculata)*

Read aloud the section Missionary Travels. **Ask:** *Why did Maximilian want to do missionary work? (He wanted others to know the happiness that comes from experiencing the presence of God.) How did Maximilian spread Jesus' teachings as a missionary? (He founded a monastery in Japan.)*

Read aloud the section A Soldier for Christ. Point out Maximilian Mary Kolbe's act of courage in hiding 2,000 Jews, explaining that fear probably prevented more people from taking risks as he did to help the Jews, risks that could have resulted in their own arrest or death. **Ask:** *In what ways did he live Christ's example at Auschwitz? (He offered himself to save another.)*

Pray aloud "No one has greater love than this, to lay down one's life for one's friends." [John 15:13] **Say:** *Maximilian stood up for what he believed as part of his mission to follow Jesus Christ.*

Together add Saint Maximilian Mary Kolbe's feast day, August 14, to your calendar. Discuss his life with your child. **Ask:** *What surprised you? What impressed you? What inspired you?*



Jesus Opens Our Eyes

Engage: Page 179

- ▶ Ask your child to draw his or her life's path on a sheet of paper. **Say:** *At the beginning of your life path, write your birth date and where you were born. Add additional boxes in the same way along the path to explain other important events.*
- ▶ Read aloud the title and discuss the text in the box on page 179. **Ask:** *How does drawing your life's path relate to the session title?* (Possible answer: Jesus is with us throughout all the events of our lives.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 180–181

- ▶ Draw a two-column chart with the headings *When?* and *Where?* Together describe when and where you recognized Jesus in the past 24 hours and then write ideas on the chart in the appropriate column.
- ▶ Invite your child to read aloud the article title *Recognizing Jesus in Our Lives* and the opening paragraphs on page 180. **Say:** *Jesus is everywhere in our lives. We just need to be open to seeing him. We want to recognize him.*
- ▶ Read aloud the section *Do I Know You?* **Ask:** *Why didn't the disciples recognize Jesus?* (Possible answers: They were afraid. Their faith had been shaken because they had just witnessed Jesus' Death on the Cross.) *When did the disciples recognize Jesus?* (when he broke bread and prayed with them)
- ▶ Read aloud the section *At God's Right Hand*. Draw a time line. Label sections as Jesus' life, Death, Resurrection, and Ascension. Together add details to the time line.
- ▶ Ask your child to read aloud the Sacred Art feature. Discuss elements that are representative of the artist's culture as well as elements that express universal, or catholic, beliefs. For example, your child may point out that the faces and dress in the painting reflect Chinese culture and that the Eucharistic table and the bread and wine are universal, or worldwide, elements of the Church.
- ▶ Have your child read aloud the section *Remember Me* on page 181. Discuss the meaning of the term *the Way* and read aloud its definition in the Glossary. **Ask:** *What is significant about the name for the early Christian community?* (Jesus is the true path and the example to follow on our faith journey. He leads us. He shows us the way to go.)
- ▶ Read aloud the section *Your Road to Emmaus*. **Say:** *Fear can paralyze us. Faith helps us keep moving and recognizing what Jesus is actually calling us to do.*
- ▶ Have your child complete the *On the Road* activity independently and then share his or her response with you.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 182–183

- ▶ Discuss the talents of family and friends. Explain that a talent might be a clue about the kind of work a person may find meaningful. **Ask:** *How do your dreams for your future match up with your talents?* (Answers will vary.)



- ▶ Take turns reading aloud the opening paragraphs of *Coworkers with God* on page 182. Then invite your child to read aloud the section *Jesus Understands Work*. Read aloud the definition of *dignity of work* in the Glossary. **Ask:** *How are Jesus' views about work and workers different from society's views?* (Jesus taught that simple, purposeful, and honest work is preferable to a society that applauds making money for its own sake or achieving at someone else's cost.)
- ▶ Have your child read aloud *Our Catholic Character*. **Ask:** *What current news events are related to dignity-of-work issues in this country and worldwide?* (Answers will vary.)
- ▶ Continue by reading aloud the sections *Lure of Consumerism* and *The Moral Use of Wealth* on pages 182 and 183. Ask your child to read aloud the definition of *consumerism* in the Glossary. **Ask:** *When can material possessions be bad?* (when they become the center of life instead of God or when they lead to greed or hoarding of wealth and power) **Say:** *The moral use of money means giving even when we don't have anything extra to give. By sharing what we have, we nourish all.*
- ▶ Read aloud the section *Our Gifts, Our Calling*. Discuss Saint Paul's Epistle to the Corinthians and read aloud the definition of *Epistle* in the Glossary. **Ask:** *Who are everyday or well-known people who use their gifts in their work? To what mission do they dedicate themselves?* (Possible answers: teachers—education of youth; religious leaders—spiritual leadership of the Church; Blessed Mother Teresa—compassion in her mission to help those who are poor; Martin Luther King Jr.—orator and visionary for civil rights)
- ▶ Read aloud *Past Meets Present*. Have your child read aloud Ben Sira 14:3–19. Compare ideas about the use of wealth in Ben Sira to some common ideas about wealth today.
- ▶ Reiterate the importance of our work in the plan that God has for us. Write down the words of 1 Corinthians 3:9 on paper: "For we are God's co-workers; you are God's field, God's building." Discuss what the verse means.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 184–185

- ▶ Read aloud the title *Refreshing Our Memory* and the paragraphs on page 184. **Ask:** *Why is memory a gift?* (Possible answers: Memory helps us learn from our experiences. Memory helps us appreciate.)
- ▶ Take turns praying aloud the parts of *Litany of Gratitude for the Gift of Memory*. Point out the symbol for the response that follows some parts. Be sure your child understands that the symbol means to repeat the response. After you have paused to pray your own petitions, together pray the *All* part.
- ▶ Look at page 185 and read aloud the introductory text of *Where Do I Fit In?* Invite your child to think of people who maintain faith, a positive attitude, and a giving spirit despite difficult or hopeless situations. **Ask:** *How do these people give an example that deepens love of Jesus?* Then take turns reading aloud *Meeting Jesus in a Surprising Way*. **Ask:** *How did the author's perspective change and convince her to remain a candy-striper?* (Her own concerns seemed very small in comparison.) Together ask God for the ability to be an example to others at times when you struggle physically, socially, or emotionally. Agree to demonstrate Christlike actions, especially when either of you is tempted to give up.
- ▶ Invite your child to complete the *Build a Faith Community* activity independently.



Respond: Page 186

- ▶ Have your child read aloud the directions in What's What? and complete the activity. Remind him or her to read all the choices before choosing a letter.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Discuss your child's interests, gifts, and talents before asking him or her to respond in writing.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.