Archdiocese of Philadelphia - Vocation Awareness Week Unit Plan

Title of unit: Vocations and Saints **Grade level**: Sixth Grade

Approximate time needed for unit completion: 1 week

Proposed Start Date: Monday of Vocation Awareness Week

DESIRED RESULTS

Established Goals/Content Standards:

- I can connect the Saints as role models to their respective vocations. I can analyze the lives and decisions of these Saint role models to understand the role of vocations.

Enduring Understandings:

Overarching: Students will appreciate the call to vocation.

Topical:

- Students will be able to connect the three types of vocations to specific modern Saints.
- Students will be able to explain the difference between a Vocation and a career.

Essential Questions:

- What are the four types of vocations?
- List positive examples of these vocations.
- What is the difference between a vocation and a career?
- How do you live a life of vocation in modern society?
- How are vocations positive to the world?

Unit Questions:

- Students can categorize the vocations and list specific Saint Examples.

Student Objectives/Learning Activity Outcomes/I can…

Lesson One:

1. I can identify the four types of vocations.
2. I can compare and contrast a vocation and a career.
3. I can distinguish St. Teresa of Calcutta as an example of a religious vocation through her overwhelming kindness and devotion to human needs.

Lesson Two:

1. I can distinguish the religious vocation of priesthood from a career by using specific examples.
2. I can identify the role of a religious priest in our faith as special and unique.

Lesson Three:

1. I can give you examples of how married life serves as a vocation.
2. I can examine the lives of Saints who practice this vocation and highlight their strengths.

Lesson Four:

1. I can describe single life as a vocation and give specific examples.
2. I can defend single life as a vocation not a career

Lesson Five:

1. I can justify, criticize and judge if a vocation is a career.
2. I can support my thought on the topic with specific facts and examples from Saints.

ASSESSMENT EVIDENCE

Performance Tasks: Students can debate the statement "Is a Vocation a Career?" at the end of the unit. Students will be able to use specific lessons and examples taught to prove their stand on vocation.

Other Evidence: Teacher can use daily exit cards to have students answer a lesson specific objective to monitor daily understanding. Student can give a specific question to answer or have the students write an item learned in the lesson. Teacher should review lesson plans before the next class.

MATERIALS and RESOURCES

Lesson One:

- For teacher reference and background https://vocationministry.com/about/vocaciones-de-la-iglesia/
- You Tube Video https://www.youtube.com/watch?v=ihnzFH2L818
- For teacher reference and background: http://www.catholic.org/saints/saint.php?saint_id=5611
- Consider a journal for reflection.

Lesson Two:

- You Tube Video https://www.youtube.com/watch?v=AZuPrQBSDCs
- For teacher reference and background: http://www.catholic.org/saints/saint.php?saint_id=311
- Optional YouTube video of St. Pio https://www.youtube.com/watch?v=MZEwkeSG1kE

Lesson Three:

- For teacher reference and background**:** http://www.catholic.org/saints/saint.php?saint_id=6985
- You Tube Video https://www.youtube.com/watch?v=gDRkwO-08Ss
- For teacher reference and background: https://ocarm.org/en/content/liturgy/saints-louis-and-zelie-martin-parents-therese-lisieux-m
- You tube video https://www.youtube.com/watch?v=wsxgujZhjYI

Lesson Four:

- For teacher reference and background:
- http://www.catholic.org/saints/saint.php?saint_id=6994
- YouTube Video http://www.catholic.org/saints/saint.php?saint_id=6994
- For teacher reference and back ground:
- http://www.catholic.org/saints/saint.php?saint_id=43

Lesson Five:

- No specific materials needed. Dress up clothes if the kids prefer.

LEARNING PLAN

Optional: Consider having the students create a reflection journal at the completion of each lesson.

Lesson One: **Date Completed: _____**

- Teacher should reference website, https://vocationministry.com/about/vocaciones-de-la-iglesia/ so they have an understanding before beginning the class.
- Play You Tube "What is Vocation?" clip for the students. https://www.youtube.com/watch?v=ihnzFH2L818 .
- Through questioning techniques, Brainstorm with the students on the difference between a vocation and a career. Create a Venn diagram on the board to visualize the difference. Highlight to the students that the Vocation is an answer to God's call to serve the world.
- There are four types of vocations – Religious, Priesthood, Single Life and Married Life. Make a four-column chart on the board with each being the respective heading. Ask the students to give examples of how each group lives out their calling from God.
- Explain to the students that over the course of Vocations week, the students will examine the lives of Saints who were role models to their vocations.
- Today you will focus on Saint Teresa of Calcutta (Mother Teresa). Explain that Mother Teresa chose a religious life devoted to Missionary work. She was a living example of the Beatitude: Blessed are the needy in Calcutta and assisting in restoring human dignity. (If needed, teacher should reference http://www.catholic.org/saints/saint.php?saint_id=5611 for information on the life of Saint Teresa of Calcutta.
- Have students watch the following You Tube video https://www.youtube.com/watch?v=crRzrq3MhU8
- Following the video ask the students what vocation Mother Teresa chose. Ask the students to give examples of how she lived her vocation and her calling from God. Refer to the Venn diagram from the beginning of class; ask the students to now compare Mother Teresa's vocation to career. Highlight to the students the obvious difference.
- Conclude with a final thought about how Saint Teresa's calling changed the world. Ask the students if Jesus' love was present in her actions.
- Consider having the student's journal their thoughts at the completion of class.

Lesson Two: **Date Completed: _____**

- Recall Saint Teresa of Calcutta as having a vocation of religious life. Ask the students to name other types of religious vocations. Some responses may include: Deacon or Priest.
- Express to Students that today we will focus on the vocation of priesthood. Ask the students to recall in their mind a parish priest. Give the students a moment to reflect on that priest vocation and his role in the lives of the parish or school. Then, pass around a piece of paper to each student. Give the students a timed three minutes to write down the roles of the priest in his vocation that they may or may not have witnessed. Answers could include: blesses the sick, celebrates Mass, and forgives sins. Have the students share their responses.
- Point out to students two very important things that a priest does to assist God's children on their journey that no one other than a priest can perform. The first is the full celebration of the mass and changing bread and wine into the Body and Blood of Christ. The second is the priest's ability to celebrate the Sacrament of Anointing of the Sick which assists us into our eternal life with God.
- Play the following the video about Fr. Kapaun https://www.youtube.com/watch?v=AZuPrQBSDCs
- Ask the students how F. Kapaun lived out his vocation. Ask the students to give examples as to how Fr. Kapaun lived out Jesus' life of love based on the specific examples of his story in the video.
- Ask the students what Fr. Kapaun did that no other vocation could do? Answer celebrated the mass.
- Fr. Kapaun was a faith filled man who was devoted to prayer. Ask students how we know this from the video?
- Tell the students there is another modern Saint who was also a priest that was devoted to prayer. He is Saint Pio. Ask the students if anyone has heard of this Saint, and if so to share what they know. On the board make a class KWL chart. (Know, Want to Know, Learned)
- Encourage the students to find their Want to Know answers as they pair in pair in groups of two and three. Give each child a copy of Loyola Press' Saints for Kids Saint Pio Article. Ask the students to read it together and work together to fill in what they don't know and what they learned.
- While students are working on assignment, teacher should project Saint Pio Image on the board. There are many to choose from on Google Images.
- After a few minutes, pull the class back together. Return to the class KWL chart and work together to fill in the blanks. Teacher should take time to discuss comments the students are making.
- Question the students if St. Pio lived a life of vocation or career? Ask the students to defend their answers with specific examples of how Saint Pio lived his vocation.
- If time allows, close class with power point of St. Pio on You Tube https://www.youtube.com/watch?v=MZEwkeSG1kE
- Consider having the student's journal their thoughts at the completion of class.

Lesson Three: **Date Completed: _____**

- Recall to the students that the past two days they spent time discussing and exploring vocations to the Religious Life and priesthood. Using questioning techniques, ask the students the key questions of the unit: What is the difference between a vocation and a career? Give examples of Religious Life vocation? What makes a priest different in his responsibilities to humankind? Conclude with: What are the two other types of vocations?
- Explain to the students that today we will be discussing the vocation of married life. Ask the students if they know anyone in this vocation. A quick example would be their parents or possibly teachers.
- Then using questioning, ask the students what are the duties of the married life vocation? Why is married life important to our Church? The World? A married couple is to preserve human life and promote the gospel. They are to raise their child to know, love and serve the Lord.
- The first Saint that we will use as an example is Saint Gianna Molla. Explain to the students that she is a modern Saint that was canonized by Pope John Paul II because of her outstanding example of the married life vocation. She valued her vocation of preserving human life.
- The video discusses how she longed for a vocation of married life so she could raise a Christian family. Discuss with the students decisions that married couples make to promote God's love and plan for the world. Allow the students to refer to the video for examples.
- Explain to the students how St. Gianna Molla had a career as a doctor but that she used this talent to serve others. See if the students can give you specific examples.
- Transition to the next Canonized married couple, Louis and Zelie Martin, parents of Saint Therese. This couple was declared Blessed by Pope John Paul II because of their ability to lives the same lives as Catholics today with all the demands of life. This married couple did this while providing a holy home and instilling holiness in their family. They were canonized by Pope Benedict XVI in 2015.
- Using iPad and class computers, have the students research the lives of Bl. Louis and Zelie Martin. As they conduct their research ask the students to make reference to the areas of their life where their vocation to married life shines through. Share the information as a class.
- Consider exploring this website about The Martin's http://www.louisandzeliemartin.org/ or printing and sharing one of the many homilies from this site
- St. Therese is quoted as saying "The good God gave me a father and mother more worthy of Heaven than of earth." Ask the students their opinion on that quote. What does that mean about how her parents lived the vocation of marriage?
- As in previous days, ask the students to compare the vocation of married life to a career. Are they similar? Are they different? Are they the same?
- Consider having the student's journal their thoughts at the completion of class.

Lesson Four: **Date Completed: _____**

- Explain to the class that today we will focus on the third vocation single life. Single life is often confused with career. Ask the students how a single Christian can still love and serve the Lord. How can they live out their vocation? Record their answers on the board.
- Living the Beatitudes is a way of living your vocation. Pope John Paul II appointed Bl. Pier Giorgio Frassati to the title Blessed and referred to him as the Man who lived the eight Beatitudes.
- Review the Beatitudes and ask the students to recall these as they watch his story on the following YouTube video: https://www.youtube.com/watch?v=baSOH7EJlaM
- Following the video, ask the students to give examples of how he lived the eight Beatitudes. Explain to the students that living the Beatitudes is practicing their vocation. In this case Pier Giorgio lived his single life vocation. He lived a life of charity.
- St. Dominic Savio lived a young life but was deep in faith and devotion. Those around him were inspired by his deep devotion to God. The students will tie to this nicely as he is a child Saint. Choose one of two videos to show the class https://www.youtube.com/watch?v=6wmLFy5OJcA or https://www.youtube.com/watch?v=ZR_o6MUzCdg
- Connect the students to the life of child Saint Dominic Savio. Explain to the students that our vocation begins at birth if we stop and listen to the call. Highlight that stopping to listen is the secret to understanding God's plan for us. His call is different than career. His call is encouraging us to use our talents to help others – to live the Beatitudes. You are never too young to live your vocation. And you are never too young to hear God's call.
- Consider having the student's journal their thoughts at the completion of class.

Lesson Five: **Date Completed: _____**

- On the board in large letters write this question: Are vocations and careers the same?
- Explain to the class that we have spent the entire week studying this question.
- Today we are going to hold a classroom courtroom. Select student to be the plaintiff team, defendant team, witnesses (Saints), judge and jury.
- Spend half the class period allowing the students to collaborate and formulate their plan of presenting their side to the judge and jury.
- Spend the second half of the class allowing the students to conduct their mock trial. If students would like dress up clothes or props, they may do so.
- Concluding the trial, teacher should recap the difference between a vocation and a career. Teacher should also discuss any questions that may have come up during trial. During mock trial, teacher should assess for student understanding.
- If videotaping your mock trial is a possibility, consider doing so to share with the students.
- Consider allowing the students to journal their thoughts at the conclusion

PROFESSIONAL DEVELOPMENT REFLECTION

In this section, teacher should write notes in response to the unit. Things to highlight would be what worked for your class and what did not work. If you would like to do something different for the following year, make note of it here.