

Third Grade: Lesson One

How Married Couples Serve God

Lesson Objective: Students will be able to identify how married couples love and serve God.

Lesson Assessment: Students will complete a two-column chart listing the ways that married couples love and serve God.

Lesson Materials:

- Copies of the Blessed Louis and Marie Zélie Martin comic page
- Paper
- Pencils
- Note card and envelope for each student

The word “vocation” comes from the Latin word “vocare” meaning “to call.” Our vocations are the unique mission God has for us – a mission that no one else in this world can fulfill but us. We are to become the saints we were made to be. For more on the meaning of vocation, see “A Vision of Vocation” included in the curriculum.

Lesson Outline:

Opening Prayer (2 min)

Gather students for the prayers in these lessons as they would gather for prayer at other times.

Invite students to name married couples that they would like to pray for.

Say: *God, today with You we are going to continue to explore the vocations that You call people to. We ask that you help us learn more about the beautiful call to married life, in which You invite a man and a woman to be sacraments and instruments to us of Your love. [We hold up in prayer all those married couples we mentioned earlier.] And we ask that in our own lives and in our own ways, You help us give Your love to others too. Amen.*

Assessing Prior Knowledge (5 min)

Say: *Again, today we are taking more time to explore vocations. All of us have a vocation, although our vocations might be different. But, first, we want to remember: What is a vocation? Does anyone remember from last year?*

Field answers from the students and help them work to the understanding that a vocation is a calling from God. It is a way God calls us through our lives to know, love, and serve Him. Write this definition on the board.

Lesson Outline, Continued:

Saintly Model Connection (10 min)

Say: There are many ways that we can love and serve God, and God calls us in many ways to do this. We can do this through single life, married life, religious life, and priesthood. Those are four different vocations. Today we are going to explore how God calls us to know, love and serve him through married life.

Say: All of us here know married couples. [We prayed for some of them at the start of class.] But, to help us learn more about the vocation to married life, which a man and a woman enter through the sacrament of Matrimony, I want to introduce you to one very special married couple.

Say: Their names are Louis Martin and Marie Zélie Martin. You probably have never heard of them, but they are the parents of St. Thérèse of Lisieux who you might know. Some of us know her as the “Little Flower” as she taught the little way of following Jesus by loving Him in all we do. St. Thérèse’s parents, Louis and Zélie, were beatified in 2008. It was only the second time that a married couple was beatified together. It means that we actually call them Blessed Louis and Marie Zélie Martin because they lived the vocation to married life in a very special and holy way. It also means that they are one step away from being canonized saints! They are two great people to teach us about this great vocation.

Pass out the comic page of Blessed Louis and Marie Zélie Martin, and read it together as a class.

Say: What was the most important thing for Louis and Zélie in their lives? What did they want to do with their lives?

Guide the students to the answer that Louis and Zélie wanted to know, love, and serve God in their lives. That is why Louis thought of becoming a priest and Zélie becoming a religious sister. They got married because they not only loved each other, but they also believed that was how God was asking them to serve Him.

Say: So how did Louis and Zélie serve and love God through their marriage?

(Continued ...)

Lesson Outline, Continued:

Saintly Model Connection Continued

Guide the students to answers that would include: loving each other, loving their children, by practicing their Catholic faith, by teaching their children the faith, by doing their jobs faithfully, etc.

Explain the meaning of the word VOCATION.

***Say:** Although it was not on our comic page, I can tell you another special thing that Louis and Zélie did to serve God in their married life. When they were still newly married, the mother of a young boy who was only 5 years old died. Louis and Zélie welcomed the boy into their home and cared for him as their own. Their love for God and for each other was so big it could welcome him into their lives! Isn't that beautiful? It is a great sign that their marriage was not just about them! Their love flowed over to others!*

Group Work (10-12 min)

Ask students to think of a married couple they know (e.g. their parents, grandparents, aunt and uncle, neighbor, parents of a friend, famous or nationally known couple, etc.) who love and serve God in their vocation to married life.

***Say:** Write the name of the married couple you are thinking of on a piece of paper. In addition, write one way that you recognize that they are showing love and service to God in their lives.*

Individual Work (10 min)

Pass out a note card and envelope to each student.

***Say:** On the note card, write a short message to the married couple you have selected, thanking them for one of the ways they love and serve God in their married lives, and asking God to continue to bless them. On the envelope, write the name (and address if needed) of the selected couple and mail or deliver the card personally.*



Lesson Outline, Continued:

Closing Prayer

Say: God, we give You thanks for Louis and Zélie Martin and how they are a beautiful example of the vocation to marriage. We continue to ask You to help all married couples to live their vocations faithfully. But we also ask that You help us, like You helped Louis and Zélie, find our vocations, whatever they may be. We, too, what to serve You with our lives so that others come to know, love, and serve You too. Amen.

Saints Louis and Marie Zélie Martin: Married Life

As a young man, Louis Martin thought about being a priest and Marie Zélie dreamed of being a religious sister.



The two of them fell in love and decided to get married, just as much as a way to love God as to love each other.

Louis worked as a watchmaker and Marie was a very accomplished lacemaker.

The Catholic faith was very important in their home; they taught their children to follow Jesus with their lives.

One of their children, Therese, went on to become a canonized saint. Most of us know her as St. Therese of Lisieux or the "Little Flower."

