

# Year 8 Unit 2a:

## Participating in the Life of the Church

### Standards

By the end of this unit it is intended that students:

- value the variety of practices, activities and people in the Church
- describe the range of activities and people involved in ministry in the Catholic Church
- explore possible ways of being actively involved in the mission of the Church.

### Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	suggest ways in which they are parts of larger groups with important roles to play	have an understanding of the image of the Body of Christ (1 Corinthians 12:12–30)	use sources from early Church history to illustrate how the gifts of the Holy Spirit were carried out
2	compare their own gifts and talents with those Jesus demonstrated	know the range of activities and services carried out in the local Church and Church agencies	arrange information on local Church activities in one or more promotional formats
3	articulate the need for various roles and ministries within the Church	identify the variety of ministries and roles in the Church and Church agencies	demonstrate ways that people show commitment and involvement in the Church
4	discuss the benefits and difficulties of working in a team	grasp the role of ministry and its many forms of service in the Church and Church agencies	analyse situations where people offer different forms of service to the Church
5	appreciate the reasons that people offer service to the Church	identify the lives of people who have carried out ministries and functions within the local Church, Church agencies, locally and overseas	structure an interview with a person involved in ministry or service

### Spiritual Reflection for Teachers

‘Do you understand’ he said, ‘what I have done to you?’ John 13:1–20

Consider the image of Jesus washing the disciples’ feet. Think of three or four words that surface for you in this reflection. How do they help you explore the message and emotion of the event?

A Christian understanding of service is critical to this unit. In a world of change, diversity, suffering and uncertainty, how do you answer the question posed by Jesus, ‘Do you understand what I have done to you?’

In this unit you pose the same question to your students. For many of them the concept of contributing their gifts to serve others may be remote. How can you lead them to a greater understanding of the call to service that is shared by all the Baptised?

## Links with Students' Life Experience

### Involvement in community life

- Explore the realistic roles and activities which students can become involved in, e.g. sporting teams, St Vincent de Paul, delivering hampers, youth groups.
- Encourage students to reflect on people from their own lives who are involved in service organisations.
- Encourage students to reflect on people from their own lives who are already carrying out various ministries within the Church.
- Students should be encouraged to draw on the experiences of their grandparents and parents. It may be useful for students to reflect on the difference they can make, by participating fully in the mission of the Church.

## The Church's Teaching and Lived Tradition

### Service of the Laity

The Second Vatican Council (1962–1965) was instrumental in enlarging our understanding of the mission of the laity.

The document called *Decree on the Apostolate of the Laity* does not overlook the important and essential distinction between ordained ministry and lay ministry. But at the same time, the Council recognises that the whole Church is apostolic, and that all its members share in its mission, though in various ways.

## Catechism of the Catholic Church

### The Church, the People of God

In preparation for the teaching of this unit the following references are recommended:

#### Part One, Section Two: The Profession of the Christian Faith

#### 781–810 The Church – People of God

805 The Church is the Body of Christ. Through the Spirit and his action in the sacraments, above all the Eucharist, Christ, who once was dead and is now risen, establishes the community of believers as his own Body.

In the unity of this Body, there is a diversity of members and functions. All members are linked to one another, especially to those who are suffering, to the poor and persecuted.

809 The Church is the Temple of the Holy Spirit. The Spirit is the soul, as it were of the Mystical Body, the source of its life, of its unity in diversity, and of the riches of its gifts and charisms.

#### 849–945 Mission and Ministries

852 The Holy Spirit is the protagonist, the principal agent of the whole of the Church's mission. It is he who leads the Church on her missionary paths ...

858 Jesus is the Father's Emissary. From the beginning of his ministry, he 'called to him those whom he desired; ... And he appointed twelve, whom also he named apostles, to be with him, and to be sent out to preach.' From then on, they would also be his 'emissaries' ...

## Explantion of Scripture used in this unit

Fundamental to an understanding of the variety of ministries and functions within the Church is Paul's illustration of the Church as the Body of Christ – 1 Corinthians 12:12-31.

- In discussing the theme of service to others and the example given to us by Jesus, it is important to read and understand the full implications of John 13:1-17.
- Explore the variety of ministries and roles within the early Church. Some examples are: the hospitality of Lydia (Acts 16:11-15, 40); the role of deacon (Acts 6:1-7 and 1 Timothy 3:1-13); Martha and Mary of Bethany (Luke 10:38-42, John 11:17-44 and John 12:1-8).

### **John 13:1-20** *Jesus washes the disciples' feet* (Indicator 5)

This challenging and beautiful act of Jesus, re-enacted on Holy Thursday, is only recorded in one of the four Gospels – that of John. This same Gospel has no reference to the institution of the Eucharist at the Last Supper. The major focus for John at that meal is the washing of the feet, which is not part of the Passover ritual. A guest's feet were washed by servants/slaves as an act of hospitality, after travel in sandals on dusty roads. The writer of the Gospel is encouraging his community and us to follow this example: washing feet is a clear symbol of how we might care for and respect each other.

### **1 Corinthians 12:12-31** *Roles within the Church* (Indicator 1)

Paul writes to the Christians of Corinth, using an analogy of the human body as a symbol of the community itself. Paul stresses the diversity of 'many members' (12:12) because there can be unity in diversity. The different members share a common existence. Can this be adapted to the classroom as a microcosm of the Church? The Church and the classroom are made up of different people with different gifts, with something to give to the whole group. But the members all need each other.

Paul seems to infer a hierarchy of gifts in 12:28 – apostles, prophets and teachers. Some of the gifts mentioned may not seem applicable today, but when considered closely they probably are – even the gift of miracles. In addition to authentic miracles, such as the healing of incurable illnesses and conditions, there are people who through their very existence make life more liveable: this in itself can be miraculous. In a broad sense miracles can be part of everyday life if we know how to recognise them. The gift of prophecy is with us in the sense of the Old Testament prophets, who spoke out in ways that challenged society. There are still such people among us today.

### **Acts 16:11-15, 40** *Lydia* (Indicator 1)

This is a pleasant vignette of Paul on his journeying around the Roman Empire. Here at Philippi he preaches to the Jewish community gathered on the banks of the river on the Sabbath (Saturday), as there was apparently no synagogue in Philippi. Paul preaches to the women at the meeting. Lydia is one of these women – a business woman in the purple dye trade. Purple dye was very expensive and a lucrative source of livelihood. Lydia accepts what Paul says and is baptised with all her household. If the leader of the house became a Christian all the others in the house were baptised as well, without question. Lydia had no husband or male relative in her life, and so was free to make an independent decision to become baptised.

## Year 8 Unit 2a: Participating in the Life of the Church

### STANDARDS

By the end of this unit it is intended that students:

- value the variety of practices, activities and people in the Church
- describe the range of activities and people involved in ministry in the Catholic Church
- explore possible ways of being actively involved in the mission of the Church.

Indicators of Learning (incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment
<p><b>I.</b></p> <p><i>It is intended that students will be able to:</i></p> <p><b>V</b> suggest ways in which they are parts of larger groups with important roles to play</p> <p><b>K</b> have an understanding of the image of the Body of Christ (1 Corinthians 12:12–30)</p> <p><b>S</b> use sources from early Church history to illustrate how the gifts of the Holy Spirit were carried out.</p>	<p><b>Influence of the Second Vatican Council</b></p> <p>Vatican II brought a renewed understanding of 'Ministry' within the Church. The Church recognises that through Baptism all Christians are part of the 'Body of Christ' and share in the mission of the Church.</p> <p>Vatican II encouraged the laity to become involved in and take responsibility for the life of the Church. This emphasis is a return to the tradition of the early Church.</p> <p><b>Roles within the Church</b></p> <p>In writing to the Corinthians, Paul used the image of the Body of Christ (1 Corinthians 12:12–31) to illustrate the varied roles within the Church. For as with the human body which is a unity although it has many parts – all the parts of the body, though many, still making up one single body'.</p> <p>See also 1 Corinthians 12–14, for the four gifts given by the Spirit to build up the Church or Body of Christ. Lay persons have the duty and the right to acquire a knowledge of Christian teaching so that in exercising their part in the apostolate they may live it; proclaim it, and, if necessary, defend it (Coriden p. 159).</p>	<ul style="list-style-type: none"> <li>• Set a one-minute time limit for students to record all the groups to which they belong. Encourage 'thinking outside the square'. Give each student an A3 sheet of paper. Using a graphic organiser of their choice, students illustrate the groups on their lists, showing how they are inter-connected. Display and review. Students respond to: 'What are our visual summaries saying about belonging?' Use these as a basis to introduce the unit.</li> <li>• My 'God-given portrait': Have students bring a photo of themselves (e.g. baby photo) and paste in the centre of an A3 sheet. From the photo have students list what they think are their inherited characteristics. (Check if all students are able to complete this.)</li> <li>• Have students prepare an ID character using their thumbprint. Surrounding the thumbprint have students do a portrait of their lives, including the groups they belong to.</li> <li>• Have students reflect on how it feels to be included and reflect on groups at school or in society who are included/excluded. This can be done through discussion, a journal entry or role-play.</li> </ul>	<p><b>Teacher Assessment</b></p> <p>Observation and enquiring during class discussions.</p> <p><b>Self-assessment</b></p> <p>Visual presentation of 'Groups I Belong To'.</p> <p>Groups that are included/ excluded at school or society (Journal entry)</p> <p><b>Peer Assessment</b></p> <p>In groups, students present their structured overviews using common criteria.</p>

<p><b>2.</b></p> <p><b><i>It is intended that students will be able to:</i></b></p> <p><b>V</b> compare their own gifts and talents with those Jesus demonstrated</p> <p><b>K</b> know the range of activities and services carried out in the local Church and Church agencies</p> <p><b>S</b> arrange information on local Church activities in one or more promotional formats.</p>	<p>Lay persons, in cases of need when there are no sacred ministers, can supply for these offices by ministering the Word, presiding at liturgical prayer, conferring Baptism and distributing Communion (Coriden p. 161).</p>	<ul style="list-style-type: none"> <li>• Read 1 Corinthians 12:12–31. Shape-poem, KWL p. 16.</li> <li>• Carry out an interview with grandparents/parents/friends/neighbours who experienced the Church before Vatican II. What do they remember about the ceremonies and practices of the Church? How was it different to the present-day Church?</li> <li>• In groups, students are given one of the following passages to read: <ul style="list-style-type: none"> <li>– the hospitality of Lydia (Acts 16:11–15, 40)</li> <li>– the role of deacon (Acts 6:1–7 and 1 Timothy 3:1–13)</li> <li>– Martha and Mary of Bethany (Luke 10:38–42, John 11:17–44 and John 12:1–8).</li> </ul> </li> </ul> <p>Each group presents a short explanation of the passage and the meaning it might have for us today.</p>	<p><b>Self-assessment</b></p> <p>Students reflect on their own personal gifts and talents through the bulletin board activity.</p> <p><b>Teacher Assessment</b></p> <p>Teacher marks brochures which advertise and promote the services/activities within the parish.</p>
<p><b>2.</b></p> <p><b><i>It is intended that students will be able to:</i></b></p> <p><b>V</b> compare their own gifts and talents with those Jesus demonstrated</p> <p><b>K</b> know the range of activities and services carried out in the local Church and Church agencies</p> <p><b>S</b> arrange information on local Church activities in one or more promotional formats.</p>	<p><b>The Mission of the Church</b></p> <p>The Church's mission is one of evangelisation, following Jesus' command to the apostles (Mt 28:19). Members of the Church are called not just to profess and communicate their faith, but to put it into practice. The mission of the Church is the mission of each individual and each community.</p> <p>Members of the Church live out their mission in the ordinary, everyday events of their lives, by witnessing to the values presented by Jesus in the Gospel; by sharing their talents in the service of others as well as sharing in the life of worship in the local parish.</p> <p>'He continually distributes in His body, that is, in the Church, gifts of ministries through which, by His own power, we serve each other unto salvation.' (<i>Lumen Gentium</i> n. 7)</p> <p>The teacher carries out the mission of the Church in the Religious Education classroom, and in associated activities such as liturgy and spiritual development. What sources of strength and inspiration can the teacher draw on in this task?</p>	<ul style="list-style-type: none"> <li>• KWL p. 18 – Read the Scripture passages listed and describe the types of service being done. What would be the modern equivalent today?</li> <li>• Recall and brainstorm the hierarchy of the Church.</li> <li>• Collect newspaper articles about the Pope and explore what the Pope means to the Catholic community.</li> <li>• Using the 'Parish Bulletin Board' image in KWL p. 26 as a guide, students complete a page summary of their own gifts and interests, with a photo of themselves as in the KWL model. Display the finished works under a heading: 'We Live Our Mission'.</li> <li>• Students visit their local parish church, collect a newsletter and research the services/activities provided by the local parish. Some students may prefer to research their parish via the Internet (include the Archdiocese of Melbourne website for research purposes &lt;<a href="http://www.melbourne.catholic.org.au">www.melbourne.catholic.org.au</a>&gt;).</li> <li>• In pairs, students design a brochure advertising and promoting the services/activities within the parish.</li> </ul>	<p><b>Self-assessment</b></p> <p>Students reflect on their own personal gifts and talents through the bulletin board activity.</p> <p><b>Teacher Assessment</b></p> <p>Teacher marks brochures which advertise and promote the services/activities within the parish.</p>

<p><b>3.</b></p> <p><b>It is intended that students will be able to:</b></p> <p><b>V</b> articulate the need for various roles and ministries within the Church</p> <p><b>K</b> identify the variety of ministries and roles within the Church and Church agencies</p> <p><b>S</b> demonstrate ways that people show commitment and involvement in the Church.</p>	<p><b>Laity</b> – The laity undertake the responsibility of carrying out the mission of the Church through the events of their daily lives.</p> <p>Lay persons have the duty and the right, individually or in associations, to work that the divine message of salvation may be made known and accepted by all persons everywhere in the world. This duty is all the more urgent in situations where people can hear the Gospel and know Christ only through lay persons (Coriden p. 159).</p> <p><b>Deacon</b> – The diaconate is an ordained ministry in the Church. The deacon's basic ministry is to represent and promote the Church's call to service. Christ made himself the 'deacon' or servant of all. A deacon preaches, baptises, performs funerals and marriages, distributes Holy Communion, and reads the Gospel. The deacon's liturgical ministry is a visible reminder of the link between the Church's Liturgy and its service to others in the name of Christ.</p> <p><b>Priest</b> – By virtue of Ordination, the priest has a special ministry, both to and for the community. He takes pastoral charge of the Church community and exercises the ministry of offering the Eucharistic sacrifices at the liturgy, and administering the sacraments. He has a duty to preach the Word of God to his congregation, and teach them about it.</p> <p><b>Bishop</b> – As successors to the apostles, Bishops (Episcopate) form the third order of ordained ministry. A bishop's principal functions are to teach and maintain the faith, govern the diocese, preside at worship and encourage growth in the holiness of the community. He is a visible sign of the unity of the Church community.</p> <p><b>Religious</b> – Sisters, brothers and non-diocesan priests choose to live as members of a Community who follow specific traditions or are spiritually patterned after the life and teaching of the founder of that community. They work in the service of others, living a life which is totally dedicated to God. They work for the honour of God, the building up of the Church, and care of God's people.</p>	<ul style="list-style-type: none"> <li>• KWL p.p 22–28: Ministries within the Church and their various tasks.</li> <li>• Students complete the activity 'Other Workers', KWL p. 32. After discussion, form pairs to create an illustration that shows 'Commitment and involvement in the Church'. Use the image in KWL p. 31 as an example. Complete this task on cardboard and, if possible, arrange a display at a local parish.</li> <li>• Guest speaker: Invite one of the following to speak about their role or ministry within the Church and then write a reflection on it <ul style="list-style-type: none"> <li>– the parish priest</li> <li>– the parish associate</li> <li>– parish administrator</li> <li>– a member of a religious order</li> <li>– an extraordinary minister of Holy Communion</li> <li>– a member of the Parish Council</li> <li>– the leader of the parish music team</li> <li>– the catechist or member of the sacramental team</li> <li>– a member of the parish who has studied theology</li> </ul> </li> </ul> <p>Why did they decide to take up this task or this ministry? What inspired them to do this work?</p>	<p><b>Teacher Assessment</b></p> <p>Understanding of the roles and ministries within the Church.</p> <p>Students reflection of speaker:</p> <p><b>Peer Assessment</b></p> <p>Illustrations of 'Commitment and Involvement in the Church'.</p>
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<p><b>4.</b> <i>It is intended that students will be able to:</i></p> <p><b>V</b> discuss the benefits and difficulties of working in a team</p> <p><b>K</b> grasp the role of ministry and its many forms of service in the Church and Church agencies</p> <p><b>S</b> analyse situations where people offer different forms of service to the Church.</p>	<ul style="list-style-type: none"> <li>• 'All priests, then, whether diocesan or religious, by reason of the sacrament of Orders and of the ministry correspond to and cooperate with the body of bishops and, according to their vocation and the grace that is given them they serve the welfare of the whole Church' (<i>Lumen Gentium</i>, n. 28).</li> <li>• The term 'laity' is here understood to mean all the faithful except those in Holy Orders and those who belong to a religious state approved by the Church. That is, the faithful who by Baptism are incorporated into Christ, are placed in the People of God, and in their own way share the priestly, prophetic and kingly office of Christ, and to the best of their ability carry on the mission of the whole Christian people in the Church and in the world (<i>Lumen Gentium</i>, n. 31).</li> </ul> <p>The idea of being 'servant to others' applies to everyone in the Church, no matter how humble or prominent. For example, one of the main titles of the Pope is <i>Servant of the Servants of God</i>.</p>	<ul style="list-style-type: none"> <li>• Prepare a task that students need to complete as a team (e.g. team-building game; joint activity). Class discussion: What are the difficulties and benefits of working in a team? Students are asked to give examples.</li> <li>• Dictogloss activity (see below) – The distinction between the ordained ministry and other forms of ministry.</li> </ul> <p>Through Baptism, Confirmation and the Eucharist all people in the Church are called to serve God and others.</p> <p>Some people remain single and others serve as married people and parents. Some become religious sisters and brothers.</p> <p>Some serve God and the community in the ordained ministry. These people are deacons, priests and bishops.</p> <ul style="list-style-type: none"> <li>• Explore the changing role of parish ministry, e.g. the role of the priest and the pastoral associate.</li> </ul>	<p><b>Peer Assessment/ Self-assessment</b></p> <p>Checking/markng of dictogloss.</p> <p><b>Teacher Assessment</b></p> <p>Test Your Knowledge, KWL p. 33.</p> <p><i>Task: Understanding Ministry</i></p> <ol style="list-style-type: none"> <li>1. Explain how someone in Jesus' time showed they were one of his followers through their ministry (refer to background information in Scripture p. 3). Describe one other example of ministry from Jesus' time.</li> <li>2. Choose one of the following: Research your local Deanery, lay involvement in your local Catholic community or a religious order and describe how people in these organisations show they are followers of Jesus today.</li> <li>3. Compare the role of ministry in Jesus' time and today.</li> <li>4. Finish with a reflection on how young people today can involve themselves in ministry.</li> </ol>
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<p><b>5.</b></p> <p><b>It is intended that students will be able to:</b></p> <p><b>V</b> appreciate the reasons that people offer service to the Church</p> <p><b>K</b> identify the lives of people who have carried out ministries and functions within the local Church, Church agencies, locally and overseas</p> <p><b>S</b> structure an interview with a person involved in ministry or service.</p>	<p>It is important that students become aware of the reasons that people have for entering the ministry, or for contributing to the Church's mission.</p> <p>What inspires people to do what they do?</p> <ul style="list-style-type: none"> <li>• Activities through which the laity contribute to the mission of the Church are: <ul style="list-style-type: none"> <li>– Liturgy: Extraordinary minister of Holy Communion, Offertory procession, Lector, etc.</li> <li>– Youth Ministry: youth groups, drop-in centres</li> <li>– Family Welfare: Centacare, community support services</li> <li>– Pastoral Care: St Vincent de Paul, marriage preparation, prison visiting</li> <li>– Prayer and Spirituality: working on retreat teams</li> <li>– Catholic Education: adult education centres, parish faith group, Catholic schools, catechists</li> <li>– Social Activities: organising parish dances, seniors' club</li> <li>– Administration: parish pastoral council, building fund.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a reflective reading of John 13:1–20, Jesus washes the disciples' feet. After the reading, allow a quiet period for students to write in their journal. What questions does the passage raise? What does Jesus' question mean? Use this reflection to discuss the meaning of Christian service.</li> <li>• Make a list of ways people can serve the local Church. Write a list of ways you can contribute your time and talent to serve others.</li> <li>• Students research the lives of people who carry out various ministries within the local and overseas Church. Students write a biographical recount to show how this person lives the service Jesus spoke of in John 13:1–20, or</li> <li>• Students write up questions for an interview of a person involved in ministry or service, or</li> <li>• Students write a paragraph to complete the sentence: 'People take up a ministry in the Church because they ...'</li> </ul>	<p><b>Self-assessment</b> Scripture reflection.</p> <p><b>Teacher Assessment</b> Biographical recount, structured interview or written paragraph completing the sentence, 'People take up ministry in the Church because they ...'</p> <p><b>Peer Assessment</b> Swap lists of 'time and talents' with a partner. Discuss answers.</p>
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## Celebration: Prayer and Liturgy

This unit allows for a celebration of gifts and talents which can be used in the service of others.

Christian service is the theme of this unit. Jesus' question: 'Do you understand what I have done to you?' provides the focus for this reflection.

### Suggested celebration based on John 13:1–20

**Preparation** requires a basin or large glass bowl partially filled with water. You will also need a large jug, preferably glass, and a towel. Candles and quiet music will create an atmosphere conducive to quiet reflection.

Before commencing the prayer, explain to students that they will be involved in an action during this reflection. Stress that only one person will be moving at any time and that this must be done in silence. Ensure the students enter the church, chapel or space in a reverent manner.

Preparing to proclaim the Word of God: The student or students who undertake this role must be well prepared. This could be presented as a shared reading, using *The Dramatised Bible*.

**Teacher:** In the name of the Father and of the Son, and of the Holy Spirit.  
Loving God, you have created a world that needs the specific gifts we each have to offer. Help us to think about how we can use our gifts in the service of the communities that shape our lives. Give us courage to respond generously to your call. We come together in prayer today with faith in your love for us.

**The Word:** We begin our prayer by listening to God's Word. In this passage from John's Gospel Jesus shows us the meaning of Christian service. John 13:1–20 is proclaimed.

**Reader:** This is the Gospel of the Lord.

**All:** **Praise to you, Lord Jesus Christ.**

**Reflection:** *Play the song, 'The Basin and the Towel' by Michael Card, or 'Deep Water' by Trish Watts. If these are not available, use a song reflecting the values of servant-leadership, or play quiet music. Two students who have been thoroughly prepared process around the room with the water jug and towel. Water is then poured into the bowl that has been positioned prior to the prayer. The towel is placed near the basin. The teacher moves to stand near the basin.*

**Teacher:** Jesus washed and dried the feet of his disciples to give them an example of how they were to use their gifts for the community. The leadership Jesus shows us is not one of power over others. It is about using our particular talents in ways that serve God and others. Today we remember the action of Jesus when he met with his friends to celebrate the Passover with them for the last time.

You are invited to come to the basin of water one at a time. As your hands are dipped into the water and dried, think about the question Jesus asked his friends after he washed their feet: 'Do you understand what I have done to you?' When you return to your place spend some time in personal prayer. Think about how you can be the person God calls you to be, for your family, your parish, our school and the other groups that are a part of your life.

*Students come forward one at a time. The teacher gently places their hands in the bowl or pours water over their hands, then dries them with the towel. Repeat for the whole group. Quiet music is played throughout.*

*When the washing is concluded allow a moment of stillness. Then:*

**Teacher:** Jesus told us that God is always there for us. As we pray the Our Father together we ask God to help us live in the service of others. **Our Father ...**

**Blessing:** Loving God,  
May we always imitate Jesus in our service of others.  
Strengthen us to be open to your call in our lives.  
Make us ready to accept the challenges of Christian ministry.  
This we ask through Christ our Lord. **Amen.**

## Possible Assessment Tasks

### TASK 1: Unit Review

#### PURPOSE

For students to understand the role of the laity.

#### ACTIVITY

1. Circle *True* or *False* to the following statements:

- |   |                   |
|---|-------------------|
| a. Most Catholics are lay people or 'the laity'.                            | <i>True/False</i> |
| b. A member of the laity can distribute Communion.                          | <i>True/False</i> |
| c. A member of a religious order cannot be a priest.                        | <i>True/False</i> |
| d. The priest has overall responsibility for the pastoral care of a parish. | <i>True/False</i> |
| e. Permanent deacons can be married men.                                    | <i>True/False</i> |

2. Fill in the spaces with the words provided:

story	serve	community	Paul	Baptism
faith	Church	feet	people	Body

- Christians believe that through \_\_\_\_\_ each person is called to \_\_\_\_\_ the Christian \_\_\_\_\_ and the world. Christian service is most clearly illustrated in the \_\_\_\_\_ of Jesus washing the \_\_\_\_\_ of his disciples.
- One of the most vivid ways of describing the Church is used by Saint \_\_\_\_\_ when he refers to the Church as the \_\_\_\_\_ of Christ.
- When Catholics speak about the \_\_\_\_\_, they are not talking just about a building. The Church is made up of \_\_\_\_\_ and each individual has a role to play and a story to tell about his or her own \_\_\_\_\_ journey.

