

Unit Three: Responding with Jesus

Response - Easter/Pentecost



Essential Questions: <i>“How am I called to show love to my neighbor?” & “How is Jesus inviting us to act?”</i>		
Lesson Title	Objective	Assessment
1. Revising the Response <i>Choosing the path of Jesus</i>	1. <i>Students will be able to</i> implement their missionary discipleship based on feedback from Institute gathering.	Students will amend their proposals based on the feedback of peers and implement their project.
2. Assessment and Adaptation <i>More Clearly Seeing the Path with Jesus</i>	2. <i>Students will be able to</i> evaluate their missionary discipleship project.	Students will assess different components of the project based on the rubric and adapt their project as a class and in committees.
3. Reflecting with Jesus <i>Recognizing Jesus after the Resurrection</i>	3. <i>Students will be able to</i> recognize Jesus after the fact from their Response Project experience.	Students will reflect on their response project experience, in light of Christ’s presence and the Rubric in discussion and worksheet, and will write a thank you message.
4. Meeting Jesus in the Everyday <i>Jesus after the Resurrection</i>	4. <i>Students will be able to</i> notice how Jesus has shown up for them in their everyday life experiences.	Students will answer questions about where they’ve noticed Jesus in their recent daily interactions, and write a letter of gratitude.
5. Pentecost and My Call to be a Follower of Christ <i>Hearing Jesus’ Desire for Me</i>	5. <i>Students will be able to</i> identify the gift given on Pentecost, explain why that gift is important, and integrate their new understanding of missionary discipleship into their lives.	Students will answer questions about what it means to be a Christian today, and create a written and/or visual demonstration of their call to missionary discipleship.

[Faith Extension](#)

Unit Lessons:

1. Revising the Response (<i>FYI: a longer lesson</i>) <i>Choosing the path of Jesus</i>	Objective: <i>Students will be able to implement their Missionary Discipleship Project based on feedback from the principal.</i> Assessment: Students will amend their proposals based on the feedback of peers and implement their project. Materials: 3 pieces of butcher paper, sticky notes, copies of the committee proposals, copies of Feedback Revisions for each committee, feedback from principal
Standards Met: Standards to teach to: 7-LE-S-2 Find evidence of anointing and healing in the New Testament.	Set up: - Label the 3 pieces of butcher paper with each of the committees (Prayer & Discernment, Encounter & Witness, Justice & Education), write the pertinent feedback pieces on the appropriate paper, and place pieces of butcher paper in different places around the room. - Cut up the rubrics from the students who completed it as homework based on the committee groupings. Place these with the butcher paper. Prayer: - In a conversational style, ask for God's grace to receive feedback with an open heart, and to have a holy creativity in order to carry out God's will Reviewing Feedback: - As a class, review together the feedback received from the principal, other organization(s), and classmates. Have a conversation about the strengths and challenges of the project. Discuss: - What was our highest score? What in our plan made it into God's mission? - What was our lowest score? What can we do to move it closer to God's mission? - Provide each student with a small stack of sticky notes, and give them 3 minutes to brainstorm solutions/ideas/possibilities to address the feedback given. Students write the ideas on sticky notes. - Have the students place the sticky notes on the appropriate piece of paper around the room. Small Group Brainstorming - Students divide into their committees, each with their butcher paper. Remember the guiding questions: - What in our plan made it into God's mission? - What can we do to move it closer to God's mission? - Read the sticky notes ideas out loud, and the students vote on their favorite solutions (each can go to the paper and "vote" with a tally mark). - Teacher should explicitly state that the revision ideas can be adapted and combined to better address the feedback. - Looking at the proposals, students work in their committees to fill out the Feedback Revisions worksheet.

	Large Group Discussion: - Committees bring back their revised proposals and present them to the class, along with the necessary changes to the response. - If necessary, facilitate further discussion on how to implement these ideas. <i>After working to update your project to be more closely in line with God's mission, put it into action!</i> To teach to Standards: Before the Response: (Possible to invite the priest) Teach to the significance of anointing and Christ as the anointed one. Make the connection that through our Baptism, we are anointed to be missionary disciples: to go forth and proclaim the Good News. Read stories of Jesus and the disciples anointing and healing in the New Testament: we are also missionary disciples called to do the same! Before the response, send forth with a blessing and a call to be healing.
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2. Assessment and Adaptation <i>More Clearly Seeing the Path with Jesus</i>	Objective: <i>Students will be able to evaluate their Missionary Discipleship Project.</i>
	Assessment: Students will assess different components of the project based on the rubric and adapt their project as a class and in committees.
	Materials: Copies of the Rubric , copies of the Assessment Chart
Standards Met:	Set Up: - Draw/project a rubric on the board with blank boxes/pull up Rubric on Smartboard if you have one. Initial Assessment: - Each student individually marks the rubric where they think that the project stands in regards to each of the assessment categories. - Students then go up to the board and place a check-mark where they rate the Project on the paths of mission. Small Groups: - Students then gather in committee groups, with assessment chart, to assess what went/is going well and what have been challenges/places to improve for each of their two areas of responsibility on the rubric. Extension Activity, Time Permitting: Large Group Discussion: - Students gather back into a large group. As they are doing so, one scribe from each group writes on the board their responses on the chart. - Teacher leads students to see how each path of mission is perceived to be doing in the Response Project. - Teacher then facilitates discussion around how to respond to each of the