Third Grade: Lesson Two

How God Calls Us

Lesson Objective: Students will be able to explain how God may call us through our dreams.

Lesson Assessment: Students will be explain how God called Joseph and what He wanted Joseph to do.

Lesson Materials:

- Copies of the Dreams of St. Joseph (either *Catholic Bible Stories for Children*, p. 94-96, or the handouts from the NAB)
- Two blank sheets of paper per student
- Pencils
- Coloring supplies

Lesson Outline:

Opening Prayer (2 min)

Say: Dear God, You love us so much, and in Your love for us, You like to give us gifts. You give us the gift of faith, the gift of believing in You and Your love for us. You also give us the gift of our vocations so that we can know, love, and serve You in this life and thus be happy. Help us today to learn about one way You try to tell us what our vocations are. Amen.

Review of Previous Lessons (3 min)

Say: Yesterday, we talked about vocations. Remember that a vocation is a calling from God of a particular way to know, love, and serve God. We talked about one specific vocation. What was it?

Guide the students to answer married life.

Say: And who did we look at as an example of married life?

Guide the students to answer Louis and Zélie Martin, the parents of St. Thérèse of Lisieux.

Say: And what were some of the things they taught us about how married couples know, love, and serve God?

Guide the students to answers that would include: loving each other, loving their children, by practicing their Catholic faith, by teaching their children the faith, by doing their jobs faithfully, etc.

Lesson Outline, Continued:

Introduction of New Material (10 min)

Say: Today, we are going to learn about someone else who was called by God. In fact, this man was also called to the vocation of married life. What we want to look at especially is how God called this man to marriage and guided him in it. Now, what are some of the ways that you think God calls us to our vocations and tells us what they are?

Generate a list with students of ways they think God may call people. Examples could include prayer, dreams, through the words of others, through reading the Bible.

Say: The man we are going to learn more about today is St. Joseph. Does anyone know who St. Joseph was? What vocation did God call him to?

Guide the students to answer that he was the husband of Mary and the foster-father of Jesus, thus God called him to the vocation of married life.

Say: God called Joseph to his vocation and guided him in it in a very special way. We are going to learn about that now as we read together some stories from the life of St. Joseph from the Bible.

Pass copies of either *Catholic Bible Stories for Children*, p.94-96, or the handouts from the NAB to the students and read together the story of St. Joseph being called by God.

Say: How did God tell St. Joseph what He wanted him to do?

Guide the students to answer that God spoke to St. Joseph through his dreams. Make sure they connect that God first called St. Joseph to the vocation of married life through a dream, and then God guided him in that vocation through dreams as well too.

Say: We said that God can speak to us in many ways. Dreams were the way that God spoke to St. Joseph to tell him what his vocation was. God loves us, and so God cares about our dreams. Our dreams are important to God, but God also has big dreams for us.

(Continued ...)

Lesson Outline, Continued:

Introduction to New Material Continued

Say: *Our vocations are the big dreams that God has for our lives because that is how God wants us to know, love, and serve Him and thus find happiness in this world. It was in listening to God's dreams for him that St. Joseph found his vocation and found happiness as the husband of Mary and the foster-father of Jesus.*

Individual Work (10-15 min)

Pass out two pieces of paper to each student, pencils and, coloring supplies.

Say: *We want to remember this important point that one of the ways that God calls us to our vocations is through our dreams. On the two sheets of paper, draw each of St. Joseph's dreams. What did he see and hear in his dreams? The stories we just read from the Gospel of Matthew give us some idea, but use your imaginations and draw what you think St. Joseph experienced in his dreams. At the bottom of each drawing in your own words, write what the message of the dream was to St. Joseph about his vocation.*

Go around the room and help any students who might struggle to envision what St. Joseph's dreams might have looked like. Also assist students as needed with writing the message of the dream at the bottom of the paper.

Closing Prayer

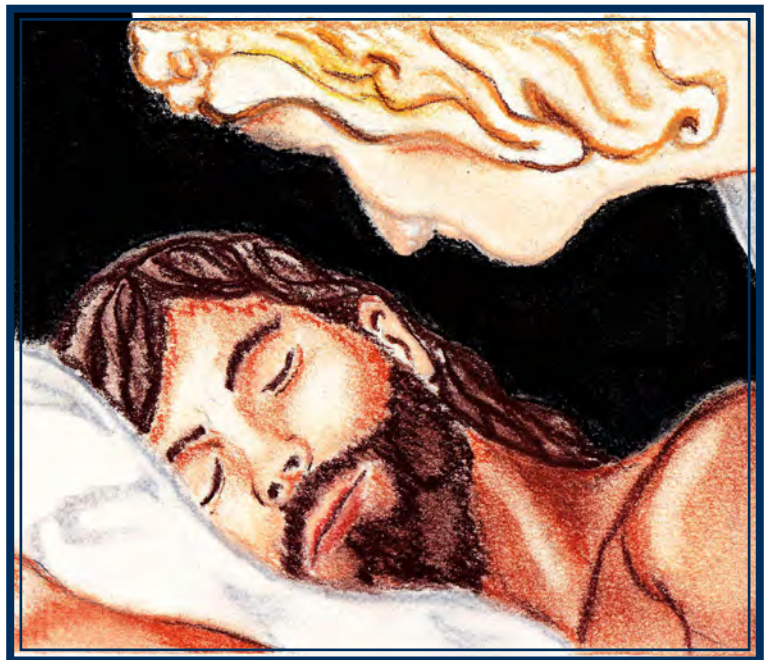
Say: *God, we thank You for calling St. Joseph through his dreams because You had something very important for him to do. You also have something very important for us to do as well. Help us to listen to You more, not just in our dreams, but in our prayers and at Mass so we can hear You calling us in our lives. Amen.*

God's Call to St. Joseph

Matthew 1:18-25

Now this is how the birth of Jesus Christ came about. When his mother Mary was betrothed to Joseph, but before they lived together, she was found with child through the holy Spirit. Joseph her husband, since he was a righteous man, yet unwilling to expose her to shame, decided to divorce her quietly.

Such was his intention when, behold, the angel of the Lord appeared to him in a dream and said, “Joseph, son of David, do not be afraid to take Mary your wife into your home. For it is through the holy Spirit that this child has been conceived in her. She will bear a son and you are to name him Jesus, because he will save his people from their sins.”



All this took place to fulfill what the Lord had said through the prophet: “Behold, the virgin shall be with child and bear a son, and they shall name him Emmanuel,” which means “God is with us.” When Joseph awoke, he did as the angel of the Lord had commanded him and took his wife into his home. He had no relations with her until she bore a son, and he named him Jesus.

God's Continued Calls to St. Joseph

Matthew 2:19-23

When Herod had died, behold, the angel of the Lord appeared in a dream to Joseph in Egypt and said, “Rise, take the child and his mother and go to the land of Israel, for those who sought the child’s life are dead.”

He rose, took the child and his mother, and went to the land of Israel. But when he heard that Archelaus was ruling over Judea in place of his father Herod, he was afraid to go back there. And because he had been warned in a dream, he departed for the region of Galilee.



He went and dwelt in a town called Nazareth, so that what had been spoken through the prophets might be fulfilled, “He shall be called a Nazorean.”

Third Grade: Lesson Three

Sharing Your Dreams with God

Lesson Objective: Students will be able to share their dreams with God.

Lesson Assessment: Students will write their dreams in a letter to God.

Lesson Materials:

- Blank pieces of paper
- Pencils

Lesson Outline:

Opening Prayer (2 min)

Say: *God, we thank You for how You love us. We love You, and we want to do what You ask of us. And so together we say the prayer that Your Son, Jesus, taught us: Our Father, who art in heaven ... Amen.*

Review of Previous Lessons (3 min)

Ask the students to recall the objectives learned in the previous two lessons.

Say: *We have been talking this week about vocations. Who can tell me some of the people we have met this week? And what have we learned from them?*

Guide the students to recall Blessed Louis and Marie Zélie Martin as well as St. Joseph and the married couples we have personally thanked and prayed for. Ask follow-up questions as necessary to help students discuss how married couples make God known, loved, and served, and how God uses dreams as one way to call us to our vocations.

Introduction of New Material (5 min)

Say: *God calls us in many ways to do many things. He called St. Joseph through his dreams. It is just as important for us to share our dreams with God. As we said before, God loves us and so He cares about our dreams. He listens to our dreams just as He asks us to listen to His dreams for us. How can we share our dreams for the future and for our life with God?*

(Continued ...)

Lesson Outline, Continued:

Introduction of New Material Continued

Have students brainstorm and list on the board ways in which we can share our dreams to know, love, and serve God through our vocation. Guide students to include: praying, writing Him a letter, having a conversation with Him, sharing our dream with a priest or religious sister or brother, etc.

Individual Work (15 min)

Say: *All those are good ways to share our dreams with God. What we are going to do today is write God a letter, sharing with Him some of our dreams about our future. Today we want to think about the big dreams we have, like who we want to be and what we want to do when we grow up. Try to think especially if you have dreamed about ways of serving God and helping others in your lives. You can include multiple dreams in the letter. You do not have to mention just one.*

Students will have 15 minutes to work individually to draft a letter to God in which they share something(s) they dream about. While students write, circulate around the room and provide assistance.

Share/Closing Prayer (10-12 min)

Gather students together either on the floor or in a central meeting place.

Say: *Now that we have had time to write our letters to God, we are going to take some time as a class to share with each other some of our dreams. I invite those who are willing to share with the class some of the dreams they wrote about in their letter.*

Affirm the students as they venture to share their dreams.

Close the lesson by placing the letters on the prayer table as a reminder to share our dreams with God.

Say: *God calls each of us to our vocation in many ways. It is important for us to talk with God and share our dreams with Him as well.*



Lesson Outline, Continued:

Closing Prayer

Say: God, we thank You for listening to our dreams today. Help us to keep sharing the dreams that are in our hearts with You. Also help us to listen to You and hear what dreams You might have for us, just like St. Joseph listened to Your dreams for him. Guide us to to know, love, and serve You with our lives. Amen.

Fourth Grade: Lesson One

Serving God in the Committed Single Life

Lesson Objective: Students will be able to identify how the vocation of the committed single life serves God.

Lesson Assessment: Students will list ways that Blessed Pier Giorgio Frassati served God as a committed single person.

Lesson Materials:

- Large chart paper
- Copies of the Frassati comic strip (enough for pairs of students)
- Highlighters (1 per pair)

The word “vocation” comes from the Latin word “vocare” meaning “to call.” Our vocations are the unique mission God has for us – a mission that no one else in this world can fulfill but us. We are to become the saints we were made to be. For more on the meaning of vocation, see “A Vision of Vocation” included in the curriculum.

Lesson Outline:

Opening Prayer (2 min)

Gather the students for the prayers in these lessons as they would gather for prayer at other times.

Say: *Dear Lord, You want us to be happy. We know that we will be happy if we try to love like You. Please teach us how to be more like Yourself, especially by following Your Son, Jesus. Thank you for giving us the gift of Jesus, and for giving each of us the ability to follow Jesus. Amen.*

Assessing Prior Knowledge (5 min)

Determine what your students remember and know about the term “vocation.” Have the term written on the top of a piece of chart paper.

Say: *Has anyone ever heard or seen this word before? You might remember it from your classes in past years.*

Write down students’ responses on the chart paper under the term “vocation.”

Say: *A vocation is a call from God, to know, love, and serve God.*

Record this definition on the chart paper.

Say: *What is the most important thing that God asks us to do?*

Field student responses. Guide them in identifying that the most important thing is to follow Jesus and imitate Him.

Lesson Outline, Continued:

Introduction of New Material & Discussion (5 min)

Committed single life is the vocation of those who consecrate or commit their lives to serving God and others as single people. They do not marry, get ordained, or enter religious life. They find other ways to use their gifts and talents in service of God and others as celibates. For more on this vocation, see the Vocations Grid included in the curriculum.

Say: God also invites us to be certain people in His kingdom, and it is our job to pray and listen for His invitation to learn what kind of person God wants us to be.

Say: Some people hear God calling them to be married. Some people hear God calling them to be priests, religious sisters, or religious brothers. Other people hear a different invitation. They are invited to be a committed single person.

Guide students in defining “committed single person.” Record “committed single person” on the board or a new piece of chart paper, and work with students to use context clues to break apart this title.

Say: What does ‘single’ mean?

Allow students to answer that it means “one” or “by one’s self.”

Say: What does it mean to be committed to something?

Give students an opportunity to offer educated guesses. Guide them in identifying that commitment is being able to stick with something.

Say: Who can identify something to which you are committed?

Ask the students for examples of commitments they have made whether it be playing on a sports team, or helping in the house in a particular, dedicated way.

Say: When you are committed to something, you put your whole heart and soul into whatever it is. The committed single person does not get married or become a priest, sister, or brother. This person dedicates his or her life to loving and serving God by staying single because it is what God invites and calls him or her to do. The committed single life is a powerful way to love others and to be able to help them as a friend. We are going to learn today about a very special person who did just that.

Lesson Outline, Continued:

Saintly Model Connection (5 min)

Pass out copies of the comic page of Blessed Pier Giorgio Frassati. Then read the comic page together as a class.

Say: *We just heard the story of a man who was very committed. Who was Blessed Pier Giorgio Frassati committed to?*

Guide the students to answer both “God” and “the poor and the sick.”

Say: *And do you think God and those people were happy with Blessed Pier Giorgio?*

After the students answer yes, ask them to explain why.

Say: *Certainly, married people, priests, religious sisters, and religious brothers are committed to God. They are able to serve God in many ways too, including the poor like Blessed Pier Giorgio did. But, we just heard how Pier Giorgio was able to serve God and help others in a special way because he was committed as a single person. He could welcome them in as his family.*

Group Work (10-12 min)

Say: *What Blessed Pier Giorgio did is what God asks all of us to do. God gives all of us gifts, and God asks us to use those gifts in service of Him and others. So, today we want to look more closely at the gifts that God gave Blessed Pier Giorgio and how he used them to serve God and others.*

Model for the students the procedure they will follow in pairs or groups by writing on the chart paper: 1) “Gifts that Blessed Pier Giorgio Frassati was given” and 2) “Ways that Blessed Pier Giorgio Frassati used his gifts.” List one or two examples depending on how quickly the students demonstrate understanding of what they are to do. This poster will be referenced later in the week.

Then have the students reread the story in pairs or groups and ask them to highlight ways that Blessed Pier Giorgio used his gifts to serve God by continuing the chart on the paper provided each group. Let them know they will share some of their answers when they are done.

(Continued ...)

Lesson Outline, Continued:

Group Work Continued

When students have completed their group work, have pairs share what they highlighted. Compile their responses on the chart paper. Keep this hanging in the room for the rest of the week.

Say: *So, again, we can see clearly here in the life of Blessed Pier Giorgio Frassati how God gave him gifts, and then Pier Giorgio as a committed single person used those gifts to make God known, loved, and served. He lived his vocation faithfully.*

Closing Prayer

Say: *Dear Lord, thank You for the gift of Blessed Pier Giorgio Frassati. He followed his vocation, and was a wonderful follower of Jesus. Teach us to follow Jesus through Blessed Pier Giorgio Frassati's example. Amen.*

Blessed Pier Giorgio Frassati:

Pier Giorgio Frassati was born in a wealthy family, but he always had a special concern for those in need.

He served the poor generously, sometimes returning home without his coat or his shoes!