3. People and Ministry within the Catholic Church. Match the role or ministry with the description.

	LAITY	DEACONS	PRIESTS	BISHOPS	RELIGIOUS
	Description				Role or Ministry
a.	There are two classes, transitional and permanent. They may proclaim the Gospel, preach the homily, assist at Mass, baptise and preside at funeral services.				
b.	These are people who choose to live as members of a community dedicated to God. They work in service of others, following specific traditions.				
c.	This is the highest order of ordained ministry. They can administer all the sacraments and govern the diocese.				
d.	They carry out the mission of the Church through the events of their daily lives.				
e.	This person leads the community in celebrating Mass, presides over liturgy and administers sacraments.				

4. What is the main message of Luke 13:1-20?

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5. List three activities through which people can serve in the local Church.

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**ASSESSMENT**

Completion of the above activity.

**TASK 2: People and Ministries in the Church**

**PURPOSE**

For students to reflect on ways in which they can be part of the ministry of Jesus.

- Compare the ministry of a New Testament figure to the ministry of someone in the local community today. For example:
  - a person from a religious order
  - a parish worker
  - a person from the local deanery
  - lay people within the Christian community.
- Suggest ways that a Year 8 student can carry out the ministry of Jesus.

**ASSESSMENT**

Content						
• Appropriate choice and description of a New Testament figure and their ministry.	10	8	6	4	2	0
• Appropriate choice and description of a figure from the local community today and their ministry.	10	8	6	4	2	0
• Thorough comparison of the two ministers using a comparison alley as a graphic organiser.	10	8	6	4	2	0
• Suggestion of 10 distinct ways that a Year 8 student can minister.	10	8	6	4	2	0
Organisation						
• Ability to make effective use of the time given to complete the task.	5	4	3	2	1	0
Presentation						
• The assignment is neatly presented with correct spelling and grammar.	5	4	3	2	1	0
Mark: /50    Grade:						

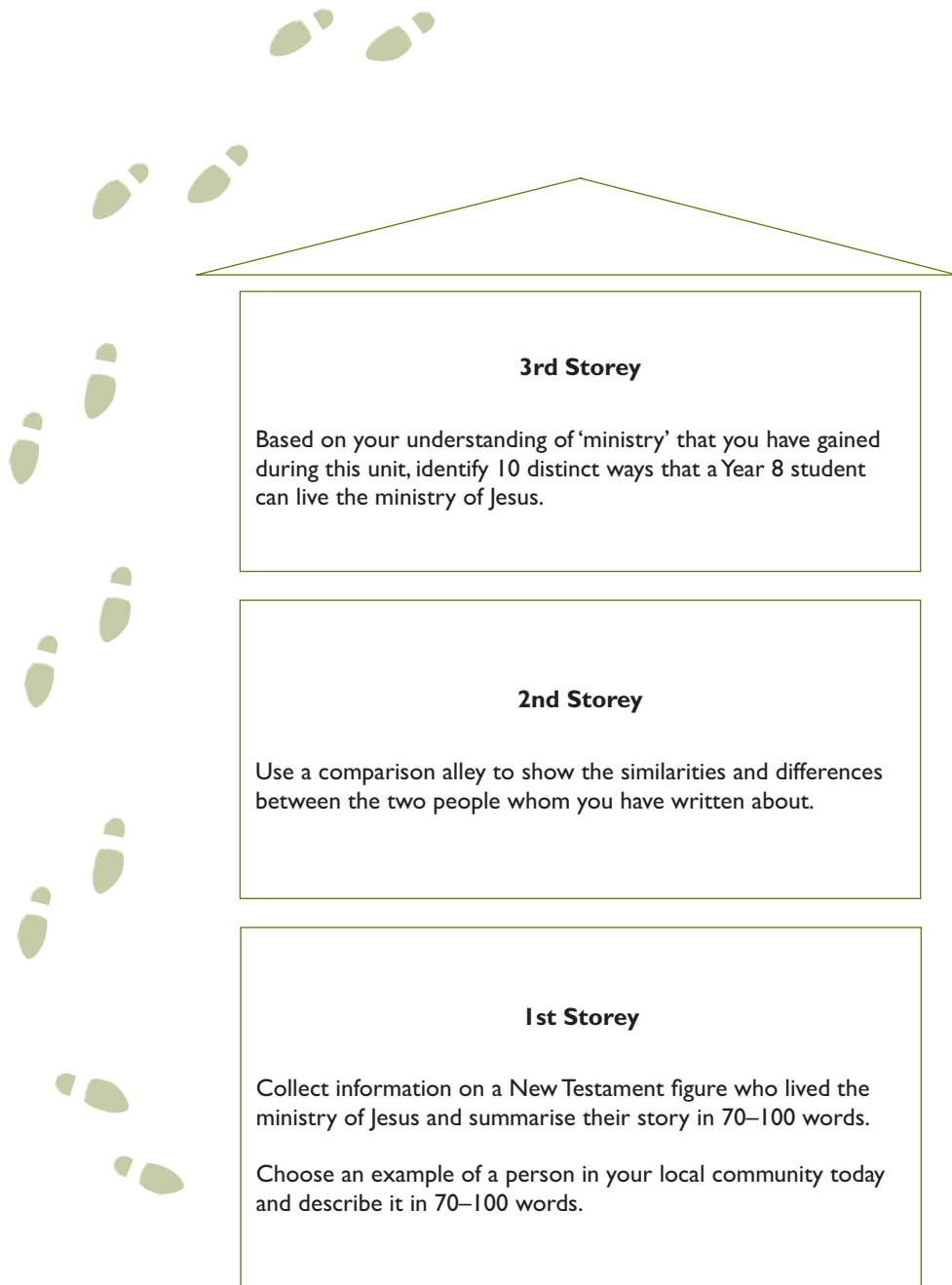
Don't forget to use the supplement handout (process sheet page 40) to help you complete this task.

These marks are a suggestion the teacher could use VH, H, M, L. VL, Not Shown.

# People and Ministries in the Church

PROCESS - HOW SHOULD WE GO ABOUT COMPLETING THE TASK?

START HERE



## Resources

### Essential Reading

- Flannery, Austin OP (GE) 1975, *Vatican Council II: The Conciliar and Post Conciliar Documents: Lumen Gentium*, Dogmatic Constitution on the Church. Liturgical Press, Minnesota.
- John Paul II 2001, *Novo Millennio Ineunte*, At the Beginning of the New Millennium, 'The diversity of vocations' n. 46. St Paul's, Strathfield.
- John Paul II 2001, *Ecclesia in Oceania*, The Church in Oceania, 'Communion and Mission' nn. 13-15, St Pauls, Strathfield.

### Teacher Resources

- Bentley, P & Hughes, P 1999, *A Directory of Australian Religious Organisations*. Open Book Publishers, Adelaide.
- Coriden, J (ed.) 1985, *The Code of Canon Law: A Text and Commentary*. Paulist Press, New York.
- Dorr, D 2000, *Mission in Today's World*. Columbia Press, Dublin.
- Liddy, S & Welbourne, L 1999, *Strategies for Teaching Religious Education*. Social Science Press, Sydney.
- Ryan, M 1998, *The Catholic Church in Australia, Teachers' Manual*. Social Science Press, Sydney.
- Ryan, M & Goldberg, P 2001, *Recognising Religion*, Ch. 4. Social Science Press, Sydney.

### Classroom Resources

- Morrissey, J et al. 1997, *Out of the Desert*, Book 1, Ch. 5. Longman, Melbourne.
- Ryan, M 1998, *The Catholic Church in Australia*. Social Science Press, Sydney.

### Videos

- Moira Kelly*, available from Children First Foundation, 450 Dryburgh Street, North Melbourne 3051, Vic.
- The Angel of Collingwood*, available from Albert Street Productions, Melbourne.

### Websites

- <[www.catholic.org.au](http://www.catholic.org.au)> (Catholic Church in Australia)
- <[www.caritas.org.au](http://www.caritas.org.au)> (Catholic Agency for Overseas Aid and Development)
- <[www.catholicmission.org.au](http://www.catholicmission.org.au)> (Community involvement in Mission)
- <[www.centacare.com.au](http://www.centacare.com.au)> (Catholic Welfare, Australia)
- <[www.vinnies.org.au](http://www.vinnies.org.au)> (National site of St Vincent de Paul Society)
- <[www.childrenfirstfoundation.com](http://www.childrenfirstfoundation.com)> (The work of Moira Kelly)

## Participating in the life of the Church

In evaluating the indicators of learning the teacher could consider the following:

- To what extent did students value the variety of practices, activities and people in the Church?
- How effectively did students describe the range of activities and people involved in the mission of the Catholic Church?
- How well did students explore possible ways of being actively involved in the mission of the Church?
- To what extent did students demonstrate achievement of standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?