	feedback points (whether that is an adjustment in the project or by addressing how big of an issue each one is). Committee Groups: Students gather back in committee groups to make sure the implementation of adjustments will be carried out smoothly (answering the who, what, when, where, how details). They will write the answers. <i>If doing optional video, finalize and submit now.</i>
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Carry out response before Lesson 3!

3. Reflecting with Jesus <i>Recognizing Jesus after the Resurrection</i>	Objective: <i>Students will be able to recognize Jesus after the fact from their Response Project experience.</i>
	Assessment: Students will reflect on their response project experience, in light of Christ's presence and the Rubric in discussion and worksheet, and will write a thank you message.
	Materials: Prayer: One Day at a Time, Rubric, Reflecting with Jesus Worksheet, pen, paper, envelope, and stamp
	Intro: Congratulations! We have completed your MDI Response Project! We have put in a lot of hard work to get here, and now here we are! Anytime we do a project as missionary disciples, we know we must spend time reflecting on what we did, and how it went. Now is our opportunity to do that! Prayer:: - Open in Prayer: One Day at a Time Individual Reflection: - Each student reflects individually on the Reflecting with Jesus worksheet. Class Reflection Discussion: - Reflect as a class on the following questions: - Revisit the Rubric, and talk about how each of the paths of mission factored into the response project. - Did any one area of the rubric stick out to you as particularly important for this project? Were there any particular areas you thought about as you did the project? - How did the process of adapting our project to get closer to God's mission improve the project and/or the experience?

	○ Reflect on the questions from the handout Thank You Card Writing: ● If you partnered with another organization to carry out your project, as a class, write a thank you card. Each student should write one sentence about what they learned about or how they met Christ during the project. If you did not partner with an organization for this project, students can make a card for your immersion site from the beginning of the year. The people who facilitated your immersion will be so excited to hear how you have progressed throughout the year. (They will be very grateful to receive your card!)
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4. Meeting Jesus in the Everyday Jesus after the Resurrection	Objective: <i>Students will be able to notice how Jesus has shown up for them in their everyday life experiences</i>
	Assessment: Students will answer questions about where they've noticed Jesus in their recently daily interactions, and write a letter of gratitude.
	Materials: Bible opened to Peter 1-2, Linked Scripture passages/Bibles below, Meeting Jesus Worksheet, PowerPoint, pen, paper, envelope, and stamp, Closing prayer: Awaken Us
	Introduction: We have spent the year reading about what Jesus did, learning from his teachings, and practiced walking as he walked. We have looked at injustices in our community, as well as around the world, and have taken action. Jesus works in big ways, with miracles, challenging injustices, and spending time in that third circle, the margins, and Jesus also spends time with friends and family, in those middle two circles we learned about at the beginning of the year. After the Resurrection, what Jesus did was unexpected and surprising. In this lesson, we'll read about some of the ways he spent his time, and reflect on how we might be meeting Jesus when we do similar things to him. Opening Prayer: ● Use Lectio Divina for Peter 1-2 Reflection: ● Read the following passage from Pope Francis' Apostolic Letter, <i>Evangelii Gaudium</i>, "The Joy of the Gospel": <i>"Jesus' whole life, his way of dealing with the poor, his actions, his integrity, his simple daily acts of generosity, and finally his complete self-giving, is precious and reveals the mystery of his divine life. Whenever we encounter this anew, we become convinced that it is exactly what others need, even though they may not recognize it: "What therefore you worship as unknown, this I proclaim to you" (Acts 17:23). Sometimes we lose our enthusiasm for mission because we forget that the Gospel responds to our deepest needs, since we were created for what the Gospel offers us: friendship with Jesus and love of our brothers and sisters.</i>