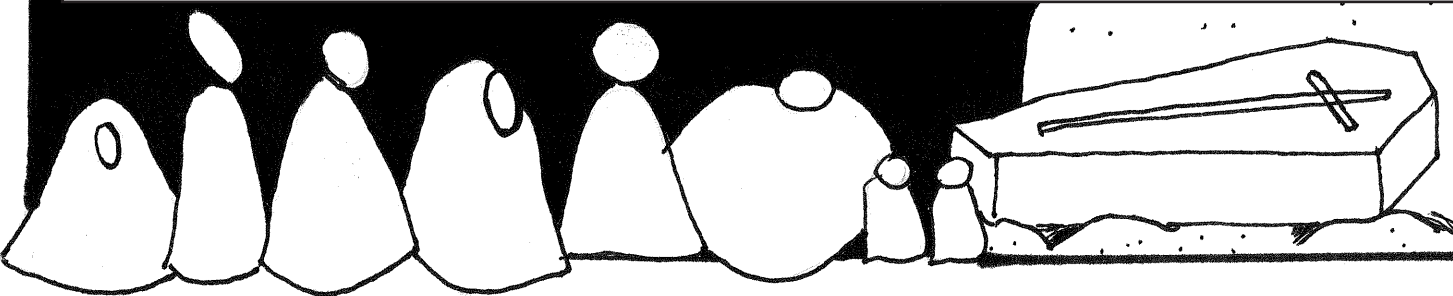
In college, Pier Giorgio studied engineering. He also got involved in student groups that promoted the Catholic faith and worked for justice and peace.

Committed Single Life

Even as a young person, Pier Giorgio had a deep love for God and really enjoyed praying and going to mass.

Pier Giorgio enjoyed mountain climbing with his friends; he also invited them to serve the poor and the sick with him.

He died of polio before he finished college, and many of the poor and sick he had served for years came to his funeral. They had seen God's love in his service of them.



Fourth Grade: Lesson Two

God Strengthens Us to be Disciples

Lesson Objective: Students will be able to identify how God strengthens His people to be His disciples.

Lesson Assessment: Students will be able to identify how God strengthened David to do His will despite unlikely circumstances.

Lesson Materials:

- Chart paper
- Construction paper
- Pens/pencils
- Scissors
- Activity page with hammer and rock patterns
- *Catholic Bible Stories for Children (optional)*

Lesson Outline:

Opening Prayer (2 min)

Say: Dear Lord, You ask each of us to be a part of Your family, and to take on different roles. Please give us the courage to follow You, and to accept the jobs You ask of us. We know that You love us, and that You will be with us where we go. Thank you for always being our friend, and for guiding us. Amen.

Review of Previous Lessons (3 min)

Reiterate the objective from Lesson 1.

Say: Yesterday, we learned that God invites us to be a certain person in His kingdom. We call this our “vocation.” It is how God invites us to know, love, and serve Him, and also make God known, loved, and served by others. God invites some of us to serve Him through the single life, and others through marriage or the religious life. God always gives us the skills that we will need to serve Him by serving others.

Discussion & Story (15 min)

Say: Today, we are going to learn about someone who accepted God’s invitation and was strengthened by God to do His will.

Say: I am going to read to you two stories about David. The first story is about God naming David as king. The second story is about David conquering Goliath. In the two stories, we learn that David was not a likely king, or someone who would easily conquer a giant.

(Continued ...)

Lesson Outline, Continued:

Discussion & Story Continued

Say: As I read, I want you to listen for all the reasons why we would never expect David to be the hero in either of the stories. I will stop after each story to ask for your ideas.

Read the stories from *Catholic Bible Stories for Children*, p. 50-56, or the following from the Bible (NAB 1 Samuel 16:1, 4-13 and 1 Samuel 17:3-11, 32-35, 37-50). Pause after each story to ask for the students' observations on the obstacles that David had to overcome. Record the students' responses on chart paper under the title "David's Obstacles."

Say: *The LORD said to Samuel: How long will you grieve for Saul, whom I have rejected as king of Israel? Fill your horn with oil, and be on your way. I am sending you to Jesse of Bethlehem, for from among his sons I have decided on a king. Samuel did as the LORD had commanded him. When he entered Bethlehem, the elders of the city came trembling to meet him and asked, "Is your visit peaceful, O seer?" He replied: "Yes! I have come to sacrifice to the LORD. So purify yourselves and celebrate with me today." He also had Jesse and his sons purify themselves and invited them to the sacrifice.*

As they came, he looked at Eliab and thought, "Surely the anointed is here before the LORD." But the LORD said to Samuel: Do not judge from his appearance or from his lofty stature, because I have rejected him. God does not see as a mortal, who sees the appearance. The LORD looks into the heart. Then Jesse called Abinadab and presented him before Samuel, who said, "The LORD has not chosen him." Next Jesse presented Shammah, but Samuel said, "The LORD has not chosen this one either." In the same way Jesse presented seven sons before Samuel, but Samuel said to Jesse, "The LORD has not chosen any one of these."

Then Samuel asked Jesse, "Are these all the sons you have?" Jesse replied, "There is still the youngest, but he is tending the sheep." Samuel said to Jesse, "Send for him; we will not sit down to eat until he arrives here." Jesse had the young man brought to them. He was ruddy, a youth with beautiful eyes, and good looking. The LORD said: There—anoint him, for this is the one!

(Continued ...)

Lesson Outline, Continued:

Discussion & Story Continued

Then Samuel, with the horn of oil in hand, anointed him in the midst of his brothers, and from that day on, the spirit of the LORD rushed upon David. Then Samuel set out for Ramah.

Say: Why was David the least likely person to be named king?

Guide student responses to include that David was the youngest, smallest, least experienced son. Then continue with the second story.

Say: The Philistines were stationed on one hill and the Israelites on an opposite hill, with a valley between them. A champion named Goliath of Gath came out from the Philistine camp; he was six cubits and a span tall. He had a bronze helmet on his head and wore a bronze breastplate of scale armor weighing five thousand shekels, bronze greaves, and had a bronze scimitar slung from his shoulders. The shaft of his javelin was like a weaver's beam, and its iron head weighed six hundred shekels. His shield-bearer went ahead of him.

He stood and shouted to the ranks of Israel: "Why come out in battle formation? I am a Philistine, and you are Saul's servants. Choose one of your men, and have him come down to me. If he beats me in combat and kills me, we will be your vassals; but if I beat him and kill him, you shall be our vassals and serve us." The Philistine continued: "I defy the ranks of Israel today. Give me a man and let us fight together." When Saul and all Israel heard this challenge of the Philistine, they were stunned and terrified.

Then David spoke to Saul: "My lord should not lose heart. Let your servant go and fight this Philistine." But Saul answered David, "You cannot go up against this Philistine and fight with him, for you are only a youth, while he has been a warrior from his youth."

Then David told Saul: "Your servant used to tend his father's sheep, and whenever a lion or bear came to carry off a sheep from the flock, I would chase after it, attack it, and snatch the prey from its mouth. If it attacked me, I would seize it by the throat, strike it, and kill it.

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Lesson Outline, Continued:

Discussion & Story Continued

David continued: "The same LORD who delivered me from the claws of the lion and the bear will deliver me from the hand of this Philistine." Saul answered David, "Go! the LORD will be with you."

Then Saul dressed David in his own tunic, putting a bronze helmet on his head and arming him with a coat of mail. David also fastened Saul's sword over the tunic.

He walked with difficulty, however, since he had never worn armor before. He said to Saul, "I cannot go in these, because I am not used to them." So he took them off.

Then, staff in hand, David selected five smooth stones from the wadi and put them in the pocket of his shepherd's bag. With his sling in hand, he approached the Philistine. With his shield-bearer marching before him, the Philistine advanced closer and closer to David. When he sized David up and saw that he was youthful, ruddy, and handsome in appearance, he began to deride him. He said to David, "Am I a dog that you come against me with a staff?" Then the Philistine cursed David by his gods and said to him, "Come here to me, and I will feed your flesh to the birds of the air and the beasts of the field."

David answered him: "You come against me with sword and spear and scimitar, but I come against you in the name of the LORD of hosts, the God of the armies of Israel whom you have insulted. Today the LORD shall deliver you into my hand; I will strike you down ... thus the whole land shall learn that Israel has a God. All this multitude, too, shall learn that it is not by sword or spear that the LORD saves. For the battle belongs to the LORD, who shall deliver you into our hands."

The Philistine then moved to meet David at close quarters, while David ran quickly toward the battle line to meet the Philistine. David put his hand into the bag and took out a stone, hurled it with the sling, and struck the Philistine on the forehead. The stone embedded itself in his brow, and he fell on his face to the ground. Thus David triumphed over the Philistine with sling and stone; he struck the Philistine dead, and did it without a sword in his hand.

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Lesson Outline, Continued:

Discussion & Story Continued

Say: *Why was David the least likely person to be chosen to fight Goliath?*

Guide student responses to include that David had never fought in an army or worn armor before. He fought without the armor or weapons, and had simple stones and a sling.

Individual Work & Assessment (10 min)

Say: *Just like in David's life, we are presented with obstacles. God strengthens us and prepares us for those challenges, even when we doubt our own ability. It is when we are most uncertain or scared that we need to turn to God for strength.*

Say: *David accepted God's invitation to be King and volunteered to fight Goliath because he knew it was what God was inviting him to do. By accepting God's invitation, God provided him the faith and the strength to be victorious. God gives us everything we need to do what God asks of us.*

Have available construction paper and the activity page with the hammer and rock patterns. Invite the students to cut-out the hammers and rocks from the handout and trace them onto the construction paper. Then cut the rock and the hammer out of the construction paper.

On the rock, invite students to write down the traits that they think made David the most unlikely leader for God's people. On the hammer, have them write down some gifts that God granted David to overcome those obstacles. Examples of gifts include: faith, wisdom, grace, support. You may also invite students to elaborate in 1-2 sentences how these gifts strengthened David, or in what particular obstacle did it assist him.

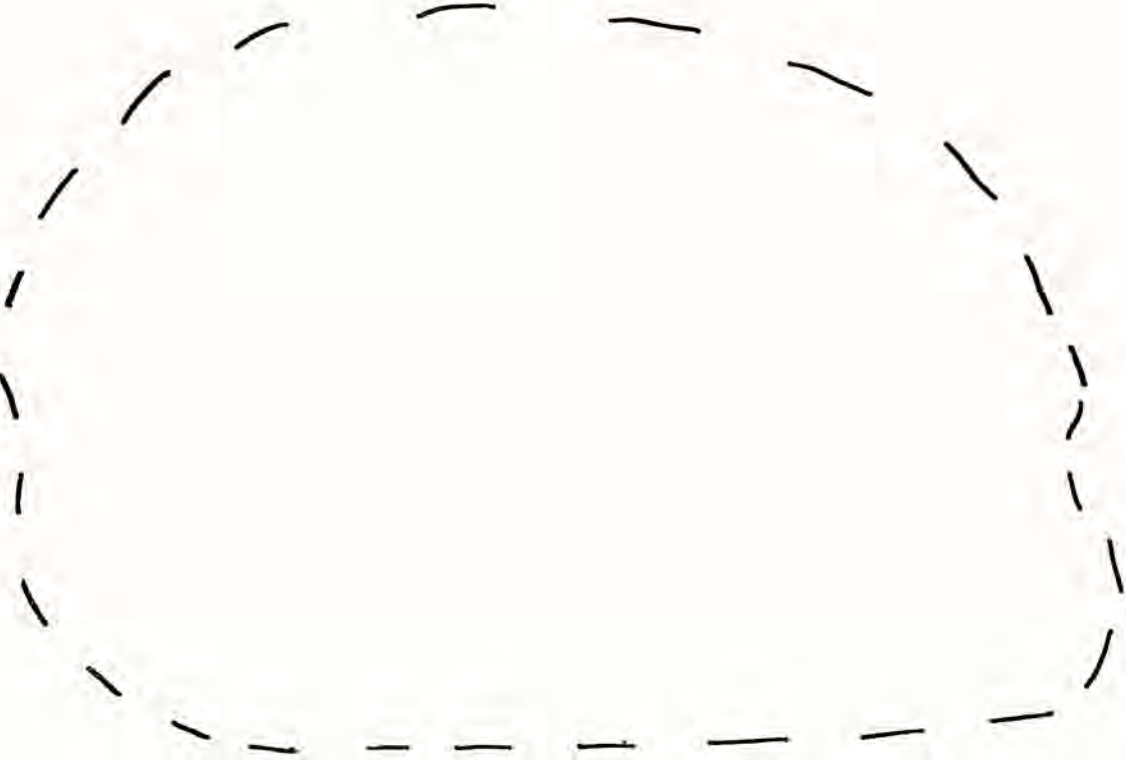
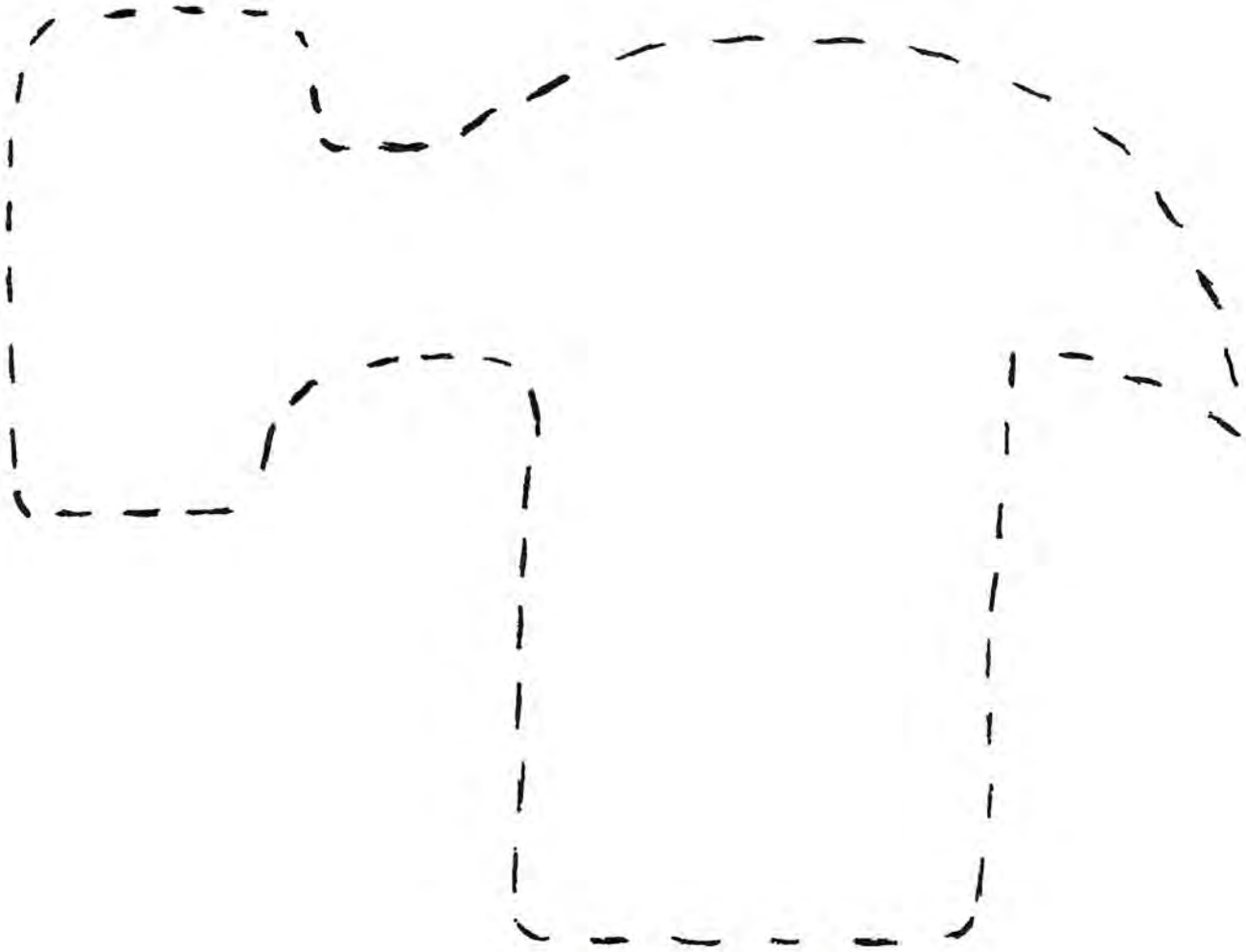
Create a bulletin board or display with the students' responses.



Lesson Outline, Continued:

Closing Prayer

Say: *Dear Jesus, sometimes it's hard to do what we know is right. Please give us the courage to respond to Your call. We know that You will be with us, and we know that nothing is impossible for You. Help us to be good followers of You! Amen.*



Fourth Grade: Lesson Three

God Gives Us Gifts and Talents

Lesson Objective: Students will be able to identify their own God-given gifts and talents as well as those of others, and how they can use them to serve others.

Lesson Assessment: Students will describe their gifts and talents and those of others, and identify how they can use them to serve others using an activity page.

Lesson Materials:

- God's Gifts activity page
- Pencils
- Coloring supplies

The following activity may be adapted to best meet your students' needs and abilities.

Lesson Outline:

Opening Prayer (2 min)

Say: Dear Lord, thank you for the wonderful gifts You have given us! You have given us special abilities and talents, but You ask us to use them for others. Please help us think of others, and to share our gifts with those in need. Inspire us to follow Jesus' example and to keep our hearts and minds focused on You. Amen.

Review of Previous Lessons (3 min)

Recount the objectives learned in the previous two lessons. The posters created from the previous two lessons should be readily available.

Say: This week, we have learned how God graces us with gifts and talents. These gifts and talents allow us to serve Him by serving others, including at times overcoming obstacles that get in the way.

Reference the poster compiled in Lesson 1 about Blessed Pier Giorgio Frassati's gifts/talents, and the poster/bulletin board created in Lesson 2 about David overcoming his obstacles with God's grace and gifts.

Review of Previous Lessons (3 min)

Show students the God's Gifts activity page that they will use for the activity. Walk through the instructions with them, demonstrating how to complete the handout on the board.

Say: Today, we are going to focus on the gifts that we know God has granted each of us, as well as those you see in others. Then, we will reflect on how we can use our gifts to serve others.

(Continued ...)

Lesson Outline, Continued:

Review of Previous Lessons Continued

Say: Let's begin by thinking about what some of these gifts might be. As I look around the room at all of you, I see some of you who are very creative (write "creativity" on the board). I also know that God has blessed you with the chance for a good education (write "good education" on the board.) What are some other gifts that God has given the students in this class?

Take a few minutes to brainstorm a diverse list of gifts on the board. Then, distribute the God's Gifts activity page.

Say: Look at the top of your paper. Think of two gifts or talents that you know God has given you and write them down. For instance, on my paper, I would write "creativity" and "a good education." They might be two that we've listed on the board, or you might think of a new one that we didn't list.

Say: Next, when I tell you to do so, we will pass our papers to a classmate (demonstrate the circulation pattern). You will contribute to (#) other students' papers.

Suggest a number that makes sense for your classroom – so if there are 5 students to a row, or 4 to a table, those might be logical numbers.

Say: Think to yourself, is there something that your classmate is really good at that makes him/her special? Is there something unique about a classmate that you would like to share with him/her? For instance, "Mrs. Smith is an excellent listener, and as her friend, I'm thankful for that quality with which God has graced her." I would write "good listener" on Mrs. Smith's paper when it came to my desk.

Lay the ground rules for your students at your discretion. Students should not write down material possessions or non-serious answers.

Provide your students will rules regarding the noise level, time limit for the activity, and other classroom management guidelines to ensure a smooth activity. Students should return papers to their owners at the end of the activity. Be sure that each student receives positive feedback from his/her peers.

(Continued ...)

Lesson Outline, Continued:

Review of Previous Lessons Continued

Instruct students to read and reflect on the items written on their graphic organizers. At the bottom of the page, ask them to write a couple of sentences that identify how they can use one or more of their gifts/talents to benefit others. Model this procedure for students by sharing the following example or a similar one.

***Say:** I can use my creativity to make cards for my friends. I could let them know that I appreciate their friendship and hopefully brighten their days. I can use my education to help teach my students. I can pass on the knowledge I have learned to them.*

Share (10-12 min)

Invite students to share what they wrote. Close the lesson by restating how God blesses us with gifts and talents so that we may serve Him by serving others.

Closing Prayer

***Say:** Dear Jesus, thank You for the gifts You have given us, but thank You, too, for giving so many wonderful gifts to our classmates. It is such a blessing to be in class with so many wonderful people. Please bless each of our classmates, and inspire them to be generous with their gifts. With Your help, we will make this classroom a happy, holy place. Amen.*

My name is _____.

I give thanks to God that He has given me these gifts:

_____ and
_____.

Sometimes our friends see our gifts better than we do. My friends have noticed that God has given me the following gifts:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____