	<i>If we succeed in expressing adequately and with beauty the essential content of the Gospel, surely this message will speak to the deepest yearnings of people's hearts..."</i> (The Joy of the Gospel, 265) Process: - Individually, in small groups, or as a whole class, in a Bible, read 3 of the following stories of when the disciples met Jesus after the Resurrection: - Read John 20:11-18 - Jesus knows my name - Read John 21:15-19 - Jesus forgives me, by inviting me deeper into work with him (By asking Peter three times, Jesus is asking Peter to remember his love the number of times he denied him during the crucifixion, in forgiveness and invitation to keep the work alive) - Read Luke 24:13-35 - Jesus walks with me always - Read John 20:19-25 - Jesus offers peace - Read John 21:1-14 - Jesus is with us when we gather at table - Read Matthew 28:16-20 - Jesus commissions us - After reading three of the above stories, students individually fill out this Meeting Jesus worksheet. Direct Instruction and Activity: - After filling out the worksheet, students pick one of the people you reflected on in your answers. Write them a letter, expressing your gratitude to them for the ways they have been Jesus for you. Work with your parents to find their mailing address and a stamp, and send them the letter. Let your teacher know who you wrote. Prayer: - Pray the closing prayer: Awaken Us.
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5. Pentecost and My Call to be a Follower of Christ <i>Hearing Jesus' Desire for Me</i> Carry out after Capstone Day	Objective: <i>Students will be able to</i> identify the gift given on Pentecost, explain why that gift is important, and integrate their new understanding of missionary discipleship into a personal vision statement.
	Assessment: Students will answer questions about what it means to be a Christian today, and create a written and/or visual demonstration of their call to missionary discipleship.
	Materials: Copies of the Rubric, sticky notes from beginning of the year, Bible, Pentecost worksheet, computer and videos below, Karen's experience of Pentecost today, and piece of paper, pen, or colored pencils, or recorder, Sending Prayer, PowerPoint if helpful
Standards Met: 7-TP-DP Employ the Lectio Divina	Introduction: After Jesus was Resurrected, he spent 40 days back on Earth, as we learned about in the last MDI lesson, walking with us, eating with us, calling us by name, doing normal everyday things. After those 40 days, he ascended into heaven, promising to leave us

model for reflection using: Peter 1- 2 7-KF-R-3 Review and understand the appearances of Jesus after his resurrection found in the Gospels and in Acts	with an advocate, the Holy Spirit, who gives us many gifts. We have been commissioned to go out and be missionary disciples with our daily lives, and we also know that we do not do this alone. We have each other, and we have the Holy Spirit, our advocate. Opening Prayer: <i>As a missionary disciple, God, make me an instrument of your peace; where there is hatred, let me bring love; where there is hurt and suffering, let me offer forgiveness; where there is doubt, let me share my faith; where there is sadness, let me offer hope; where there is depression and fear, let me show possibilities; where there is sadness, let me bring joy. As I go forth and encounter places of division, help me to show your unity, peace, hope, love and joy. Amen!</i> Individual Process: - Teacher leads the students through a recap of the Institute experience, from first learning about our neighbors, being missionary disciples, planning, revising, implementing, adjusting, and finalizing the project through Encounter, Disturbance, and Response, the Capstone Day. - Teacher returns the sticky notes to the students from the first lesson of the Institute answering the question “Who is my neighbor?” - Students then silently write in their journal about what they have learned from the process - at least 8 sentences answering the following questions: - What was the biggest surprise for me in the process of the Institute? - What will stick with me most as we finish the Institute? Why? - Where have I most strongly felt I was walking with Jesus? - Where have I seen God? - What do I see differently around me now than I did at the beginning of this year due to the Institute? - Any other thoughts or reflections you would like to share. Large Group Discussion: - Students share their reflections as a large group, reflecting back on the experience together, commenting on and with each other’s reflections in discussion. Teacher facilitates. Community Call to Mission: - Gospel Reflection: Read Acts 2:1-11 from the readings of Pentecost. Reflect on the questions (the first set (Acts 2) is about our communal call, the second (1 Corinthians 12:4-31) about the individual call). - Who else is on this path of missionary discipleship, and what does it look like? Meet some Maryknoll Priests and Brothers as they say hello and introduce themselves to you! - As a class, read Karen’s experience of Pentecost today in Cambodia. - Students to reflect with this Pentecost worksheet individually or in small groups Personal Call to Mission:
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- [Listen to Fr. La Mar talk](#) about how his experience of speaking with, living among, and loving people of another culture and language has changed his life. He discerned his personal mission call; and it has made all the difference.
- Answer the remaining [questions on the worksheet](#).

My call to Mission:

- By being a missionary disciple, Fr. La Mar says he, “Found out what it meant to be a Christian... what it meant to be a Catholic.” What does being a Christian today mean to you? Write a poem, song, short story, draw a picture, or record a video to share what being a Christian, or following the life of Jesus, in the year 2022 and our current world situation means, in your opinion.
 - If helpful for reflection, students review [the rubric](#), and reflect personally on the following questions:
 - Who is my neighbor?
 - How am I called to show love to my neighbor using my gifts, embracing my passions, and responding to the needs of the world?
 - How will I continue to be a missionary disciple this summer, into 8th grade, and beyond?
- Depending on time: have students present their creations, or invite them to each share, in one sentence, their personal call to be a missionary disciple.

Wrap Up:

- Have students reflect and write/draw note for the bulletin board: Who is Jesus to you now after walking with Jesus for the year? What does Jesus look like?

Closing Prayer:

- Pray the [closing prayer](#) together:

